

North Star Academy Assessment Schedule
2009-2010

STEP Assessment			
Assessment Dates	Weeks of Instruction Prior to Assessment	Analysis Meetings	PD with Molly
K→9.28.09-10.2.09 1/2→9.21.09-10.2.09	K→ 4 weeks 1/2→ 3 weeks	10.5.09-10.6.09	10.7.09-10.9.09
11.16.09-12.4.09	6 weeks	12.7.09-12.8.09	12.9.09-12.11.09
2.1.10-2.12.10	6 weeks	2.15.10-2.16.10	2.17.10-2.19.10
4.12.10-4.23.10	7 weeks	4.26.10-4.17.10	4.28.10-4.30.10
5.31.10-6.11.10	5 weeks	6.14.10-6.15.10	6.16.10-6.18.10

Math Interim Assessment			
Assessment Dates	Weeks of Instruction Prior to Assessment	Analysis Meetings	PD with Dr. Smith
10.28.09	8 weeks	10.30.09	11.2.09-11.4.09
1.13.10	8 weeks	1.15.10	
3.17.10	8 weeks	3.19.10	
5.12.10	7 weeks	5.14.10	

Perceptual Data Results - Cantrell Middle School - 2012-2013

Communication with Family Members												
	Strongly Agree		Agree		Disagree		Strongly Disagree		No opinion		Not applicable	
	N	%	N	%	N	%	N	%	N	%	N	%
The teacher and/or school keeps me informed about the progress of my child.	11	12	55	58	20	21	0	0	9	9	0	0
I am satisfied with the communication I receive from the teacher and/or school.	39	41	29	31	21	22	6	6	0	0	0	0
about my child's schooling, I receive a prompt response.	31	33	27	28	20	21	8	8	0	0	10	10
I receive enough communication from the school to keep me informed about my child's progress.	47	49	13	14	22	23	8	8	6	6	0	0
The school notifies me of school activities before they occur.	59	62	20	21	10	11	6	6	0	0	0	0

	More than 10 times		6-10 times		2-5 times		Once		Never	
	N	%	N	%	N	%	N	%	N	%
<i>How often have you received the following types of communication from the school this year?</i>										
Phone call	0	0	6	6	37	39	34	36	18	19
Email	2	2	22	23	39	41	27	28	6	6
Letter or note home	2	2	3	3	41	43	23	24	27	28
Newsletter	0	0	11	12	58	61	16	17	10	10

Involvement of Family Members												
	Strongly Agree		Agree		Disagree		Strongly Disagree		No opinion		Not applicable	
	N	%	N	%	N	%	N	%	N	%	N	%
The principal and/or teachers make me feel welcomed to visit the school at any time.	43	45	22	23	15	16	11	12	4	4	0	0
This school provides opportunities for parental involvement in the day-to-day activities.	20	21	23	24	34	36	8	8	9	9	2	2
Parents and family members feel free to express their concerns about the school.	30	32	23	24	27	28	8	8	6	6	2	2
The parent-teacher organizations and school work together for the benefit of all students	9	9	11	12	31	33	15	16	0	0	29	30
	More than 10 times		6-10 times		2-5 times		Once		Never			
<i>How often did you participate in the following events this year?</i>	N	%	N	%	N	%	N	%	N	%		
Parent teacher organization meeting (PTA or PTO)	0	0	22	23	30	31	11	12	32	34		
Conference with your child's teacher	0	0	2	2	41	43	7	7	46	48		
Attending a school event or program	1	1	2	2	27	28	32	34	33	35		
Volunteering at the school	1	1	4	4	11	12	33	35	46	48		

School Climate												
	Strongly Agree		Agree		Disagree		Strongly Disagree		No opinion		Not applicable	
	N	%	N	%	N	%	N	%	N	%	N	%
This school is safe and orderly.	76	80	6	6	7	7	3	3	4	4	0	0
School administrators address disciplinary issues quickly and fairly.	66	69	13	14	5	5	0	0	11	12	0	0
Staff and administration at this school are respectful to students and parents from all backgrounds.	67	71	9	9	8	8	1	1	10	11	0	0

Of 327 surveys sent, 95 or 29% were returned. This compares to a district-wide return rate of 59%

Last Name	First Name	Position/Assignment	State-Provided Growth Measure*	Number of SLOs	SLOs Submitted	SLOs Pending Approval	SLOs Returned for Revision	SLOs Re-Submitted for Approval	SLOs Approved	Included ELA/Literacy in Learning Content?	Includes appropriate DDI collaboration plan?
Bowers	Andrea	ELA AIS		1**	25-Sep	n/a	n/a		27-Sep	yes	yes
Brock	Kellie	Science 8		1	28-Sep	yes				n/a	n/a
Brooks	Therese	Math 7	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Davenport	Josue	Librarian		1**	25-Sep	yes				yes	yes, needs improvement
Ferguson	Sam	Physical Education		1	25-Sep	n/a	n/a	n/a	27-Sep	yes	n/a
Fisher	Casey	ELA 8	yes	2	24-Sep	yes	2	n/a	n/a	n/a	n/a
Gaines	Erin	Music/Band		2	25-Sep	yes	1	1		yes	yes, needs improvement
Graves	Reginaid	Visual Arts	yes	2	25-Sep	n/a	n/a	n/a	n/a	n/a	n/a
Haggard	Merle	Special Education	yes	n/a	n/a	n/a	n/a	n/a	n/a	yes	no
Holt	Augustus	Social Studies 8		1	25-Sep	n/a	27-Sep			yes	no
Hopper	Edwin	Social Studies 8		1	24-Sep	n/a	27-Sep			yes	no
Hudson	Shannon	English as a Second Language		2	25-Sep	n/a	n/a	n/a	n/a	n/a	n/a
Ingram	Jeanie	Math 6	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Kidd	Nicolas	Science 6		1	28-Sep	yes				n/a	n/a
Larsen	Iris	Math 6	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Larson	Randolph	Social Studies 7		1	25-Sep	n/a	27-Sep			no	yes, needs clarification
Lott	Mollie	Special Education	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Macleod	Juliette	Foreign Language, Spanish		1	24-Sep	n/a	n/a	n/a	27-Sep	no	yes
Melendez	Ruben	Physical Education	yes	1	25-Sep	n/a	n/a	n/a	27-Sep	yes	yes, needs improvement
Mendez	Joaquin	Special Education	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Moreno	Liza	Home and Career Skills		2	25-Sep	yes	2			yes, needs clarification	yes
Morin	Ali	Social Studies 7		1	24-Sep	n/a	27-Sep			yes, needs clarification	yes, needs clarification
Moss	Petra	Math 7	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Nixon	Travis	Science 6		1	28-Sep	yes					
Norton	Fredrick	Visual Arts		1	28-Sep	n/a	n/a		27-Sep	yes	yes
Padilla	Tad	Social Studies 6		1	25-Sep	n/a	27-Sep			yes	no
Pennington	Jarold	Science 7		1	28-Sep	yes					
Quinn	Mai	Science 6		1	25-Sep	n/a	n/a	n/a	27-Sep		
Rogers	Dominick	Music/Band		2	25-Sep	n/a	n/a	n/a			
Roman	Louie	Foreign Language, Spanish		1	25-Sep	n/a	27-Sep			no	
Rosario	Clifton	Science 7		1	25-Sep	n/a					
Roth	Vern	Social Studies 6		1	25-Sep	n/a	27-Sep			yes, needs clarification	no
Saunders	Blaine	Science 8		1	25-Sep	n/a					
Sellers	Chester	Math 7	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sherman	Emmett	ELA 6	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Silva	Abel	ELA 7	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Simmons	Consuelo	Physical Education		1	25-Sep	n/a	n/a	n/a	27-Sep	yes	yes
Stanley	Nellie	Technology		2	25-Sep	n/a	n/a	n/a	27-Sep	yes, needs clarification	yes, needs clarification
Tran	Garland	Science 7		1	28-Sep	yes					
Vance	Lanny	Algebra		1	25-Sep	n/a					
Vance	Elvis	Health		1	25-Sep	n/a	n/a	n/a	27-Sep	yes	yes, needs improvement
Vaughn	Johnathan	ELA 7	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Wells	Byron	ELA 6	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Whitaker	Tasha	Guidance Counselor		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Wilkinson	Maryanne	Science 8		1	28-Sep	yes					
Wynn	Wendell	ELA 8	yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Brock Middle School
Early Complaint Log**

	Administrative Functions		Classroom/Teacher Issues					Disciplinary Issues			Communication Issues			
	Transportation Issues	Classroom Assignment	Student grades	Classroom challenge level	Student not being reached by teacher	Teacher's attitude toward the student	Amount of homework	Disciplinary issues in class	Disciplinary issues in school	Bullying	Lack of information about student progress	Not enough information about how to help	Dissatisfaction with school events	Complaint about communication
2011-2012														
September	23	57		16		17	8	22	32	13				2
October	16	28	8	15	11	15	6	15	15	8	4	2	2	2
November	13	2	11	12	14	14	8	13	8	4	2	1	2	2
December	9		4	5	11	9	8	2	2	1	1	2	1	1
January	9	6	6	5	6	9	6	9	3	2	1	1		
February	5		4	3	2	9	9	6	4	1	2			
March	8		3	5	8	5	6	7	1	1	2			
April	11		6	5	10	9	6	11	1		2			2
May	12		5	2	6	9	5	9		4	2			
June	12					12		16	1	6	1	2		
2012-2013														
September	31	43		13	2	22	11	24	28	12	1			3

Except where specified, table entries are actual number of complaints recorded in the Parent Complaint Log compiled by each school

**Cantrell Middle School
Late Achievement Data**

2012-2013 School Performance

English Language Arts

Percent Scoring at Levels 2-4	
<i>Grade 6</i>	95
<i>Grade 7</i>	96
<i>Grade 8</i>	94
Percent Scoring at Levels 3-4	
<i>Grade 6</i>	76
<i>Grade 7</i>	73
<i>Grade 8</i>	70
Percent Scoring at Level 4	
<i>Grade 6</i>	12
<i>Grade 7</i>	10
<i>Grade 8</i>	8

2011-2012 School Performance

English Language Arts

Percent Scoring at Levels 2-4	
<i>Grade 6</i>	98
<i>Grade 7</i>	96
<i>Grade 8</i>	95
Percent Scoring at Levels 3-4	
<i>Grade 6</i>	77
<i>Grade 7</i>	74
<i>Grade 8</i>	72
Percent Scoring at Level 4	
<i>Grade 6</i>	12
<i>Grade 7</i>	8
<i>Grade 8</i>	11

2012-2013 School Performance

Mathematics

Percent Scoring at Levels 2-4	
<i>Grade 6</i>	92
<i>Grade 7</i>	90
<i>Grade 8</i>	88
Percent Scoring at Levels 3-4	
<i>Grade 6</i>	76
<i>Grade 7</i>	75
<i>Grade 8</i>	69
Percent Scoring at Level 4	
<i>Grade 6</i>	10
<i>Grade 7</i>	14
<i>Grade 8</i>	11

2011-2012 School Performance

Mathematics

Percent Scoring at Levels 2-4	
<i>Grade 6</i>	94
<i>Grade 7</i>	90
<i>Grade 8</i>	89
Percent Scoring at Levels 3-4	
<i>Grade 6</i>	78
<i>Grade 7</i>	76
<i>Grade 8</i>	71
Percent Scoring at Level 4	
<i>Grade 6</i>	12
<i>Grade 7</i>	19
<i>Grade 8</i>	7

2012-2013 School Performance

Science

Percent Scoring at Levels 2-4	
<i>Grade 8</i>	90
Percent Scoring at Levels 3-4	
<i>Grade 8</i>	71
Percent Scoring at Level 4	
<i>Grade 8</i>	8

2011-2012 School Performance

Science

Percent Scoring at Levels 2-4	
<i>Grade 8</i>	88
Percent Scoring at Levels 3-4	
<i>Grade 8</i>	72
Percent Scoring at Level 4	
<i>Grade 8</i>	0

**Brock School
Mid-Year Observational Excerpt**

Completed by Principal Thomas Bell

Science Grade 7 – Unannounced observation notes

Component 3C: Observation

Opening:

Students entered the classroom and immediately took out their science notebooks.

T- Thank you for reflecting on the daily question in your notebooks, (Question: How did you get your natural hair color?)

Ss observed writing the question and response in the notebook

T-Circulates after taking attendance

T-(After five minutes of work time 11:13-11:18), Who wants to share thoughts about today's question?

Ss (4) responded God gave it to me, DNA I received, My grandfather's genes passed along his same hair color to me, and Evolution gave everybody different hair color.

Ss were observed listening to responses from peers.

Ss-Some limited laughter during the God... response.

T- Remember, we respect everyone's thoughts. All scientists think through all possibilities.

T-The teacher gave instructions orally and in print form for the activity students were to engage in, clarifying the difference in genes, alleles, and traits.

T- Take a few moments to sketch this graphic (on screen) into your notebook to use for the activity. Also take a few moments to predict what your activity results will look like.

Ss-Sketched the graphic into their notebooks and predicted outcomes.

T- Remember to use the directions as you work on the activity. Go for it.

Activity:

Ss-in the activity where they each had a representation for dominant and recessive alleles representing different hair colors.

Ss-observed passing alleles throughout the classroom, noting the resulting hair color of offspring in their notebooks, the alleles were passed along to imaginary offspring, with the resulting hair color trait being recorded.

Ss-observed smiling and motivated by the activity (S- This is fun S- How many offspring had your same hair color.

T-circulated throughout the classroom

T-asked student How are your results coming along? S- I'm halfway done, but only 1 of my 9 offspring has my hair color. It doesn't seem to matter what the combination is. T What do you mean it doesn't matter? S- The results are usually the same no matter who I share genes with. T- Are genes the same thing as alleles? S- Whoops, I mean alleles. T- Why do you think that is? S- I don't know. Looks at notebook entry for a few moments. Maybe other people's alleles are stronger than mine? T- That sounds like a good hypothesis based on your data. Keep going and see if that pattern continues.

Ss-Continued on task, recording their combinations

T to S- What are you finding? S-Well...it seems like I have a 50-50 chance of the offspring getting my hair color. T- Interesting...how does that compare to your results? S- I thought since I am a male, the offspring always gets my hair color. I wonder why that's happening... T- Let's finish collecting data and see if that pattern continues.

n the activity as they documented the different combinations in their notebooks.

T-Continued circulating focusing on trends observed in outcomes, and how the outcomes compared to students' original predictions.

T- Two-minute warning. Showed time remaining on screen timer

Planning M

	Staff Meetings	Friday Focus	Walk-Through Focus	Supervision & Instruction
September	<ul style="list-style-type: none"> Opening Day (4th): Welcome new staff, Schooltool Presentation 5th: APPR 20th – Safety Drills and Collegial Collaboration 	<ul style="list-style-type: none"> (9/7) <i>The Power of a Positive Phone Call Home</i> (9/14) <i>Keys to Effective Teams</i> (9/21) <i>7 Things to Remember about Feedback</i> (9/28) <i>What Great Teachers Know and Do</i> 	<p>Week of 9/3: Get in all classrooms, welcome students back</p> <p>Week of 9/10: Get in all classrooms, are rooms are ready for Open House?</p> <p>Week of 9/19: Get in all classrooms</p> <p>Week of 9/26: Special Area Focus-AM</p>	<ul style="list-style-type: none"> Walkthroughs as noted under Supervision and Instruction Grade level team meetings SLOs and LATs submitted by 9/28 Begin mini-observations if possible
October	<ul style="list-style-type: none"> 4th: BEDS 18th: United Way, Safety Plan Review, Olweus 	<ul style="list-style-type: none"> (10/5) <i>Focus on the family!</i> (10/12) <i>Ready, Fire, Aim – Taking Action For Collaboration</i> (10/19) <i>Students Who Challenge Us: 8 Things Skilled Teachers Think, Say, Do</i> (10/26) 	<p>Week of 10/5: Intermediate Wing-AM Focus</p> <p>Week of 10/12: Primary Wing Focus-AM</p> <p>Week of 10/19: Special Area Focus-PM</p> <p>Week of 10/26: Intermediate Wing Focus-PM</p>	<ul style="list-style-type: none"> SLOs and LATs locked down by 10/29 Observations: Wolbert, Tynan, Barry, Galaska, Grade level team meetings
November	<ul style="list-style-type: none"> 15th: Olweus 	<ul style="list-style-type: none"> (11/2) (11/9) (11/16) (11/30) 	<p>Week of 10/31: Primary Wing Focus-PM</p> <p>Week of 11/7: Special Area Focus-AM</p> <p>Week of 11/14: Intermediate Wing-AM</p> <p>Week of 11/28: Primary Wing Focus-AM</p>	<ul style="list-style-type: none"> Observations: Deegan, Bush, Devereaux, Greco, Greer, Shallish Grade level team meetings
December	<ul style="list-style-type: none"> 20th: Revisiting the six shifts in ELA 	<ul style="list-style-type: none"> (12/7) (12/14) (12/21)) 	<p>Week of 12/5: Special Area Focus-PM</p> <p>Week of 12/12: Intermediate Wing Focus-PM</p> <p>Week of 12/19: Primary Wing Focus-PM</p>	<ul style="list-style-type: none"> Observations: Butkowski, Reina, Thome, Tuttle, Button, Meaney, Reilly Grade level team meetings
January	<ul style="list-style-type: none"> 17th: Right to Know 	<ul style="list-style-type: none"> (1/4) (1/11) (1/18) (1/25) 	<p>Week of 1/2: Special Area Focus-AM</p> <p>Week of 1/9: Intermediate Wing -AM</p> <p>Week of 1/16: Primary Wing Focus-AM</p> <p>Week of 1/23: Special Area Focus</p>	<ul style="list-style-type: none"> Observations: Kolis, Wroblewski, Ciarla, Tudman, Augello, Carter, Hesler, MacArthur Write mid-year evaluation on Auge & Rose Grade level team meetings

o 2012-2013

Climate & Culture	Communication	Building Safety	Character Education	
<p>Toast New Year at faculty meeting</p> <p>Send out blue notes to staff attending Ice Cream Social</p> <p>Recognize special efforts via blue notes</p> <p>Provide refreshments for staff after Curriculum Night</p>	<ul style="list-style-type: none"> • Summer newsletter to staff (August) • Welcome Back Letter to Families • Weekly or bi-weekly Blog • Letter to peanut-free rooms 	<ul style="list-style-type: none"> • Distribute peanut/nut letters to classrooms with food allergic students on Day 1 • Make sure nurse meets with all teachers concerning Emergency Care Plans • Safety Patrol Planning • Jog-a-thon 	<p>September Attribute, Trait, or Theme:</p> <p style="text-align: center;">Responsibility</p> <p>Kick-Off Assembly: Lyle Cogan</p> <p>Front Bulletin Board: Office</p> <p>B-Day Bulletin Board: Craig & Farley</p>	September
<p>Thank teachers for joining PTA and thank those that attend the October meeting</p> <p>Recognize special efforts via blue notes (teachers working with problematic students, Character Ed. help)</p>	<ul style="list-style-type: none"> • Blog • Reminder about allergies, costumes, parade • Thank volunteers for being guest readers 	<ul style="list-style-type: none"> • Review Safety Plan with Grade level chairs and staff • Reminders about allergies with holiday parties • Finish all drills • Safety Patrol begins! 	<p>October Attribute, Trait, or Theme:</p> <p style="text-align: center;">Respect</p> <p>Assembly: Annie & Kathy</p> <p>Front Bulletin Board: Annie & Kathy</p> <p>B-day Bulletin Board: Gretchen and Megan</p>	October
<p>Recognize special efforts via blue notes (those attending PTA, helping on picture day)</p> <p>Write thank you notes to all staff prior to Thanksgiving</p>	<ul style="list-style-type: none"> • Blog • E-Newsletter • Reminder about days off and half-days 	<ul style="list-style-type: none"> • Safety Plans Due 11/1 	<p>November Attribute, Trait, or Theme:</p> <p style="text-align: center;">Thankfulness</p> <p>Assembly: 3rd Grade</p> <p>Front Bulletin Board: PTA</p> <p>B-day Bulletin Board: Collen R. & Patty</p> <p>Salvation Army Food Drive</p>	November
<p>Recognize special efforts via blue notes (concerts, Azadeh, AIS, Tim)</p> <p>Staff party</p> <p>Staff breakfast</p>	<ul style="list-style-type: none"> • Blog • Reminder about days off and holiday parties 	<ul style="list-style-type: none"> • Reminders about allergies with holiday parties 	<p>December Attribute, Trait, or Theme:</p> <p style="text-align: center;">Compassion and Caring</p> <p>Assembly: Molly</p> <p>Front Bulletin Board: PTA</p> <p>B-day Bulletin Board: Sharon & Colleen S.</p> <p>Community Giving</p>	December
<p>Recognize special efforts via blue notes</p>	<ul style="list-style-type: none"> • Blog • E-Newsletter 	<ul style="list-style-type: none"> • Review Safety Plan for Workshop Day • AED/CPR Training on Workshop Day (Tabletop Drills) 	<p>January Attribute, Trait, or Theme:</p> <p style="text-align: center;">Perseverance</p> <p>Assembly: Ginny & Joelle</p> <p>Front Bulletin Board: Gretchen & Colleen S.</p> <p>B-day Bulletin Board: Megan & Gretchen</p>	January

Planning IV

	Staff Meetings	Friday Focus	Walk-Through Focus	Supervision & Instruction
February	<ul style="list-style-type: none"> 14th: Revisiting the six shifts in Math 	<ul style="list-style-type: none"> (2/1) (2/8) (2/15) 	<p>Week of 1/30: Intermediate Wing Focus</p> <p>Week of 2/6: Primary Wing Focus</p> <p>Week of 2/13: Special Area Focus</p> <p>Week of 2/27: Intermediate Wing</p>	<ul style="list-style-type: none"> Observations: Stevens, McDonald, second observations as necessary Grade level team meetings
March	<p>21st: How to prepare and not prepare for state tests (including how to go over tests in the classroom)</p>	<ul style="list-style-type: none"> (3/1) (3/8) (3/15) (3/22) (3/29) 	<p>Week of 3/5: Primary Wing Focus</p> <p>Week of 3/12: Special Area Focus</p> <p>Week of 3/19: Intermediate Wing</p> <p>Week of 3/26: Primary Wing Focus</p>	<ul style="list-style-type: none"> Observations: Tudman, Reina, second observations as necessary Begin non-teaching evaluations (send out TA evaluations)
April	<ul style="list-style-type: none"> 18th: Common Formative Assessments 	<ul style="list-style-type: none"> (4/12) (4/19) (4/26) 	<p>Week of 4/2: Special Area Focus; check to see all rooms are ready for Open House</p> <p>Week of 4/9: Intermediate Wing Focus – Open House Ready?</p> <p>Week of 4/16: Primary Wing Focus</p> <p>Week of 4/30: Special Area Focus</p>	<ul style="list-style-type: none"> Finish observations if necessary Teaching Assistant and Teacher Aide Evaluations, meet together with teacher and teacher assistant
May	<ul style="list-style-type: none"> 16th: Common Formative Assessments 	<ul style="list-style-type: none"> (5/3) (5/10) (5/17) (5/31) 	<p>Week of 5/7: Intermediate Wing Focus</p> <p>Week of 5/14: Primary Wing Focus</p> <p>Week of 5/21: Special Area Focus</p> <p>Week of 5/28: Intermediate Wing Focus</p>	<ul style="list-style-type: none"> Custodial, nurse, and secretarial evaluations All formal evaluations must be completed by May 15th.
June	<ul style="list-style-type: none"> 13th: Reflection & Review 	<ul style="list-style-type: none"> (6/7) (6/14) (6/21) 	<p>Week of 6/4: Primary Wing Focus</p> <p>Week of 6/11: Special Area Focus</p> <p>Week of 6/18: Intermediate Wing Focus</p>	<ul style="list-style-type: none"> Principal evaluation Available scores provided to teachers.

2012-2013

Climate & Culture	Communication	Building Safety	Character Education	
Recognize Special Efforts via blue notes Ground Hog Day paddles	<ul style="list-style-type: none"> • Blog • Reminder about days off 	<ul style="list-style-type: none"> • Send reminders prior to Valentine's Day parties regarding food allergies 	February Attribute, Trait, or Theme: Honesty & Trust Assembly: Shallish & McDonald Front Bulletin Board: TBD B-day Bulletin Board: April & Cari	February
Recognize special efforts via blue notes	<ul style="list-style-type: none"> • Blog • E-Newsletter • Placement letter 	<ul style="list-style-type: none"> • Food Allergy Committee Mtg? 	March Attribute, Trait, or Theme: Patience & Acceptance Assembly: TBD Front Bulletin Board: TBD B-day Bulletin Board: Molly, Colleen S. CODE Graduation 3/12?	March
Recognize special efforts via blue notes Piano recital? "You're a good egg" notes	<ul style="list-style-type: none"> • Blog • Reminder about importance of eating and attendance for state tests 	<ul style="list-style-type: none"> • 4 Drills after April 1st • Playground Safety • Lockdown by 5/1 	April Attribute, Trait, or Theme: Citizenship Assembly: Tim & Linda Front Bulletin Board: TBD B-day Bulletin Board: AIS	April
Recognize special efforts via blue notes	<ul style="list-style-type: none"> • Blog • E-Newsletter 	<ul style="list-style-type: none"> • Finish Drills if necessary 	May Attribute, Trait, or Theme: Kindness & Courtesy Assembly: Susan & Courtney Front Bulletin Board: Colleen S. B-day Bulletin Board: PTA	May
Recognize special efforts via blue notes Volunteer Recognition – "Lemonade Serenade" Field Day Flag Day Parade	<ul style="list-style-type: none"> • Blog 	<ul style="list-style-type: none"> • End of year party reminders 	June Attribute, Trait, or Theme: Cooperation Assembly: Tracy & Maggie Front Bulletin Board: TBD B-day Bulletin Board: Leah & Maggie M.	June