Title:	**Review of Required Action Plans from Marysville, Wellpinit, Yakima and Tacoma School Districts**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Five: Career and college readiness for all students. ☐ Goal Three: Closing achievement gap. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ Communication ☒ System Oversight ☐ Convening and Facilitating ☐ Advocacy
Policy Considerations / Key Questions:	What is the role of the State Board of Education in required action plan approval? How should the SBE use the criteria for approval as outlined in statute to evalutate plans? Do the plans submitted to the SBE meet the criteria for approval?
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint

Synopsis:	State statute specifies the basis for plan approval: "The state board of education shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement." (RCW 28A.657.060.)
	
	 RCW 28A.657.050 specifies the required elements of plans to include:
	   a. Selection and implementation of an approved school improvement model, including a description of how the concerns of the academic performance audit are addressed. The selection of the model must be intended to improve student performance to allow the district to be released from required action within three years.
	   b. Application for state or federal funds.
	   c. Budget that provides for adequate resources to implement the selected model and other requirements of the plan.
	   d. Descriptions of any changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.
	   e. Identification of the measures to be used in assessing the school's student achievement.
	
	 The required action districts have submitted their required action plans via the Indistar online planning tool. A committee of members is reviewing the plans in detail to help guide the Board in evaluating plans for approval.

REVIEW OF REQUIRED ACTION PLANS FROM MARYSVILLE, WELLPINIT, YAKIMA AND TACOMA SCHOOL DISTRICTS

Policy Consideration

At the July 2014 meeting the State Board of Education (SBE) will consider approval of the required action plans of the districts designed for required action by the SBE at the March 2014 meeting. These districts are Marysville (Tulalip Elementary School), Tacoma (Stewart Middle School), Yakima (Washington Middle School), and Wellpinit (Wellpinit Elementary School).

Criteria for approval is outlined in statute and described in the summary section below. Key questions are what is the role of the SBE in plan approval, how should the criteria be applied, and how should the SBE use the criteria to evaluate plans?

Summary

State statute specifies the basis for plan approval: "The state board of education shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement." (RCW 28A.657.060.)

RCW 28A.657.050 specifies the required elements of plans to include:
  a. Selection and implementation of an approved school improvement model, including a description of how the concerns of the academic performance audit are addressed. The selection of the model must be intended to improve student performance to allow the district to be released from required action within three years.
  b. Application for state or federal funds.
  c. Budget that provides for adequate resources to implement the selected model and other requirements of the plan.
  d. Descriptions of any changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.
  e. Identification of the measures to be used in assessing the school's student achievement.

Background

How the Board approaches approval of required action plans depends on the role of the Board. At the May meeting the Board approved a letter to Superintendent Dorn requesting his input and the expertise of the Office of Student and School success in evaluating the quality of the required action plans. The statutory role of the Office of the Superintendent of Public Instruction (OSPI) in required action plans is to help districts develop their plans if the district requests assistance, and to review the plans for consistency with federal and state guidelines. In addition to the statutory role, the letter of the Board to the Superintendent requests that the role of OSPI is also to provide technical guidance on the quality of plans. This allows OSPI and the SBE to have distinctly different roles in plan approval: OSPI reviews plans for federal and state guidelines and provides technical guidance on plan quality, and the SBE considers

plans for approval, taking into account OSPI's technical expertise and members' best judgment as citizen representatives.

At the May meeting, the Board approved a process for evaluating required action plans and emergency rules that changed the timeline for approval of required action plans. The emergency rules shifted approval of plans from a proposed special meeting in early June to the July Board meeting. The process includes a committee of members who will review plans in depth and guide the Board as a whole in plan evaluation and approval.

OSPI requires that required action plans, along with school improvement plans for challenged schools in need of improvement, be developed and recorded in the Indistar school planning tool. The plans were pulled during the afternoon June 20, 2014, the due date that the SBE asked districts to submit plans for approval. However, the use of the Indistar tool allows districts and schools to continue to refine and modify plans. While the primary actions of what districts and schools plan to do to address their required action status should be recorded in their June 20 required action plans, the plans should not be considered static documents. OSPI has been asked to notify the Board if any substantive changes are made to the plans after June 20.

Included in this section of the Board packet are:
- The required action plans for schools pulled from the Indistar planning tool on June 20, 2014. These plans are not included in the printed packet of materials provided for members, but are included in the online packet posted on the SBE website.
- Evaluation forms that members may used to evaluate plans, and that staff will use as a framework for compiling member comments.
  - An evaluation form was created for each district, and includes a summary of the academic performance audit recommendations.
  - Each form also lists the required elements of plans, and provides space for the evaluator to make comments on each element if they choose.
  - One required element for evaluation is a budget, however, the districts have not yet finalized a budgets. Staff is working with OSPI to obtain preliminary budget information for the evaluation.
- Cross-walk tables.
  - These tables list the Indistar indicators specifically recommended in the academic performance audit for schools and districts. SBE staff checked for the use of the indicators in the school and district plans.
  - These tables provide an indication of the responsiveness of plans to the recommendations of the performance audit.
    - The use of the recommended indicators in each of the schools' plans show that each of the schools were responsive to the academic performance audit findings in developing the school plans.
    - One district, Wellpinit, does not have a well-developed district plan that addresses the district indicators recommended by the academic performance audit. This district was performing a superintendent search during the past months. The board may wish to work with OSPI and the district for a timeline to allow Wellpinit to fully develop the district plan, and to ensure the district and school plans align.

Action

The SBE will consider approval of the required action plans of Tacoma, Yakima, Wellpinit and Marysville.

Tulalip Elementary School RAD Plan Evaluation

The SBE's legislative responsibility is to "approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement." (RCW 28A.657.060) This form summarizes the recommendations of the academic performance audit and lists the requirements of RCW 28A.657.050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 4 below).

1. **Improvement model chosen:**_____

Is the improvement model appropriate for the required action?

2. Are the concerns of the academic performance audit sufficiently addressed?

Suggested Scoring Guide

Minimal Development 1-2	Partial Development 2-3	Full Development 4-5
-Plan failed to address the recommendation -Plan was vague or inconsistent with the RAD requirements	-Plan did not clearly demonstrate an understanding of the RAD requirements -Plan addressed none or some of the recommendations -Plan demonstrated some commitment to the RAD process	-Plan met or exceeded expectations for addressing recommendations -Evidence the district is committed to the success of the plan - Plan shows understanding the RAD requirements

Table 1 lists the broad recommendations of the academic performance audit, and a few specific concerns and observations of the performance audit related to the broad recommendations. These concerns and observations should be taken as illustrative examples rather than a complete summary of concerns brought up by the performance audit. *In reviewing the information in this table and the Indistar plans, a consideration of the Board might be "Do the indicators in the plan address the concerns of the audit, and are the tasks sufficient to address the Indicator and lead to improved student performance?"*

Table 1: Broad Recommendations of the Academic Performance Audit with Selected Concerns and Observations (in shaded cells)

Finding Recommendation	Development (1-6)	Comments
Concerns and observations from Audit: Audit notes several positives concerning this recommendation: "at the tipping point with respect to this recommendations" and teacher teams collaborating frequently around student data. Concerns include: 1) the difference in achievement between Tulalip Elementary and Quil Ceda Elementary students—leadership and staff need to understand and address disparity; 2) need to accelerate students beyond 'one year of growth'; 3) mixed level of support and engagement in professional development		

1) Ensure all students receive grade-level appropriate core instruction and curriculum by (a) aligning curriculum to Common Core and Washington State Standards; (b) using data to inform and differentiate instruction and interventions based on student needs; and (c) continuing to use culturally responsive practices and appropriate materials.		
1.A Design and Implement Culturally Responsive, Standards-Based Units of Instruction		
1.B Utilize Professional Learning Community Structure Supporting Use of Data to Inform		
1.C Provide Professional Development, Technical Assistance, and Support		
Concerns and observations from Audit: Currently two principals are assigned to the merging schools. At the time of the audit there was not yet a determined leadership model and staffing assignments for next year.		
2) Continue the shared leadership model through the transition and provide co- principals operational flexibility that (a) supports the school's turnaround plan; (b) builds staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.		
2.A Principal Leadership		
2.B District Leadership		
Concerns and observations from Audit: The audit recognized that while the school is committed to creating a safe learning environment (Compassionate Schools and AVID have been implemented) major issues remain a challenge. Students impacted by trauma results in classroom behavior concerns, staff becoming overwhelmed, students with trauma identified for special education. Parent, family and community engagement has been affected by racism and the history of boarding schools.		
3) Build upon the school's culturally responsive multi-tiered system of academic and social-emotional support, using a data-based inquiry system to track progress and make adjustments for individual students, classrooms, and the school.		
3.A School and Classroom Environment		
3.B Parent/Family and Community Engagement		

3. Are the requirements of RCW 28A.657.050 met?

Table 2: Additional considerations for approving required action plans

Requirement of RCW 28A.657.050	Development (1-6)	Comments
1) Will anticipated improvements allow the district to be released from required action within three years of implementing the plan?		
2) Application for state or federal funds	6	OSPI affirms that districts have submitted applications.
3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan		[The budget is still being developed.]
4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains		
5) Identification of the measures to be used in assessing the school's student achievement		
6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community in the development of the plan		
8) Public hearing held		[Districts have been asked when their public hearing was held.]

4. Do you have concerns about plan implementation?

Stewart Middle School RAD Plan Evaluation

The SBE's legislative responsibility is to "approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement." (RCW 28A.657.060) This form summarizes the findings of the academic performance audit and lists the requirements of RCW 28A.657.050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 4 below).

1. **Improvement model chosen**:_____

Is the improvement model appropriate for the required action?

2. Are the concerns of the academic performance audit sufficiently addressed?

Suggested Scoring Guide

Minimal Development 1-2	Partial Development 3-4	Full Development 5-6
-Plan failed to address the recommendation -Plan was vague or inconsistent with the RAD requirements	-Plan did not clearly demonstrate an understanding of the RAD requirements -Plan addressed none or some of the recommendations -Plan demonstrated some commitment to the RAD process	-Plan met or exceeded expectations for addressing recommendations -Evidence the district is committed to the success of the plan - Plan shows understanding the RAD requirements

Table 1 lists the broad recommendations of the academic performance audit, and a few specific concerns and observations of the performance audit related to the broad recommendations. These concerns and observations should be taken as illustrative examples rather than a complete summary of concerns brought up by the performance audit. ***In reviewing the information in this table and the Indistar plans, a consideration of the Board might be "Do the indicators in the plan address the concerns of the audit, and are the tasks sufficient to address the Indicator and lead to improved student performance?"***

Table 1: Broad Recommendations of the Academic Performance Audit with Selected Concerns and Observations (in shaded cells)

Finding Recommendation	Development (1-6)	Comments
Concerns and observations: *instruction practice changes were implemented during SIG, but failed to result in sustained progress in student achievement. Proficiency increases in reading and math occurred in the first year of SIG, but was not sustained during the remaining years. The number of preparations and the larger percentage of new and inexperienced teachers was a concern expressed by staff. Survey results show 45% of staff believes that all students can meet state standards. Effective use of formative assessments was found in half the classrooms.*		
1) Design and implement protocols, structures, and professional development for Stewart's Student Success Cycle (data-informed inquiry cycle) to ensure all students receive rigorous, standards-aligned and differentiated instruction and curriculum.		
1.A Design and Implement Rigorous, Standards-Based Units of Instruction		
1.B Provide Professional Development, Technical Assistance, and Support		
1.C Build and Consistently Use Protocols and Structures Supporting Use of Data to Inform Instruction		
Concerns and observations: *The incoming principal will be the fourth since 2010-2011, the first year of SIG. There has been some turnover in assistant principals as well.*		
2) Provide the principal operational flexibility that (a) supports the school's turnaround plan, (b) builds staff capacity to deliver rigorous, standards-based instruction and curriculum and use data in making instructional decisions, and (c) aligns with districtwide expectations for increases in student achievement.		
2.A Principal Leadership		
2.B District Leadership		
3) Ensure the learning environment is safe, supportive, mutually respectful, and honors the cultures and families represented in the school.		
3.A School and Classroom Environment		
3.B Parent/Family and Community Engagement		

3. Are the requirements of RCW 28A.657.050 met?

Table 2: Additional considerations for approving required action plans

Requirement of RCW 28A.657.050	Development (1-6)	Comments
1) Will anticipated improvements allow the district to be released from required action within three years of implementing the plan?		
2) Application for state or federal funds	6	OSPI has documented that all RADs have completed an application.
3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan		[Budgets are still under development.]
4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains		
5) Identification of the measures to be used in assessing the school's student achievement		
6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community		
8) Public hearing held		[Districts have been asked when their public hearing was held.]

4. Do you have concerns about plan implementation?

Washington Middle School RAD Plan Evaluation

The SBE's legislative responsibility is to "approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement." (RCW 28A.657.060) This form summarizes the findings of the academic performance audit and lists the requirements of RCW 28A.657.050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 4 below).

1. **Improvement model chosen**:_____

Is the improvement model appropriate for the required action?

2. Are the concerns of the academic performance audit sufficiently addressed?

Suggested Scoring Guide

Minimal Development 1-2	Partial Development 3-4	Full Development 5-6
-Plan failed to address the recommendation -Plan was vague or inconsistent with the RAD requirements	-Plan did not clearly demonstrate an understanding of the RAD requirements -Plan addressed none or some of the recommendations -Plan demonstrated some commitment to the RAD process	-Plan met or exceeded expectations for addressing recommendations -Evidence the district is committed to the success of the plan - Plan shows understanding the RAD requirements

Table 1 lists the broad recommendations of the academic performance audit, and a few specific concerns and observations of the performance audit related to the broad recommendations. These concerns and observations should be taken as illustrative examples rather than a complete summary of concerns brought up by the performance audit. *In reviewing the information in this table and the Indistar plans, a consideration of the Board might be "Do the indicators in the plan address the concerns of the audit, and are the tasks sufficient to address the Indicator and lead to improved student performance?"*

Table 1: Broad Recommendations of the Academic Performance Audit with Selected Concerns and Observations (in shaded cells)

Finding Recommendation	Development (1-6)	Comments
Observations and concerns: *There is lack of evidence that current practice for placing students in language arts and math classes is serving students well—concern that the block system as described in the performance audit is not designed for students to exit.*		

1) The school's Improvement Plan should address how the instructional core will be expanded to ensure (a) all students receive grade-level appropriate instruction and curriculum that are research-based, rigorous, and aligned with State academic content standards; and (b) interventions are differentiated based on student needs.		
1.A System to Place Students in Core and Intervention for Language Arts and Mathematics		
Observations and concerns: *'Teacher churn' a major challenge. Concern that new teachers have not received training in the Safe and Civil Schools Initiative. Evidence that teachers are not yet consistently implementing research-based instructional practices with fidelity.*		
1.B Professional Development, Technical Assistance, and Support		
1.C Professional Learning Communities and Use of Data		
2) The school and district action plans will need to demonstrate expanded capacity of the principal and leadership team to demonstrate their ability to (a) lead and engage staff in the school's data-based action-planning process, (b) monitor changes in educator practice and student outcomes resulting from the plan, and (c) revise plans as needed to significantly increase student learning.		
Observations and concerns: At the time of the audit, the district had not yet determined who will lead the school next year and beyond.		
2.A Principal Leadership		
2.B Distributed Leadership		
Observations and concerns: *School and classroom environment—"passive compliance" versus "culture of learning"*		
3) The school and district action plans will need to identify how they will ensure the learning environment is safe, mutually respectful, and honors the cultures and families of the students represented in the school.		
3.A School and Classroom Environment		
3.B Parent/Family and Community Engagement		

3. Are the requirements of RCW 28A.657.050 met?

Table 4: Additional considerations for approving required action plans

Requirement of RCW 28A.657.050	Development (1-6)	Comments
1) Will anticipated improvements allow the district to be released from required action within three years of implementing the plan?		
2) Application for state or federal funds	6	OSPI affirms that all districts have submitted applications
3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan		[Budget still being developed.]
4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains		
5) Identification of the measures to be used in assessing the school's student achievement		
6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community		
8) Public hearing held		[Districts have been asked when the public hearing was held]

4. Do you have concerns about plan implementation?

The SBE's legislative responsibility is to "approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement." (RCW 28A.657.060) This form summarizes the findings of the academic performance audit and lists the requirements of RCW 28A.657.050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 4 below).

1. **Improvement model chosen**:_____

Is the improvement model appropriate for the required action?

2. Are the concerns of the academic performance audit sufficiently addressed?

Suggested Scoring Guide

Minimal Development 1-2	Partial Development 3-4	Full Development 5-6
-Plan failed to address the recommendation -Plan was vague or inconsistent with the RAD requirements	-Plan did not clearly demonstrate an understanding of the RAD requirements -Plan addressed none or some of the recommendations -Plan demonstrated some commitment to the RAD process	-Plan met or exceeded expectations for addressing recommendations -Evidence the district is committed to the success of the plan - Plan shows understanding the RAD requirements

Table 1 lists the broad recommendations of the academic performance audit, and a few specific concerns and observations of the performance audit related to the broad recommendations. These concerns and observations should be taken as illustrative examples rather than a complete summary of concerns brought up by the performance audit. *In reviewing the information in this table and the Indistar plans, a consideration of the Board might be "Do the indicators in the plan address the concerns of the audit, and are the tasks sufficient to address the Indicator and lead to improved student performance?"*

Table 1: Broad Recommendations of the Academic Performance Audit with Selected Concerns and Observations (in shaded cells)

Finding Recommendation	Development (1-6)	Comments
Observations and concerns: *A major concern is the frequent turnover of leadership; largest concern among interviewees was to ensure the district actively recruits, inducts, and retains a strong instructional leader at the school level.*		

1) Attract and retain a principal who will ensure s/he and the leadership team demonstrate the capacity to (a) maintain a strong focus on instructional improvement and student learning outcomes; (b) regularly monitor and continuously improve the core instructional program; and (c) use data to assess the strengths and weaknesses of the curriculum and instructional strategies.		
1.A Maintain a strong focus on instructional improvement and student learning outcomes		
Observations and concerns: *BERC report indicates lessons aligned to powerful Teaching and Learning have decreased over the past year.*		
1.B Regularly monitor and continuously improve the core instructional program		
1.C Use data to assess the strengths and weaknesses of the curriculum and instructional strategies		
2) Expand staff capacity to deliver effective instruction and instructional intervention through engagement in sustained professional development aligned to identified needs based on student and staff performance; and develop staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions.		
2.A Provide distributed Leadership		
Observations and concerns: *Observations and concerns: Teacher leaders reported that coaching or ongoing support feels the most effective and would like to see more classrooms with modelling, practice lessons, and ongoing assistance.*		
2.B Professional development		
3) Engage partners within the community and families to ensure the learning environment is safe, orderly, and honors the cultures of students represented in the school.		
Observations and concerns: *student behavior remains an area of concern in the school. Staff expressed concern that expectations within the agreed upon behavior intervention system (PBIS) is no implemented with fidelity across the school.*		
3.A School and Classroom Environment		
3.B Parent/Family and Community Engagement		

3. Are the requirements of RCW 28A.657.050 met?

Table 4: Additional considerations for approving required action plans

Requirement of RCW 28A.657.050	Development (1-6)	Comments
1) Will anticipated improvements allow the district to be released from required action within three years of implementing the plan?		
2) Application for state or federal funds	6	OSPI affirms that all districts have submitted applications.
3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan		[Budgets are still being developed.]
4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains		
5) Identification of the measures to be used in assessing the school's student achievement		
6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community		
8) Public hearing held		[Districts have been asked when their public hearing was held.]

4. Do you have concerns about plan implementation?

TULALIP SCHOOL AND DISTRICT ACADEMIC PERFORMANCE AUDIT SUMMARY AND RECOMMENDED INDICATOR CROSS-WALK WITH SCHOOL AND DISTRICT PLANS

The table below summarizes the Academic Performance Audit recommendations that are aligned with research-based actions. It includes the recommended Indistar Indicators. The Y/N columns have been filled in by staff, verifying that the school and district plans address the recommended indicators and providing a 'quick check' that the plan is responsive to the recommendations of the academic performance audit.

Specific Recommendations and Indistar Indicators (highlighted in gray). Y/N columns filled in by SBE staff as of 6/17/2014.

School-level recommendations and indicators	In School Plan Y/N	Actions aligned with school-level recommendations	District-level recommended Indicators	In District Plan Y/N
Principle 1: Provide Strong Leadership				
1) **Recommendations 1B and 2A** (1 and 2 in Table 3 below): Continue to develop distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)	Y	Leadership team: Leads school improvement process Reviews data Selects strategies Manages implementation Monitors effectiveness of efforts	**Expected Indicator P1-C:** District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas. **Expected Indicator P1-B:** The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement.	Y Y (Fully implement ed)
2) **Recommendations 1B and 2A** (1 and 2 in Table 3 below): Sustain the practice of spending at least 50% of the time working directly with teachers to improve instruction, including classroom observations. (Indicator P1-IE08)	N	**Principals (and team)** spend 50% of time working with teachers to improve instruction		
Principle 2: Ensure Effective Instruction				
3) **Recommendations 1A and 1C** (1a-1c in Table 3 below): Provide targeted professional development (PD) to build teacher capacity to implement culturally relevant and standards-	Y (both)	**Provide** professional development to build capacity to implement culturally responsive and standards-based: Curriculum Instruction	**Expected Indicator P2-C:** Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the	y

based curriculum, instruction, and interventions. (Indicators P2-IF11 and/or P2-IF12)		Interventions	requirements of its Student and School Success Action Plan and evolving needs.	
4) Recommendations 1B and 2A (1 and 2 in Table 3 below): Set goals for Professional Development and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)	**Y P2-IF12**	**Set specific PD goals and monitor**: Changes in staff practice Impact on student learning		
5) Recommendation 3A (3 in Table 3): Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., culturally relevant practices, AVID) and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P1-IE07)	**Y (both)**	**Monitor implementation and impact** on student learning of implementation of culturally responsive and standards-based: Curriculum Instruction Interventions		
Principle 3: Increase Learning Time				
6) Recommendations 1A and 1C (1a-1c in Table 3 below): Continue to provide time for data teams to meet while specialists work with students in the areas of behavioral health and culture (P3IVD02, P4-IIIA07, P5-IIDO8, P5-IID12, and/or P6-IIIC16)	**Y (all)**	**Provide** time for data teams to meet while students are with specialists	**Expected Indicator P3-A**: The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.	**Y**
Principle 4: Improve Instructional Program				
7) Recommendations 1A and 1C (1a-1c in Table 3 below): Implement culturally relevant instructional strategies and materials aligned with state standards and student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs (Indicators P4-IIA03 and/or P4-IIIA07)	**Y (both)**	*Included above with the added emphasis on tailoring to student needs*	**Expected Indicator P4-A**: The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models. **Expected Indicator P4-B:** The district works with the school to provide early and intensive intervention for students not making progress.	**Y** / **Y**
8) Recommendations 1A and 1C (1a-1c in Table 3 below)**:** Upgrade the mathematics program (core and supplemental) and the literacy program (supplemental) and ensure alignment with Common Core State Standards.		**Upgrade** math core and supplemental curriculum and literacy supplemental curriculum to align with CCSS		
Principle 5: Use Data to Improve Instruction				

9) Recommendations 1A and 1C (1a-1c in Table 3 below)**:** Expand the capacity of teacher teams to monitor and assess mastery of standards-based objectives and to track school-wide implementation and impact of culturally relevant practices and instructional materials. (P5-IID06)	**Y**	Included above	**Expected Indicator P5-A**: The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis.	**Y**
10) Recommendations 1A and 1C (1a-1c in Table 3 below)**:** Use a variety of data to identify special needs students. (Indicator P5-IID12)	**Y**	**Improve** identification of special needs students.		
11) Recommendations 1B and 2A (1 and 2 in Table 3 below): Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and improvement initiatives. (Indicator P5-IID08)	**Y**	**Assess** curriculum and instructional strategies for strengths and weaknesses.		
Principle 6: Establish a Safe Learning Environment				
12) Recommendation 3A (3 in Table 3 below): Continue to ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity, positively teach them to their students, and implement the multi-tiered system of support for students struggling with trauma and unsafe behaviors. (Indicators P6-IIIC13, P6-IIIC16, and/or P6-IIIC04)	**Y (All)**	• **Teach and reinforce** rules • **Provide** a tiered system of support for students based on their needs		
Principle 7: Engage Families and Communities				
13) Recommendation 3B (3 in Table 3 below): Collaborate with parents and community members to build on the cultures of the students in the school and to identify and implement strategies to engage parents/families and community in the school's improvement efforts. (Indicators P7-IVA05 and/or P7-IVA13)	**Y (both)**	• **Collaborate** with parents and community around culture • **Identify and implement** parent and community engagement in school improvement	**Expected Indicator P7-B**: The LEA/School has engaged parents and community in the transformation process.	**Y**

STEWART/TACOMA ACADEMIC PERFORMANCE AUDIT SUMMARY AND RECOMMENDED INDICATOR CROSS-WALK WITH SCHOOL AND DISTRICT PLANS

The table below summarizes the Academic Performance Audit recommendations that are aligned with research-based actions. It includes the recommended Indistar Indicators. The Y/N columns have been filled in by staff, verifying that the school and district plans address the recommended indicators and providing a 'quick check' that the plan is responsive to the recommendations of the academic performance audit.

Specific Recommendations and Indistar Indicators (highlighted in gray). Y/N columns filled in by SBE staff as of 6/17/2014.

School-level recommendations and indicators	Expressed in Plan? Y/N	Actions aligned with school-level recommendations	District-level recommended Indicators	Expressed in Plan? Y/N
Recommendation 2A: Develop shared/distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)	Y	**Leadership team**: Leads school improvement process Reviews data Selects strategies Manages implementation Monitors effectiveness of efforts	**Expected Indicator P1-C:** Provide principal with operational flexibility in order to support school turnaround plans in key areas.	N
Recommendations 1B and 1C: Provide targeted professional development (PD) to build teacher capacity to implement standards-based curriculum, instruction, and interventions. (Indicators P2-IF11 and/or P2-IF12)	Y (both)	**Provide** professional development to build capacity to implement culturally responsive and standards-based: Curriculum Instruction Interventions	**Expected Indicator P2-C:** Provide differentiated professional development and technical assistance to teachers to move instruction to increased levels of rigor and relevance for students. **Expected Indicator P2-C:** Build capacity within the coaching cadre to (a) support expanded teacher core instructional practices and differentiated instruction and (b) train on the adopted instructional framework.	Y (fully implemented)
Recommendation 2A: Set goals for Professional Development (PD) and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)	Y (both)	**Set specific PD goals and monitor**: Changes in staff practice impact on student learning		
Recommendation 3A: Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., Safe and Civil Schools [CHAMPS], AVID) and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P2-IF07)	Y (both)	**Monitor implementation and impact** on student learning of implementation of culturally responsive and standards-based: Curriculum Instruction Interventions	**Expected Indicator P2-C:** Ensure coherence across professional development and teaching/learning practices within the school. **Expected Indicator P2-C:** Provide professional development around culturally responsive leadership and	

			instructional practices and monitor the extent to which these practices are implemented and impact student outcomes.	
No additional Indicators beyond "active" Expected Indicator addressed by the school for Principle 3.		*Extended learning time will support teacher teams to implement all recommendations.*	**Expected Indicator P3-A**: Allocate resources (e.g., personnel, fiscal, and professional development and technical assistance) to support additional learning time for staff.	**Y**
Recommendations 1A and 1C: Align instructional strategies with student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs. (Indicators P4-IIA03 and/or P4-IIIA07)	**Y (both)**	*Included above with the added emphasis on tailoring to student needs*	**Expected Indicator P4-B**: Provide training and support on systems of intervention that result in accelerated student learning.	**Y** (fully implemented)
Recommendations 1A and 1C: Implement protocols, structures, and professional development that expand the capacity of teacher teams to monitor and assess mastery of standards-based objectives and to make instructional adjustments to the core instructional program based on student needs. (Indicator P5-IID12)	**Y**	*Included above*	**Expected Indicator P5-A**: Provide technology, training, and support for school leadership to collect and analyze a variety of data to track changes in educator practice and student learning.	**Y**
Recommendation 2A: Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)	**Y**	*Included above*		
Recommendation 3A: Ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity and positively teach them to their students. (Indicator P6-IIIC13)	**Y**	• **Teach** and **reinforce** rules • **Provide** a tiered system of support for students based on their needs		
Recommendation 3B: Collaborate with parents and community members to identify and implement strategies to engage parent and the community in the school's improvement efforts at the current site and the temporary site. (Indicators P7-IVA05 and/or P7-IVA13)	**Y (both)**	• **Collaborate** with parents and community around culture • **Identify and implement** parent and community engagement in school improvement; determine specific strategies to engage parents and community at both current site and temporary site.	**Expected Indicator P7-B**: Engage parents and community in the transformation process.	**Y** (fully implemented)

WASHINGTON/YAKIMA ACADEMIC PERFORMANCE AUDIT SUMMARY AND RECOMMENDED INDICATOR CROSS-WALK WITH SCHOOL AND DISTRICT PLANS

The table below summarizes the Academic Performance Audit recommendations that are aligned with research-based actions. It includes the recommended Indistar Indicators. The Y/N columns have been filled in by staff, verifying that the school and district plans address the recommended indicators and providing a 'quick check' that the plan is responsive to the recommendations of the academic performance audit.

Specific Recommendations and Indistar Indicators (highlighted in gray). Y/N columns filled in by SBE staff as of 6/17/2014.

School-level recommendations and indicators	In School Plan? Y/N	Actions aligned with school-level recommendations	District-level recommended Indicators	In District Plan? Y/N
Recommendation 2B: Develop shared/distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)	Y	**Leadership team**: Leads school improvement process Reviews data Selects strategies Manages implementation Monitors effectiveness of efforts	**Expected Indicator P1-A:** Identify leader competencies required of a transformational leader and ensure an individual with these skills is leading the school. **Expected Indicators P1-A, P1-B, and P1-C**: Support and engage with school leaders to expand their capacity for transformational leadership.	**Y** fully implemented 10/30/2013 **Y** fully implemented 10/30/2013
Recommendations 2A: Ensure principal capacity to maintain a focus on instructional improvement and student learning outcomes. (Indicator P1-IE08)	Y	**Principal and team** maintain their focus on instructional improvement, using data on student learning outcomes to anchor their improvement initiatives.		
Recommendations 1A, 1B, and 1C: Provide targeted professional development (PD) to build teacher capacity aligned with the district's instructional framework (Danielson) and monitor impacts of PD in educator practice and student outcomes. (Indicators P2-IF11 and/or P2-IF12)	Y (both)	**Provide** professional development Danielson Instructional Framework. to build capacity to implement culturally responsive and standards-based: Curriculum	**Expected Indicator P2-C:** Provide differentiated professional development and technical assistance to teachers to move instruction to increased levels of rigor and relevance for students. **Expected Indicator P2-C**: Build capacity within the coaching cadre to (a) support	**Y** fully implemented 10/9/2013

		Instruction Interventions	expanded teacher core instructional practices and differentiated instruction and (b) train on the adopted instructional framework.	

Recommendations 2A and 2B: Set goals for Professional Development (PD) and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)	**Y(both)**	**Set specific PD goals and monitor**:
		    Changes in staff practice
		    Impact on student learning
			Expected Indicator P2-C: Ensure coherence across professional development and teaching/learning practices within the school.	

Recommendation 3A: Provide professional development around culturally responsive leadership and instructional practices and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF07 and/or P2-IF12)	**Y (both)**	**Monitor implementation and impact** on student learning of implementation of culturally responsive and standards-based:
		    Curriculum
		    Instruction
		    Interventions
			Expected Indicator P2-C: Provide professional development around culturally responsive leadership and instructional practices and monitor the extent to which these practices are implemented and impact student outcomes.	

Recommendations 1A, 1B, and 1C: Extend learning time for students and time for teacher collaboration within and/or beyond the school day, week, or year, and monitor progress of these extended learning opportunities on educator capacity and student learning. (Indicators P3-IVD05 and/or P3-IVD06)	**Y (both)**	**Provide** time for teams to meet; include specific expectations for collaboration around using data to improve instructional practice and student outcomes.	**Expected Indicator P3-A**: Allocate resources (e.g., personnel, fiscal, professional development and technical assistance) to support time for teacher collaboration and instructional planning	**Y** fully implemented 10/9/2013
Recommendations 2A and 2B: Establish a team structure for collaboration with specific duties and time for instructional planning. (Indicators P3-IVD05 and/or P3-IVD06)	**Y (both)**	*Included above*		
Recommendations 1A and 1C: Align instructional strategies with student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs. (Indicator P4-IIA03)	**Y**	*Included above with the added emphasis on tailoring to student needs*	**Expected Indicator P4-B**: Provide training and support on systems of intervention that result in accelerated student learning.	**Y** fully implemented 5/18/2014
Recommendations 1A, 1B, and 1C: Expand teacher and instructional coach practices that support identification of student learning needs and	**Y**	*Included above, with added emphasis on role of coaching and differentiation of*		

differentiation of instruction based on needs. (Indicator P4-IIIA07)		*instruction based on student learning needs*		
Recommendations 1A and 1C: Expand the capacity of teacher teams (grade-level and/or departmental) to monitor and assess mastery of standards-based objectives and to make instructional adjustments to the core instructional program based on student needs. (Indicator P5-IID12)	Y	*Included above*	**Expected Indicator P5-A**: Provide appropriate assessment tools, technology, training, and support for school leadership to collect and analyze a variety of data to track changes in educator practice and student learning.	**Y** fully implemented 5/19/2014
Recommendations 2A and 2B: Set goals for Professional Development and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)	**Y (both)**	*Included above*		
Recommendations 2A and 2B: Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)	Y	**Assess** curriculum and instructional strategies for strengths and weaknesses.		
Recommendation 3A: Ensure all staff members demonstrate an understanding of community cultures, customs, and values, and model a respect for them. (Indicator P6-IIIC01)		**Assess** current practice and **provide** professional development to address weaknesses.		
Recommendation 3B: Collaborate with parents and community members to identify and implement strategies to engage parent and the community in the school's improvement efforts. (Indicator P7-IVA13)	Y	• **Collaborate** with parents and community around culture • **Identify and implement** parent and community engagement in school improvement	**Expected Indicator P7-B**: Engage parents and community in the transformation process.	**Y**

WELLPINIT SCHOOL AND DISTRICT ACADEMIC PERFORMANCE AUDIT SUMMARY AND RECOMMENDED INDICATOR CROSS-WALK WITH SCHOOL AND DISTRICT PLANS

The table below summarizes the Academic Performance Audit recommendations that are aligned with research-based actions. It includes the recommended Indistar Indicators. The Y/N columns have been filled in by staff, verifying that the school and district plans address the recommended indicators and providing a 'quick check' that the plan is responsive to the recommendations of the academic performance audit.

Specific Recommendations and Indistar Indicators (highlighted in gray). Y/N columns filled in by SBE staff as of 6/17/2014.

School-level recommendations and indicators	In School Plan? Y/N	Actions aligned with school-level recommendations	District-level recommended Indicators	In District Plan? Y/N
Recommendations 1A, 1B, 1C, and 2A: Continue to develop distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)	Y	**Leadership team**: Leads school improvement process Reviews data Selects strategies Manages implementation Monitors effectiveness of efforts	**Expected Indicator P1-B:** Recruit and support an experienced principal and build their capacity to nurture sustained growth within their staff.	N
Recommendations 1A, 1B, and 1C: Provide strong leadership by ensuring the principal keeps a focus on instructional improvement and student learning outcomes (P1-IE06)	Y	**Principal and team** maintain their focus on instructional improvement, using data on student learning outcomes to anchor their improvement initiatives.		
Recommendation 1A: Continue to spend at least 50% of the time working directly with teachers to improve instruction, including classroom observations. (Indicator P1-IE06)	Y	**Principals (and team)** spend 50% of time working with teachers to improve instruction		
Recommendation 3A: Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., culturally relevant practices) and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P1-IE07)	Y (both)	**Provide** professional development to build capacity to implement culturally relevant and standards-based: Curriculum Instruction Interventions		
Recommendation 3A: Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., culturally relevant practices)	Y (both)	**Provide** professional development to build capacity to implement culturally relevant and standards-based:	**Expected Indicator P2-C:** Provide professional development around culturally responsive leadership and	N

and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P1-IE07)		Curriculum Instruction Interventions **Monitor** changes in staff practice and impact on student learning.	instructional practices and monitor the extent to which these practices are implemented and impact student outcomes.	
Recommendations 1A, 1C, and 2B: Set goals for Professional Development (PD) and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)	**Y (1st)**	**Set specific PD goals and monitor**: Changes in staff practice Impact on student learning		
Recommendations 2A and 2B: Establish a team structure for collaboration with specific duties and time for instructional planning. (Indicators P3-IVD05 and/or P3-IVD06)	**Y (both)**	**Provide** time for teams to meet; include specific expectations for collaboration around using data to improve instructional practice and student outcomes.	**Expected Indicator P3-A**: Allocate resources (e.g., personnel, fiscal, professional development and technical assistance) to support time for teacher collaboration and instructional planning	**N**
No additional Indicators beyond "active" Expected Indicator addressed by the school for Principle 4.		Regularly **monitor** and continuously **improve** the core instructional program.	*No additional Indicators beyond Expected Indicators addressed by the school for Principle 4.*	
Recommendations 1B, 1C, 2A, and 2B: Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)	**Y**	*Included above* .	**Expected Indicator P5-A**: Provide technology, training, and support for school teams to continue to collect and analyze a variety of data to track changes in educator practice and student learning.	**N**
Recommendation 3A: Continue to ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity, positively teach them to their students, and implement the multi-tiered system of support for students struggling with trauma and unsafe behaviors. (Indicator P6-IIIC13, P6-IIIC16, and/or P6-IIIC04)	**Y (1st, 2nd)**	• **Teach** and reinforce rules • **Provide** a tiered system of support for students based on their needs		
Recommendation 3B: Collaborate with parents and community members to build on the cultures of the students in the school and to identify and implement strategies to engage parents/families and community in the school's improvement efforts. (Indicators P7-IVA05 and/or P7-IVA13)	**Y (both)**	• **Collaborate** with parents and community around culture • **Identify and implement** parent and community engagement in school improvement	**Expected Indicator P7-B**: Engage parents and community, including the Spokane Tribe, in the transformation process.	**N**

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/20/2014

Tulalip Elementary School---P NCES - 530486000741

Marysville

Student and School Success Principle Indicators   Key Indicators are shown in RED.

Student and School Success Principle 1: Strong leadership	
Team structure	
Indicator	**P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)**
Status	Tasks completed: 0 of 7 (0%)
Assessment	Level of Development:		Initial: Limited Development 05/06/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Our school disaggregates student achievement data and we use it to plan for MTSS, unit acceleration, and data team PD done at each and every grade level. At this time the work is not done by the leadership team. It is done by the two administrators, math and literacy coaches, RTI coordinator, and includes the grade level group of teachers whenever possible.

Data flows to and from grade levels but there is limited vertical work. There are additional times that the RTI coordinator, coaches, and administrators meet come together to allocate resources or make decisions that need rapid turnaround time related to acceleration grouping, instructional adjustments, and needed job embedded professional development. There is limited alignment with special education work but discussion has begun to align and coordinate the work between these two teams.

We have begun to progress monitor students at the grade, class, and individual student level. We also have begun to monitor and plan for students based on the data team proficiency levels. We do progress monitor our special education students and our ELL students. We also have an identified list of students of concern who have not moved academically despite a high number of interventions. We do not yet plan for students by subgroup and/or differentiate PD based on experience or need of staff.

At this time we have limited walk through data from administrators viewing instruction with a targeted lens to look for fidelity of implementation and to give constructive feedback that would increase the effectiveness and efficiency of teaching in all classroom settings. |

Plan	Assigned to:	Anthony Craig
	How it will look when fully met:	Tulalip Elementary will be implementing the Washington Synergy Model throughout the three year RAD period (2014-17). The district level plan and school plan work together to fulfill all requirements of the Washington Synergy Model. As a response to the RAD audit team's recommendations 1B and 2A: "Continue to develop distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts," Tulalip Elementary School will continue to develop distributed leadership capacity to facilitate a continuous improvement process. The Leadership Team, consisting of principals, teacher leaders, and parent/community representative(s) will meet on a monthly basis to review and update the student and school success plan in Indistar. During those meetings team members will review task completion, SMART goal data, and evidence of plan implementation. The team will monitor the effectiveness of the plan, select targeted strategies, participate in problem solving, and create new tasks as needed to bring the plan's preferred futures into reality. The team will practice the strategy of updating the Indistar plan in real time during the Leadership Team meetings. The team will use student achievement data (disaggregated by subgroup) and aggregated classroom observation data to measure effectiveness and inform necessary adjustments to the plan. The leadership team will be comprised of member of each PLC/data team in the school in order to ensure clear communication between groups to align all initiatives (social/emotional/behavioral and academic) to meet goals of school improvement plan. Shared information will allow the leadership team to clearly communicate progress of improvement efforts and collaborate with all staff in order to strengthen implementation and include all staff in monitoring progress. The parent/community member (s) of the team will be to offer a parent/family perspective in feedback and guidance for school improvement initiatives. Further, this member will be responsible for communicating to various parent groups and community based organizations the progress of the school and will bring input from those groups/individuals that will inform the actions of the leadership team. SMART Goals: The Indistar plan will be updated on a monthly basis, showing tasks completed, evidence of full implementation of strategies and comments that will serve as a communication tool to the entire staff through the read-only function of Indistar. The Indistar snapshot function will show regular updates to the plan. As a result of increased participation and distributed leadership on the building Leadership Team, the spring 2015 staff survey will show a 15% increase in staff satisfaction around regular monitoring of the school improvement plan, increasing from 47% to 63% on CEE area: "Our school meets regularly to monitor implementation of our school improvement plan."
	Target Date:	06/05/2015
	Tasks:	
	1. The Leadership Team will meet monthly and a designee will record updates to the Indistar plan	
	Assigned to:	Kathryn Thornton
	Added date:	05/15/2014
	Target Completion Date:	06/05/2015

		Frequency:	monthly
		Comments:	Keep indistar up and running throughout each leadership team meeting to capture ongoing progress.
	2. The principal(s) will communicate the process for determining building leadership team members.		
		Assigned to:	Anthony Craig
		Added date:	06/10/2014
		Target Completion Date:	09/30/2014
		Comments:	
	3. Aggregated walkthrough data will be shared and analyzed with the building leadership team to monitor the effectiveness of agreed upon instructional strategies and allow for adjustments.		
		Assigned to:	Anthony Craig
		Added date:	06/10/2014
		Target Completion Date:	06/12/2014
		Frequency:	four times a year
		Comments:	
	4. Based on student data from universal screeners the leadership team will determine targeted instructional strategies to be implemented by all teachers. These instructional strategies will be measured for implementation and effectiveness through classroom walkthroughs.		
		Assigned to:	Anthony Craig
		Added date:	06/10/2014
		Target Completion Date:	06/12/2015
		Frequency:	four times a year
		Comments:	
	5. Data will be compiled and shared with Leadership Team for each grade level from each universal screener indicating proficiency levels (Proficient, Close, Far, Not Likely Yet) and disaggregated by subgroup this data will be compiled at data team/PLC meetings.		
		Assigned to:	Irene Bare
		Added date:	05/15/2014
		Target Completion Date:	06/05/2015
		Frequency:	monthly
		Comments:	Data from each grad level will be compiled and analyzed.
	6. Staff will be updated quarterly of tasks completed, evidence of full implementation of strategies, and progress toward meeting SMART goals.		
		Assigned to:	Anthony Craig
		Added date:	05/15/2014
		Target Completion Date:	06/05/2015
		Frequency:	four times a year
		Comments:	Student achievement data shared along with aggregated walkthrough data
	7. The staff survey will be administered in spring and results compared to the previous year's survey results.		
		Assigned to:	Kathryn Thornton
		Added date:	05/15/2014
		Target Completion Date:	

	Target Completion Date:	05/29/2015
	Comments:	CEE survey
Implement	Percent Task Complete:	Tasks completed: 0 of 7 (0%)
Indicator	**P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 02/22/2014
	Evidence:	Teachers are all organized into grade-level or department teams. Each team has regular meetings which occur during the 100 minutes per week of "data team" time built into the master schedule, plus during PGW days that are designated as PLC. Specialists and Counseling Department members meet on PLC Wednesdays. To sustain the meetings, time must be guaranteed by being built into the schedule. Principals and coaches must continue to guide work and provide needed resources.

Student and School Success Principle 1: Strong leadership

Principal's role

Indicator	**P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)**	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/30/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	I feel that the work we have done with data teams and in our job embedded professional development have led us target and plan for all students to make a year's or more growth. I believe that we are doing an effective job of strengthening instruction aligned to standards, curriculum, and assessment. I think that we are learning that some of our best growth comes in unexpected ways but we have the right people with the right skills and we are good at rapid retry. I think communication of targeted goals is an area that we can continue to develop. I also believe that we are still working to have appropriate system wide supports and that when we have worked together from the district level and our building we will have the needed time to be even stronger instructional leaders. At this time, there are competing interests for our time and attention. Research states that effective principals place a high premium on being in classrooms and coaching into teachers and paraprofessionals. We have this value but our workload sometimes prevents the amount of time we would like to be in classrooms.

Plan	Assigned to:	Anthony Craig
	How it will look when fully met:	In response to RAD Audit Report recommendations 1B and 2A to "sustain the practice of spending at least 50% of the time working directly with teachers to improve instruction, including classroom observations," a principal will attend twice-per-week data team meetings with each grade level. Additional administrative support will be necessary for both principals to monitor the implementation of effective instructional strategies. To implement this RAD recommendation the school will need the support of an assistant principal to be funded through RAD. The RAD recommendations specified that, at least for the first year of RAD, the school should continue the co-principal model. During this transitional year, structures and systems of professional development/monitoring of culturally responsive teaching strategies, and implementing further structures that will increase classroom/school safety and behavior management will require significant administrative support. Parallel to the RAD plan, the Marysville School District and Tulalip Tribes are currently working on a partnership to introduce a "Tier IV" program for students who have not yet been successfully served in the multi-tiered system of support provided thus far. Up to this point a small group of students with significant behavioral/social-emotional needs has consumed much of the principals' time during the school day. (See attached "Administrative Flow Chart" indicating the breadth of necessary administrative duties for meaningful school improvement.) At data team meetings instructional goals will be set to address student learning needs and resources will be allocated to support students to meet standards in reading and math. Job embedded professional development will be conducted during these meetings; a principal will lead and/or participate in this professional development alongside teachers. Principals and/or members of leadership team will conduct instructional walkthroughs to monitor the implementation of curriculum and to monitor instructional goals set by teachers during professional development (whole staff and grade level). Using a walkthrough protocol based on the Motivational Framework for Culturally Responsive Teaching and UW CEL's 5D Instructional Framework—collecting data around instruction in literacy and math and culturally responsive teaching. SMART goal: Principals will spend 50% of their time focused on instructional improvement (including grade level data meetings and classroom walkthroughs). Walkthrough data will be reported to Assistant Superintendent and the leadership team on a quarterly basis in the form of aggregated data indicating the percentage of teachers implementing instructional initiatives aligned with 5D Framework and the Motivational Framework and aligned this school improvement plan.
	Target Date:	06/15/2015
	Tasks:	
	1. Establish schedule for principals indicating set grade level data meetings/PLCs, classroom walkthroughs, and office hours.	
	Assigned to:	Cheri Brennick
	Added date:	05/15/2014
	Target Completion Date:	09/04/2015
	Comments:	

	2. Establish a reporting protocol for sharing aggregated walkthrough data to be used for reporting to staff and to Assistant Superintendent.		
	Assigned to:	Kristin DeWitte	
	Added date:	06/10/2014	
	Target Completion Date:	09/30/2014	
	Comments:		
	3. Establish an agenda/calendar for which data sets will be shared at monthly meetings between Asst. Superintendent and principals. For example, one month will focus on student data and the next will be aggregated classroom walkthrough data.		
	Assigned to:	Kristin DeWitte	
	Added date:	06/10/2014	
	Target Completion Date:	09/30/2014	
	Comments:		
	4. Find/modify/create walkthrough protocol (tool) to collect data of classroom walkthrough based on agreed upon look-fors based on data team agreements.		
	Assigned to:	Anthony Craig	
	Added date:	05/15/2014	
	Target Completion Date:	09/05/2014	
	Comments:		
	5. Meet monthly with Asst. Superintendent to share and analyze student and instructional data.		
	Assigned to:	Anthony Craig	
	Added date:	06/10/2014	
	Target Completion Date:	06/12/2015	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	
Indicator	**P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 05/06/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have established expectations and processes for team planning and we occasionally monitor work via walk throughs and teacher check in. Principal participates is twice weekly grade level data team meetings for each grade level. At these meetings, decisions are made about assessment, student achievement data, and curricular adjustments. PD is embedded by coaches and administrators. Further resources are allocated as a result of these meetings. Principals conduct instructional walk throughs when available. Our goal has been to spend 2 to 2.5 hours per day in classes. We are often called back to the office to deal with discipline issues, or to work with	

		district operation departments, or to do work related to SIG/RAD. Principals spend approximately 2.5 hours per week in classrooms and 2 half days participating in grade level data teams. Another barrier to administrator walk through time is running school short staffed due to a lack of substitutes available in our district.
Plan	Assigned to:	Not yet assigned

Student and School Success Principle 2: Staff evaluation and professional development

Professional development

Indicator	**P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Tulalip Elementary and Marysville School District is currently engaged in processes to align Common Core State Standards, Professional Learning Communities, and Teacher and Principal evaluation tools (CEL 5D+). During data team/PLC/grade level meeting time teachers analyze student data and join coaches and administrators in setting instructional goals that lead to high student achievement. Using the data team process teachers engage in instructional improvement efforts leading to improved instruction as described by the 5D+ framework. Teachers have the opportunity to lead segments of PLCs as part of the professional learning in the school.	
Plan	Assigned to:	Not yet assigned	

Indicator	**P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW)**		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Professional development is currently conducted by instructional coaches in literacy and math, school counselors and behavior specialist in areas of behavior and social-emotional wellbeing, and administrators in various areas. The vast majority of professional development occurs during grade level/content meetings. Additionally, teachers participate in district-offered PD opportunities--such as trainings for teachers new to the profession or to the district. The PD is aligned with building goals of planning for the needs of each student, tracking and analyzing grade level data, and aligning instruction both at the grade level and vertically K-5. During PD teachers set goals and determine monitoring times and practices to ensure all are learning and improving.	
Plan	Assigned to:	Anthony Craig	
	How it will look when fully met:	As a response to RAD recommendations 1A and 1C to provide targeted professional development to build teacher capacity to implement culturally relevant and standards based curriculum, instruction and intervention, Tulalip Elementary will work within indicator P2-IF-12. As a result of targeted professional development teachers will be using the motivational framework to design and implement lessons. This will be observable in teacher's instruction in all academic areas. SMART Goal: 100% of grade levels will adjust at least one unit of study to incorporate culturally relevant material as measured by grade level data team meeting minutes and walkthroughs by June 1, 2015.	
	Target Date:	06/01/2015	
	Tasks:		
	1. Before school begins, at our August professional development meeting, staff will read the Chapters 1 and 2 from Ginsberg's book Transformative Professional Learning. Based on this reading staff will create a list of observational look- fors corresponding to each of the quadrants of the motivational framework for culturally responsive teaching.		
		Assigned to:	Anthony Craig
		Added date:	05/15/2014
		Target Completion Date:	08/22/2014
		Comments:	
	2. Establish a yearlong professional development calendar which includes literacy, math, sheltered instruction, social emotional wellbeing, culturally responsive teaching. This calendar includes scheduling grade level/data team meetings and whole group PD opportunities.		
		Assigned to:	Irene Bare
		Added date:	06/10/2014
		Target Completion Date:	09/30/2014
		Comments:	

3. Follow-up professional development needs will be determined by this walk-through data.

	Assigned to:	Anthony Craig
	Added date:	05/15/2014
	Target Completion Date:	06/05/2015
	Comments:	

4. Establish next steps for math professional development.

	Assigned to:	Irene Bare
	Added date:	06/10/2014
	Target Completion Date:	09/30/2014
	Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	
Indicator	**P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW)**		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Based on goals set by teachers in collaboration with administrators and coaches professional development needs are determined. In this process educators determine professional learning needs based on student data (formative and summative), implementation of the Common Core State Standards, and the related needs of the PLC as a whole and individual members. Additionally, instructional improvement is discussed through the implementation of the CEL 5D+ Framework as teachers reflect more on their own practice as in relation to the descriptions in the framework. Further, through the process of data cycles, teachers identify their own learning needs in ways that will lead to impacts on student learning/achievement. By monitoring the implementation of agreed upon strategies that lead to improved student learning, as well as the professional development done in conjunction with those instructional strategies, the level of instructional improvement is more evident.	
Plan	Assigned to:	Irene Bare	
	How it will look when fully met:	Using data cycles and job embedded professional development, teachers will identify needs for on-going professional development to improve instructional practice. This will be monitored through scripts of data team meetings, targeted guided walks by administrators and coaches. 100% of teachers will implement agreed upon results indicators during each data cycle/unit of study as measured by classroom walkthroughs; data will be shared out at grade level data team meetings at the end of each unit/data cycle.	
	Target Date:	06/12/2014	
	Tasks:		

1. Use data team protocols to guide unit planning, professional development, and develop a Professional Learning Calendar for the building.

	Assigned to:	Marilou Pilon

		Added date:	10/31/2013
		Target Completion Date:	10/14/2013
		Frequency:	monthly
		Comments:	
		Task Completed:	10/14/2013
	3. Provide substitutes to allow teachers to watch their peers work and to ensure fidelity of implementation of instructional strategies across the school.		
		Assigned to:	Kathryn Thornton
		Added date:	10/31/2013
		Target Completion Date:	06/12/2014
		Comments:	This will be moved into Tulalip Elementary School's RAD plan for the 2014-15 school year.
Implement	Percent Task Complete:		Tasks completed: 1 of 2 (50%)

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

Expanded time for student learning and teacher collaboration		
Indicator	**P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)(TitleISW)**	
Status	Tasks completed: 0 of 7 (0%)	
Assessment	Level of Development:	Initial: Limited Development 05/08/2014
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school provides opportunities for members of the school community to meet for purposes related to students' learning. In grade levels, staff meet for 100 minutes a week in Data Teams to discuss assessment results and next steps for instruction. On 1 or 2 early release days a month, grade levels, specialists and para-professionals meet in Professional Learning Communities. We have a school-wide Behavior Team that meets about once a month. There are 5 district directed professional development days throughout the year that take place on early release Wednesdays. The Student Acceleration Team (SAT) meets weekly to discuss the needs of specific students. We also have a Professional Evaluation Group (PEG) that meets on an as needed basis to determine possible Special Education services.
Plan	Assigned to:	Irene Bare
	How it will look when fully met:	As a response to RAD recommendations 1A and 1C teachers will implement culturally relevant instructional strategies and materials aligned with state standards and student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on student needs. Preferred Future: The leadership team looks at universal screener data where students are disaggregated into proficiency levels (Proficient, Close, Far, Not Yet) in both literacy and math to identify acceleration needs in each grade level. Student's acceleration groups, goals for those groups, and culturally relevant instructional strategies are determined by the grade level data teams.The school will be organized into grade level teams and/or job-alike PLCs (grade level, counselors and liaisons, specialists, acceleration teachers, etc.). These teams will meet regularly to collaborate about student learning. Grade level teams will meet for at least 100 minutes/week. Specialists will meet monthly; counseling department members and acceleration teachers will each meet in job-alike groups weekly. At each meeting student data will be used to make decisions about needed professional development, resource allocation, and appropriate instructional initiatives and curricular adjustments. Additionally, the leadership team will examine disaggregated student data and aggregated teacher data (from walkthroughs) to monitor and adjust improvement plans. SMART Goal: 100% of certificated staff will participate in a PLC/grade level data team. Grade level teams will be arranged by September 15, 2014 and all students will have an acceleration plan by October 15, 2015 which will be adjusted every 6-8 weeks based on data.
	Target Date:	06/12/2015
	Tasks:	

1. Establish schedule indicating meeting times for each grade level team and/or PLC.

Assigned to:	Irene Bare
Added date:	05/15/2014
Target Completion Date:	09/08/2014
Comments:	100 minutes/week Data teams--grade level PLC scheduled for counseling department & specialists

2. Identify data sets that will be used by each team/PLC to monitor and adjust school improvement plan to ensure student learning

Assigned to:	Irene Bare
Added date:	05/15/2014
Target Completion Date:	09/30/2014
Comments:	

3. Data teams will use current data to create acceleration groups.

Assigned to:	Irene Bare
Added date:	06/10/2014
Target Completion Date:	06/01/2015
Frequency:	four times a year
Comments:	

4. After universal screeners are completed, the data will be analyzed by the leadership team to make recommendations to grade level teams about each grade level's focus for acceleration.

Assigned to:	Irene Bare
Added date:	06/11/2014
Target Completion Date:	06/12/2015
Frequency:	four times a year
Comments:	

5. Meet in grade level teams to form acceleration groups based on student needs and make decisions about group size, instructional time, culturally relevant materials, goals and strategies.

Assigned to:	Irene Bare
Added date:	06/11/2014
Target Completion Date:	06/12/2015
Frequency:	four times a year
Comments:	

6. Growth toward standard will be monitored by pre-determined monitoring tools that are directly aligned to student needs and goals. Monitoring will be completed by small group instructors at an acceleration monitoring meeting.

Assigned to:	Irene Bare
Added date:	06/11/2014
Target Completion Date:	06/12/2015
Frequency:	four times a year
Comments:	

7. Adjustments to groups will be made based on monitoring tools.

Assigned to:	Irene Bare
Added date:	

	Added date:	06/11/2014	
	Target Completion Date:	06/12/2015	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 7 (0%)	
Indicator	**P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW)**		
Status	**No decision has been made** Tasks completed: 2 of 2 (100%)		
Assessment	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School day extended by 15 minutes. Each student has a plan developed for him/her based on current data that leads to targeted "acceleration" instruction during the day. This allows students who need the most support to be given an additional instructional opportunity.	
Plan	Assigned to:	Irene Bare	
	How it will look when fully met:	Each student will have an individualized acceleration plan in literacy and/or math. Each instructional staff member will be assigned to grade level acceleration bands and will have additional times during the day to provide instruction based on the student plans. 100% of students will make at least one year's growth in literacy and math based on universal screeners. 100% of students will be assessed to monitor progress every 6-8 weeks as measured by agreed upon monitoring tools.	
	Target Date:	06/06/2014	
	Tasks:		
	1. Implement building assessment calendar which includes Fountas & Pinnell Benchmark Assessment, DIBELS and Boulder Math Screener.		
	Assigned to:	Irene Bare	
	Added date:	11/13/2013	
	Target Completion Date:	06/06/2014	
	Comments:		
	Task Completed:	05/30/2014	
	2. Choose progress monitoring tools and develop calendar for each grade level.		
	Assigned to:	Irene Bare	
	Added date:	11/13/2013	
	Target Completion Date:	06/06/2014	
	Comments:		
	Task Completed:	05/30/2014	
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)	
Indicator	**P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)**		
Status	**Full Implementation**		

Assessment	Level of Development:		Initial: Full Implementation 10/31/2013	
	Evidence:		Teachers are organized into teams which meet at least twice per week (50 minutes per meeting). During these meetings teachers review formative assessment data and plan units in literacy (reading and writing) and math. Further teachers determine instructional strategies that lead to meeting standard for all students. These times are in addition to the 150 minutes of plan time guaranteed through the collective bargaining agreement.	

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)			
Status	Tasks completed: 1 of 2 (50%)			
Assessment	Level of Development:		Initial: Limited Development 11/01/2013	
	Index:	6	(Priority Score x Opportunity Score)	
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
	Describe current level of development:		Data team work has lead to instructional teams that have strong skills and conceptual knowledge in organizing unit plans, determining concepts principles and skills that will be covered, vertically tracing common core standards, and teaching to those points. Teachers have become savvy in choosing learning gaps to close in both literacy and math to accelerate learning and in using additional structures such as targeted activities during independent times, goal setting with students, and routines that reinforce and maintain needed skills. New this year is a more push in model of special education that more closely aligns our special education with a response to model of special education. Teachers plan for all students in a grade level to make a year or more of growth. Students with the greatest needs receive response to model of special education. Students with the greatest needs receive targeted, small group instruction during grade level acceleration block and are identified for Tier 3 instruction as well. Progress monitoring of all IEP and ELL students is new this year and will be provided by RTI coordinator, sped teacher, and ELL paraprofessional. We are exploring the opportunity of tribal tutors during specialist times so that we can increase gap closing and bringing a 6 week SIOP class on site during professional development Wednesdays to increase the ways we can support students who have ELL and language development needs.	
Plan	Assigned to:		Anthony Craig	
	How it will look when fully met:		100% of teachers will base lessons on grade level standards as measured by weekly principal walkthroughs; data will be shared with staff every 6 weeks.	
	Target Date:		06/06/2014	
	Tasks:			
		1. Use walkthrough protocol based on CEL 5D Instructional Framework.		
		Assigned to:	Anthony Craig	
		Added date:	11/13/2013	
		Target Completion Date:	12/09/2013	

		Comments:	This task will move into Tulalip Elementary School's RAD plan for the 2014-15 school year once we have a selected protocol and clarity to share data with the staff.
	2. Follow Doug Reeves Data Team Cycle.		
		Assigned to:	Irene Bare
		Added date:	11/13/2013
		Target Completion Date:	06/06/2014
		Comments:	
		Task Completed:	06/02/2014
Implement	Percent Task Complete:		Tasks completed: 1 of 2 (50%)
Indicator	**P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89) (TitleISW)**		
Status	Tasks completed: 0 of 9 (0%)		
Assessment	Level of Development:		Initial: Limited Development 05/08/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Many of the Reading and Writing units of study (C.I.A. and District Units of Study) are written and revised to correlate to grade level/Common Core standards. Some units are missing criteria for mastery, especially in Writing. Grade level appropriate pre/post tests are in place for Reading and Math. Some pre/post tests for Writing are in development in some grade levels. Our Math curriculum, in conjunction with supplemental lessons and outside resources, includes standard based objectives. Grade levels continue to supplement to support students. This is not yet systematic. Although criteria for mastery is inherent in pre/post tests, it is not fully articulated.
Plan	Assigned to:		Irene Bare
	How it will look when fully met:		In response to RAD recommendations 1A and 1C to upgrade the mathematics program (core and supplemental) and the literacy program (supplemental) to align with Common Core Standards Tulalip Elementary school will work within Indicator P4-IIA02. Tulalip teachers will implement a curriculum map/blueprint organized by grade-level common core standards taught per trimester listing corresponding lessons both from core curriculum materials and possible supplemental materials where necessary. As per RAD recommendation, dollars for these materials will be part of the RAD budget request. SMART Goals: 100% of core teachers will use the curriculum map in math and literacy to guide their instruction as measured by data team minutes and principal classroom walkthroughs. 100% of core teachers will administer and use the data from grade appropriate universal screeners: In math, primary grades will use Strength in Numbers; intermediate grades will use a grade-level screener focusing on skills. In literacy, all grades will use a common universal screener. Teachers and students will use criteria for mastery rubrics to progress monitor and individualize instruction based on student needs. Evidence of implementation will be found in data team minutes and through monitoring of plan by the building leadership team.

		In literacy and math, at least of 80% of students will improve at least one proficiency level toward grade level standards at the end of each trimester as measured by interim assessments.
	Target Date:	06/12/2015
	Tasks:	
	1. In literacy and math, develop and introduce a curriculum map of the Common Core Standards to be taught (per grade level, per trimester) and the corresponding lessons from the core curriculum and supplemental lessons.	
	Assigned to:	Irene Bare
	Added date:	05/15/2014
	Target Completion Date:	09/01/2014
	Comments:	
	2. Choose and administer universal screeners for Math. Primary grades will use Strength in Numbers. Intermediate grades will identify an appropriate diagnostic assessment.	
	Assigned to:	Brianna Conway
	Added date:	05/15/2014
	Target Completion Date:	09/01/2014
	Comments:	
	3. A rubric for criteria for mastery will be identified/developed and implemented in classrooms.	
	Assigned to:	Irene Bare
	Added date:	05/15/2014
	Target Completion Date:	06/12/2015
	Comments:	
	4. A math intervention kit will be selected and purchased to support teachers in planning and implementing differentiated math lessons to support students in meeting common core state standards.	
	Assigned to:	Irene Bare
	Added date:	06/10/2014
	Target Completion Date:	09/29/2014
	Comments:	
	5. Grade level teachers will administer a beginning of the year screener to assess the degree to which students have the prerequisite skills/understandings for first trimester common core standards. In math, primary grades will use Strength in Number; intermediate grades will use a grade-level screener and further diagnostic(s) assessments focusing on skills essential for success in the coming grade level.	
	Assigned to:	Irene Bare
	Added date:	06/10/2014
	Target Completion Date:	09/29/2014
	Comments:	
	6. Introduce a protocol for aligning lessons and units from the curriculum map to CCSS and the Standards for Mathematical Practice.	
	Assigned to:	Irene Bare
	Added date:	06/10/2014
	Target Completion Date:	09/30/2014
	Comments:	

	7. Criteria for mastery will be created and used by teachers and students to measure student progress on each math common core standard. Student achievement on these measures will be shared at grade level meetings where plans for students not meeting mastery will be created and monitored.		
	Assigned to:	Irene Bare	
	Added date:	06/10/2014	
	Target Completion Date:	06/01/2015	
	Comments:		
	8. Schedule each grade level's math data cycles for the year. Each grade level will conduct at least three full data cycles between September and June.		
	Assigned to:	Irene Bare	
	Added date:	06/10/2014	
	Target Completion Date:	06/01/2015	
	Comments:		
	9. Teachers will administer interim assessments to indicate the students' mastery of the grade level standards to be taught each trimester.		
	Assigned to:	Irene Bare	
	Added date:	06/10/2014	
	Target Completion Date:	06/05/2015	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 9 (0%)	
Indicator	**P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637) (Expected)**		
Status	**Objective Met** 6/2/2014		
Assessment	Level of Development:	Initial: Limited Development 10/31/2013	
		Objective Met - 06/02/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This work has been independent of the building leadership team. Having a Vertical Data team as part of our data work and using the BLT to do this work will ensure that we are using a building-wide focus to make decisions.	
Plan	Assigned to:	Irene Bare	
	How it will look when fully met:	Every student will have an individualized acceleration plan based on universal screeners and/or diagnostic unit screeners. These groups are developed grades at each grade level and meet four days per week for 25 to 50 minutes for math and reading. All students will demonstrate progress based on universal screening done three times per year using DIBELs, F&P levels, MAPS, MBA, and the Boulder Screening tool for literacy and math.	
	Target Date:	10/14/2013	
	Tasks:		

	1. Plan 6-8 week acceleration cycles during data team. Use data from universal screeners and from unit pre- and post-assessmsents.	
	Assigned to:	Irene Bare
	Added date:	10/31/2013
	Target Completion Date:	06/12/2014
	Frequency:	four times a year
	Comments:	
	Task Completed:	05/30/2014
	2. Ensure that a building-wide schedule is being adhered to so that resources can be maximized.	
	Assigned to:	Anthony Craig
	Added date:	10/31/2013
	Target Completion Date:	10/30/2013
	Comments:	
	Task Completed:	10/30/2013
	4. Assign Tier 3 Instruction for students on an as-needed basis.	
	Assigned to:	Irene Bare
	Added date:	10/31/2013
	Target Completion Date:	10/30/2013
	Frequency:	four times a year
	Comments:	
	Task Completed:	10/30/2013
Implement	Percent Task Complete:	
	Objective Met:	6/2/2014
	Experience:	6/2/2014 Use of common assessments based on standards and time to meet with teachers to discuss appropriate plans has been necessary.
	Sustain:	6/2/2014 Continue to set aside time for teachers to meet, understanding of necessary common assessments to be given and by when.
	Evidence:	6/2/2014 Sample 'acceleration' plans are uploaded.

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in assessing and monitoring student mastery

Indicator	**P4-IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)**
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 11/01/2013
	Evidence:	Because we are gap closing, we need to adjust and refine our pre and post asessments as we can continue to add more rigor and close gaps with grade level standards. New to our work is a focus on fleshing out whether students have specific vocabulary gaps. For instance, in pre assessments we may have previously asked in a first grade pre test what is the setting of this story? Now we may have two questions that would include the

		first mentioned one and where does this story take place? This will allow us to be even more targeted in our use of visual supports, teaching academic language, and closing vocabulary gaps that eventually impact comprehension.

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (ELL,Expected,TitleISW)	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 11/01/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Data team work and PLC grade level collaboration are all directed toward targeting instruction to the whole group, small group and individual needs. Teachers continue to use acceleration to teach specifically to close gaps four days per week for 30-50 minutes per day. Teachers also use PLC time to work together to further differentiate learning. This year teachers are working to progress monitor all students during acceleration and core instruciton. Using Reeve's four categories of student - proficient, close, far, and not yet likely without significant acceleration allows teacher to choose specific strategies and track the effectiveness of these strategies in helping students master key content. Literacy and math coaches also help plan units of study so that teachers identify key concepts, what learned skills need to be reinforced and practiced and which missing skills need to be addressed in routines and independent work. This year we hope to add lesson study - an opportunity for teachers to see their peers work with students to ensure that instruction is aligned and fidelity of instruction takes place across the grade level. This year we also hope to add more work using Margery Ginsburg's model of intrinsic motivation and culturally responsive teaching.

Plan	Assigned to:	Kyla Curtright
	How it will look when fully met:	As a response to the RAD recommendations 1A and 1C: "Use a variety of data to identify special needs students." Teacher teams at Tulalip will use ongoing data from formative assessments to identify students needing supports or enhancements, to assess strengths and weaknesses of the curriculum/instructional strategies, and to expand and tailor differentiated lessons. The school will provide necessary professional development around formative assessment and how to use formative assessment data to adjust curriculum and instructional strategies. During data teams an increased number of formative assessment strategies will be explored; grade level teams will select strategies to use on an ongoing and consistent basis, such as classroom teachers gathering data in the moment and adjusting current and/or future lessons. This will allow teachers to design differentiated lessons to meet all student needs. Each grade level team will track progress of individual students to monitor growth toward grade level standards. Effectiveness of differentiated acceleration plans (both in class and from acceleration support staff) will be monitored to ensure appropriateness for each student. Students who still remain at the not likely yet category after targeted, individualized interventions may be referred for further evaluation up to and including, when appropriate, referral for special education evaluation. Teacher grade-level teams will analyze students' behavior concerns if those behaviors seem to be a barrier to academic progress. SMART Goals: 100% of grade-level teacher teams analyze reading and math formative assessment data on a monthly basis for students in the far and not likely yet categories to create adjustments in curriculum and instruction as shown in data team minutes. 80% of students not yet proficient will move 1 proficiency level toward grade level standard by then end of each trimester as measured by interim assessments. Each acceleration teacher monitors progress with a grade level data team selected progress monitoring tools and this is monitored and reviewed by the grade level team. Smart Goal: 100% of acceleration teachers will use the pre-identified monitoring tool for students in the group and give to grade level teachers to bring to data teams at the pre-established monitoring times, based on student proficiency levels. (Students furthest from benchmark will be monitored more frequently.) 100% of students will have an instructional plan to ensure growth toward standard; Students not making academic growth will have individualized student learning plans which include both academic and behavior data when appropriate.
	Target Date:	06/12/2015
	Tasks:	
	1. Purchase a behavior screening tool that will be administered various times throughout the year along with academic screening.	
	Assigned to:	Kyla Curtright
	Added date:	06/04/2014
	Target Completion Date:	06/13/2014
	Comments:	

		2. After universal screeners are completed, the data will be analyzed by the leadership team to make recommendations to grade level teams about each grade level's focus for acceleration.	
	Assigned to:	Irene Bare	
	Added date:	05/15/2014	
	Target Completion Date:	06/12/2015	
	Comments:		
		3. Using universal behavior screener data and data teams to appropriately refer students to tiered interventions, continue to monitor intervention effectiveness, adjust interventions and refer for special education evaluation as needed.	
	Assigned to:	Kyla Curtright	
	Added date:	06/04/2014	
	Target Completion Date:	06/12/2015	
	Frequency:	four times a year	
	Comments:		
		4. Teachers and acceleration groups will differentiate lessons and instruction with regular progress monitoring.	
	Assigned to:	Irene Bare	
	Added date:	06/11/2014	
	Target Completion Date:	06/15/2015	
	Frequency:	four times a year	
	Comments:	This may only be three times a year - along with student learning plans but it could be as each cycle ends.	
		5. Individual Student Learning plans will be created and stored on the Homeroom platform so that everyone working with that individual has ready access to the plan and can add notes	
	Assigned to:	Kyla Curtright	
	Added date:	06/11/2014	
	Target Completion Date:	06/15/2015	
	Frequency:	three times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator	**P4-IIIB06 - All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding).(3076) (TitleISW)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 05/08/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In order to report to families regarding student mastery, we send two report cards home per year. The comments section of the report card provides the opportunity for plain language explanations of students'	

development:	mastery of grade level standards. One grade develops common language for the report card comments on academics. Our school holds Fall and Spring conferences. However, no specific school-wide expectations for conference agendas exists. As part of WaKIDS, the Kindergarten team participated in Family Connections, before school began in September, to meet families and explain the standards for Kindergarten. There are some limited grade level benchmark documents created at the district level not currently being utilized in our building.	

Plan	Assigned to:	Not yet assigned	

Student and School Success Principle 5: Use of data for school improvement and instruction

Assessing student learning frequently with standards-based assessments

Indicator	**P5-IID05 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(ELL,TitleISW)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 05/08/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In our current state we have an unofficial data leadership team (made up of administrators, coaches, and RTI coordinator. This team looks at universal screener data for reading(Dibels and Fountas & Pinnell benchmarks three times a year)and for math (WA Kids for Kindergarten beginning of the year, Boulder Valley Universal Screener K-5 three times a year,and MBA for Third grade three times a year). The data leadership team (not the building leadership team)looks at this screener data to make recommendations to grade level teams. We have grade level data teams that include the members of the data leadership team. These grade level data teams use benchmark data, universal screener data and pre/post test data to identify sub groups and goals. We do this more effectively and efficiently in literacy than in math. We use this data to form acceleration groups. We don't have a universal screener for behavior. We have begun to use staff perception data such as the RTI continuums from Bernhardt & Hebert. Based on the results of the reading screeners we chose to use common strategies from Jan Richardson's, Next Steps in Guided Reading, for our small group reading strategies. Additionally, we have modified assessments for students as needed, in particular the reading unit assessments. Through our grade level data teams (mostly in literacy) we make sure the unit assessments match our learning expectations and we use the results of assessments to guide future plans. Common Core Standards are used to set goals for student achievement.	
Plan	Assigned to:	Not yet assigned	
Indicator	**P5-IID06 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).(3067)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 05/08/2014	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This work is done by grade level data teams and overseen by the unofficial data leadership team (made up of administrators, coaches, and RTI Coordinator) and not done by a building leadership team. We use the data cycle templates to look at unit pre/post test data (in most units and at most grade levels), benchmark data and universal screener data to put students into disaggregated subgroups (proficient, close, far, and not likely yet without intervention),including English Language Learners, Native American Students and Special Education Students.	
Plan	Assigned to:	Not yet assigned	
Indicator	**P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW)**		
Status	Tasks completed: 2 of 7 (29%)		
Assessment	Level of Development:	Initial: Limited Development 02/22/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Each trimester screeners are provided in reading and math. Additionally, students are identified using behavior data (SWIS) to screen for needed interventions. At the end of the year academic and behavior needs are considered in placing students in the following year's classes. Additionally a balance is sought for students at each tier in academics and behavior in each class. From the end of year screeners, data spreadsheets are made for each grade level to indicate which students will need support from the very beginning of the year. MSD ECEAP director communicates with principals about incoming students to kindergarten. Counselors, liaisons, and administrators communicate with middle school staff about students of concern to develop necessary plans of support. Liaisons and counselors teach "Transitions" curriculum to support 5th grade students in transitioning successfully to middle school.	
Plan	Assigned to:	Anthony Craig	
	How it will look when fully met:	Teachers will join leadership team in placing students in classrooms for the following year that are balanced and best prepared to meet academic and social-behavioral needs. Each student will have a profile sheet documenting current reading level, academic strengths and needs. Students considered in need of Tier 3 and Tier 4 supports in the multi-tiered system of support in academics and behavior will have profiles as described above plus additional information. This information will be considered a 'transition plan' that indicates necessary interventions in behavior and/or academics from the start of the following school year. The transition plan will also document interventions that have been found to be successful, student strengths, student "triggers," and will also indicate any adults the student responds well to or has a	

		relationship with. 100% of students will have a profile with at least baseline numbers while 100% of students in need of Tier 3 and Tier 4 supports will have a transition plan.
	Target Date:	06/12/2015

Tasks:

	0. Leadership team will create student profile templates for each group of students--Tiers 1-4--including appropriate information to allow for adequate transition plans.	
	Assigned to:	Kristin DeWitte
	Added date:	05/15/2014
	Target Completion Date:	05/01/2015
	Comments:	

	0. Teachers are provided time to collaborate around student placement for the following year.	
	Assigned to:	Kristin DeWitte
	Added date:	05/15/2014
	Target Completion Date:	05/01/2015
	Comments:	

	1. Meet with directors of each major preschool to determine data to be shared, possible meetings between teachers, possible visits by preschool students.	
	Assigned to:	Kathy Thornton
	Added date:	02/22/2014
	Target Completion Date:	04/18/2014
	Comments:	

	2. Hold meeting of teachers to roll up one grade to the next with classroom placement that considers academic and social-behavioral needs.	
	Assigned to:	Anthony Craig
	Added date:	02/22/2014
	Target Completion Date:	06/02/2014
	Comments:	
	Task Completed:	06/02/2014

	3. Communicate QC-Tulalip AVID plan with Totem administrators and AVID teachers and 6th grade department heads and make adjustments where necessary to ensure alignment.	
	Assigned to:	Kathy Thornton
	Added date:	02/22/2014
	Target Completion Date:	04/21/2014
	Comments:	

	4. Schedule Transitions classes for all 5th graders.	
	Assigned to:	Eliza Davis
	Added date:	02/22/2014
	Target Completion Date:	02/07/2014
	Comments:	
	Task Completed:	02/07/2014

		5. Determine 5th grade to 6th grade transition/information sharing process with Totem administrators. Determine applicable information to be shared and appropriate forum.	
	Assigned to:	Anthony Craig	
	Added date:	02/22/2014	
	Target Completion Date:	04/11/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 2 of 7 (29%)	
Indicator	**P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD)**		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/01/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional teams are in their third year of planning and using Doug Reeve's data teams. They have become fairly adept at using data to examine connections between the aligned curriculum, the taught curriculum, and the efficacious instructional strategies. They are also clearly unwrapping the Common Core curriculum standards and using them to refine both pre and post assessments in literacy and math and the instructional teaching points in their lessons. They maintian communication and organization of the work. This year we are also working to develop a literacy and math profile that will follow students through their K-5 experience and allow teachers to see the progressive development of skills over time. Learning how to use the new asessment data provided by the WELPA will be new learning for our staff this year.	
Plan	Assigned to:	Anthony Craig	
	How it will look when fully met:	In response to the RAD audit team's recommendations, "...to track school-wide implementation and impact of culturally relevant practices and instructional materials," Tulalip Elementary School will adjust curriculum and instructional practices in two main areas. First, in order to ensure a culturally relevant experience for students and enhance learning, teachers will plan and implement lessons using the Motivational Framework for Culturally Responsive Teaching. This framework allows teachers to consider pedagogical adjustments based on the learning needs of individual students and groups of students. The Motivational Framework will be used at grade level data meetings to plan lessons that include practices to meet each of the four conditions of the framework. The use of the Motivational Framework will allow teachers to expand capacity in best serving the needs of each student in the school—specifically strategies to meet the needs of American Indian students and ELLs will be implemented. SMART goal: 100% of teachers will implement at least one strategy on a daily basis for each condition of the Motivational Framework by December 30, 2014 and at least two strategies per condition by June 1, 2015 as measured by walkthroughs conducted by leadership team and/or administrators and teacher lesson plans. Second, each grade level will incorporate culturally relevant instructional materials into at least one unit of study during the school year. Curricular adjustments occur during grade level data	

meetings/PLCs based on academic and cultural needs of students. In partnership with colleagues—including administrators and cultural specialist—teachers will determine the most opportune places to infuse existing curricular units with content and materials based on local culture. Examples could be inclusion of local literature in reading/writing units, invitation of guest speakers when appropriate, art/music based on local culture. As per the RAD recommendation, funding for hiring the Cultural Specialist is included in the RAD budget request.

SMART goal: 100% of grade levels will adjust at least one unit of study to incorporate culturally relevant material as measured by grade level data team meeting minutes and walkthroughs by June 1, 2015.

	Target Date:	06/01/2015
	Tasks:	

1. Examine curricular calendar for all grades to determine possible units to include culturally relevant curriculum.

	Assigned to:	Chelsea Craig
	Added date:	05/15/2014
	Target Completion Date:	10/16/2015
	Comments:	

2. After each grade level has identified which unit will be modified to include culturally relevant materials, the Cultural Specialist schedule will be adjusted to allocate time to support each grade level's efforts to adjust units.

	Assigned to:	Kristin DeWitte
	Added date:	06/10/2014
	Target Completion Date:	06/05/2015
	Comments:	

3. The Cultural Specialist will coordinate student visits to local tribal departments (e.g. fish hatchery, art department, natural resources, etc.) to support core curriculum and Art and Science specialists.

	Assigned to:	Chelsea Craig
	Added date:	06/10/2014
	Target Completion Date:	06/12/2015
	Comments:	

4. The Cultural Specialist will support students in leading drumming, singing and dancing at daily morning assembly and coordinate for monthly tribal guests to share stories, songs, etc. at morning assembly.

	Assigned to:	Chelsea Craig
	Added date:	06/10/2014
	Target Completion Date:	06/12/2015
	Comments:	

5. The Cultural Specialist will join Native Liaisons to plan for and conduct a culminating cultural event for 5th grade students--the 5th Grade Potlatch.

	Assigned to:	Chelsea Craig
	Added date:	06/10/2014
	Target Completion Date:	06/05/2015
	Comments:	

Implement Percent Task Complete:

Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	
Indicator	**P5-IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)(TitleISW)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 05/08/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	For literacy and math, for most grade levels and in most units, our grade level data teams review the results of unit pre/post tests to make decisions about the curriculum and instruction plan to "red flag" students in need of intervention and enhanced learning opportunities. The literacy unit assessments are teacher created and aligned to Common Core Standards with the help of district literacy coaches and the RTI coordinator. The pre-test data and student work is then reviewed in grade level teams for strengths, obstacles and errors. The unit of study is then collaboratively adjusted based on the analysis of student needs. Strategies are then identified, differentiated, and agreed upon for subgroups of students (proficient, close, far, and not likely without intense intervention).	
Plan	Assigned to:	Not yet assigned	
Indicator	**P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected)**		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/01/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers, coaches and administrators adjust curriculum on an ongoing basis based on data--summative and formative--through the data team and data cycles.	
Plan	Assigned to:	Anthony Craig	
	How it will look when fully met:	As a response to RAD recommendations, teachers at Quil Ceda Tulalip will work in data teams to ensure that the Common Core State Standards curriculum is vertically aligned between grade levels. Data teams, working in math and literacy will plan units of study around grade level expectations while considering the standards of the grade above and the grade below. Through the pre and post test creation, administration and data analysis process, teachers will calibrate results indicators and grade level standard student exemplars. SMART Goal: By the end of the school year, each grade level in both reading and math will have complete sets of grade level proficient exemplars for all of the priority common core standards. Adherence to these standards will be facilitated through the data team process and monitored through principal/coach walkthroughs.	
	Target Date:		

	Target Date:	06/12/2015	
	Tasks:		
	1. Each grade level team analyzes the preceding and following grade levels' standards to ensure vertical alignment by creating results indicators and exemplars for each unit of study at their grade level during data teams.		
		Assigned to:	Irene Bare
		Added date:	06/10/2014
		Target Completion Date:	06/05/2015
		Comments:	
	2. Adjust curriculum based on pre/post test data for each unit of study collaboratively in data teams.		
		Assigned to:	MariLou Pilon
		Added date:	06/10/2014
		Target Completion Date:	06/05/2015
		Comments:	
	3. The building leadership team will review the literacy and math vertical alignment documents and student data on a monthly basis.		
		Assigned to:	Irene Bare
		Added date:	06/04/2014
		Target Completion Date:	06/12/2015
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health

School and classroom culture

Indicator	**P6-IIIC03 - All teachers include social and emotional learning objectives in their instructional plans.(3054)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Research used to guide our practices to address the whole child - and social emotional growth in particular - include the work of Carol Dweck (Growth Mindset), Ross Greene (Collaborative Problem Solving), Social Thinking, Second Step, and Anti-bullying curriculum. This year we are working to increase the capapcity of teacher's understanding to make effective decisions in the moment when challenging behavior occur. The rewriting of all PBIS expectations and explicit teaching to these expectations has increased fidelity of implementation for behavioral goals. This year we have added consultation with staff from CHILD (Mercer Island) and a tribal grant which brought in expertise for working with students who have adverse childhood experiences.	
Plan	Assigned to:	Irene Bare	
	How it will look when fully met:	Using SWIS data, a decrease in behavior will be measured across all six	

	How it will look when fully met:	grade leveles as a result of the social-emotional instruction provided at school, classroom, small group, and individual student level. Using a small subgroup of students who receive Tier 2 behavior instruction will show a decrease in behavior referrals for these students in the SWIS behavior program. Using key students who require Tier 3 instruction, a decrease of behavior referrals will be measured through the SWIS evaluation system.
	Target Date:	06/12/2014
Indicator	**P6-IIIC04 - All teachers model, teach, and reinforce social and emotional competencies.(3055)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 05/08/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school guidelines for success, reflecting growth mindset and local tribal values, uses the acronym GROWS (Grow your brain at least 6 hours a day; Respect yourself, all people, and things; Own your actions and attitudes; Welcome all who come to our community; Safety is a must). GROWS has been introduced and reinforced school-wide in the morning assemblies. Classroom implementation is not universal. Our school counselors teach social and emotional competencies in each classroom using the curriculum of Second Step (empathy training and violence prevention) and Steps to Respect (bully prevention curriculum). School counselors also teach competencies in the areas of Social Thinking and Calm Down Strategies (Yoga, Mindfulness, Tapping). There is evidence of teachers reinforcing the counselors' lessons with posters, calm down toolboxes and calm zones. From our Compassionate Schools training, some students have safe place plans within the school.
Plan	Assigned to:	Not yet assigned
Indicator	**P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)(Expected)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 11/01/2013
	Evidence:	A building wide September schedule and specific lesson plans were developed for teaching and reinforcing classroom rules procedure. A behavior team meets every other Thursday morning to look at behavior reminders and to refine any behavior expectations that are not being successfully implemented. The behavior team brings recommendation to staff meetings so that all staff give input about both the causes and solutions for issues at our school.
Indicator	**P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)**	
Status	Tasks completed: 0 of 6 (0%)	
Assessment	Level of Development:	Initial: Limited Development 11/01/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within

	Opportunity Score:	current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school works to balance the work of the school counselors, Tulalip cultural specialist, Native Liaisons, and Behavioral Specialist with the academic work in the school. Continued work is done to ensure students have calming and coping strategies when frustrated or upset. Areas of concern are the general education classroom (minimizing disruptions and meeting the social emotional needs of all students), the ACT classroom (addressing challenging behaviors in the moment and teaching transferable strategies), and the common areas of the school (establishing PBIS structures to meet the needs of students and maintain safety). Managing this work has become the work of the above named staff members plus the building administration. The Leadership Team is not currently guiding this work. Big 6 Expectations were developed and implemented throughout our school in the classroom. Tier 2 intervention of re-teaching expectations was taught in small group. Our school offers Multi-Tiered levels of support. Carolyn Hartness was brought in as a consultant to work with helping us identify strategies for students who challenge our school system be successful in school. She has only met with the principals thus far. Members of the Leadership Team visited CHILD (Children's Institute for Learning Differences). Counselors teach identified Second Step Lessons across the grade level to promote positive behavior. Some members of our staff attended Dr. Ross Greene's Collaborative Problem Solving workshop.
Plan	Assigned to:	Anthony Craig
	How it will look when fully met:	In response to the RAD audit team's recommendation 3A "Continue to ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity, positively teach them to their students, and implement the multi-tiered system of support for students struggling with trauma and unsafe behaviors" the Tulalip leadership team will continue to ensure that the school environment is safe and supportive through implementation of a Multi Tiered System of Support (MTSS) for students struggling with behavior challenges. Promising practices in the MTSS include school wide implementation of Compassionate Schools, Social Thinking, Yoga/Calm Down Techniques, Mindfulness and anti-bullying curriculum. In addition to these school wide initiatives, students who need Tier 2 and Tier 3 support benefit from sensory integration supports. A 1.0 classified position focused on implementing 'sensory breaks' and other supports is included in the RAD budget request. These supports allow students to remain successfully in the classroom environment. Preferred future: Students will be highly engaged and have strategies to stay within the classroom (calming down, breathing, social thinking). These strategies will be taught by a school counselor and reinforced by teachers (who will have received professional development from the school counselor). An additional 1.0 school counselor position is necessary to support this effort and is included in the RAD budget request. Students understand the expectations in their classrooms as well as in all parts of the school. Teachers will work together to create common practices around behavior expectations and how to work with student behaviors. Communication loops, at grade levels as well as whole school, create consistency around best practices for the individual child as well as increase meaningful communication between teachers and office staff. Data teams look at behavioral data on a regular basis (as is done with academic data) and interventions will be adjusted based on behavior data. A .5 School Psychologist will be responsible for leading the process of using a universal behavior

screener for students in need of Tier Two and Three of the MTSS. This .5 position is included in the RAD budget request. Data gathered from the behavior screener will allow for interventions in the MTSS to be more targeted and effective. Students, teachers, and families report feeling safe in our school and all feel welcome in our building. SMART Goal: As a result of school wide social/emotional/behavioral instruction and targeted tier 2 and tier 3 interventions, 80% of students will have 1 or 0 office referrals based on SWIS data and 80% of student will report feeling safe at school on a student survey by Spring of 2015.

Target Date:	06/01/2015

Tasks:

1. Teach Common area expectations across all classrooms in the school using developed lesson plans from the Behavior Team.

Assigned to:	Kathryn Thornton
Added date:	05/15/2014
Target Completion Date:	06/01/2015
Frequency:	three times a year
Comments:	

2. Develop a communication tool to address behavior across the grade levels between classroom and office/intervention areas to increase student accountability and communicate among staff.

Assigned to:	Kyla Curtright
Added date:	05/15/2014
Target Completion Date:	09/01/2014
Comments:	

3. Purchase updated social-emotional curriculum materials for all classrooms to promote positive behaviors throughout the day.

Assigned to:	Christy Anana
Added date:	05/15/2014
Target Completion Date:	09/05/2014
Comments:	

4. Classroom behavior management plans will be reviewed by principals and leadership team and will include common interventions.

Assigned to:	Kristin DeWitte
Added date:	05/15/2014
Target Completion Date:	10/15/2014
Comments:	

5. Counselors and other support teach identified Second Step, Social Thinking, Growth Mindset, Anti-bullying curriculum, Calming Down Strategies, Yoga, and Mindfulness across the grade levels to promote positive behavior and will communicate key concepts to teachers and other staff so that they are reinforced within the school day.

Assigned to:	Christy Anana
Added date:	05/15/2014
Target Completion Date:	06/12/2015
Comments:	

		Comments:	
	6. Conduct Lost at School book study.		
		Assigned to:	Kristin DeWitte
		Added date:	06/10/2014
		Target Completion Date:	01/30/2015
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 6 (0%)

Student and School Success Principle 7: Family and community engagement

Defining the purpose, policies, and practices of a school community

Indicator	**P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW)**		
Status	**No decision has been made** Tasks completed: 2 of 2 (100%)		
Assessment	Level of Development:		Initial: Limited Development 10/31/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A concerted effort will be made to use parents in meaningful ways as part of our leadership team and also helping in a variety of ways in our school. The development of a Tulalip Foundation to act in place of a school PTSA is being worked on by key leadership team members. An annual Community Conversation will help in conjunction with the Indian Education Department to ensure that adequate input from the community is gathered and included as part of the mission of our school. Sharing the successes of our data in a variety of ways to change the beliefs about our students and our students and our school will continue to be done through Newsletter, Facebook posts, and possibly Channel 99 blurbs (KANU TV).
Plan	Assigned to:		Anthony Craig
	How it will look when fully met:		When this objective is fully met, there will be a t least 1 parent or community member on the Leadership Team and the PBIS Team. These will be measured with the meeting minutes.
	Target Date:		03/03/2014
	Tasks:		
	1. Create an invitation process for including family or community members on the school Leadership and PBIS Teams. Use the following strategies: Contact education task force to get input about possible names. Post an invitation on Facebook page. Include a blurb in monthly newsletter. reach out to recommended or interested parties.		
		Assigned to:	Chelsea Craig
		Added date:	10/31/2013
		Target Completion Date:	12/02/2013
		Frequency:	twice a year
		Comments:	Engaging community members in official capacities will move into RAD plan for the 2014-15 school year. Invitations were made in person to join the leadership team and community members joined for the BERC Review and RAD Audit, regular membership on the leadership team was not completed.

		Task Completed:	01/06/2014
	2. Meet with ELL families at breakfast meeting in conjunction with District ELL Liaisons to engage Russian/Ukrainian and Spanish speaking families. Families will learn more about school initiatives, how to support students at home, and advise school team about needs of students.		
		Assigned to:	Anthony Craig
		Added date:	02/21/2014
		Target Completion Date:	01/29/2014
		Comments:	Families and ELL Liaisons joined dialogue. Next steps are to encourage families to network as part of Natural Leaders program for district and school.
		Task Completed:	01/29/2014
Implement	Percent Task Complete:		Tasks completed: 2 of 2 (100%)
Indicator	**P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077) (Expected)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:		Initial: Limited Development 11/01/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Every year documents are updated and published. This year they have been shared in person at teacher and student conferences.
Plan	Assigned to:		Not yet assigned
Indicator	**P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071) (Expected,TitleISW)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:		Initial: Limited Development 11/01/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		A model has been created at the kindergarten level for communicating what parents/families can do to engage in the learning lives of their children. Through a "Learning Showcase" parents come to the school to observe teachers working with small groups of students and receive materials and directions for working with students. Next steps are to run a model at all grade levels and communicate regularly about the role of all the education of a student.
Plan	Assigned to:		Not yet assigned

Student and School Success Principle 7: Family and community engagement

Providing two-way, school-home communication linked to learning

Indicator	

Indicator	**P7-IVA05 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(3075)**	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 05/07/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school currently communicates with families in the following ways: -School FaceBook page -Parent-Teacher conferences 2x per year -Some classrooms newsletters -Monthly school newsletter -"Everyday Math Online" used by some classrooms -Homework with messages by some classrooms -Learning showcases at several grade levels held several times per year -WAKids meetings once per year (fall) in kindergarten--held in homes or other location based on parent preference
Plan	Assigned to:	Eliza Davis
	How it will look when fully met:	As a response to RAD Recommendations 3B : Collaborate with parents and community members to build on the cultures of the students in the school and to identify and implement strategies to engage parents/families and community in the school's improvement efforts Tulalip Elementary School will work with PIVA05 Preferred Future The school regularly communicates with parents and families informally through the Natural Leaders Program and formally thru curriculum nights held each trimester. Natural Leaders will be trained to take on a leadership roles within the school, to build relationships within their community, identify what helps these families be successful with education and then implement their ideas. Natural Leaders will bring families and the community together to work on the shared goals of children's school success, parent's involvement in children's learning, and parent's continuing education. Tulalip Elementary Natural Leaders Team will be made up of the Native Liaisons, Family Liaison, RTI Liaison, and Cultural Specialist and any other staff who would like to volunteer their time. Grade level curriculum nights will be implemented by the grade level teams every three months. Families will be informed about student's curriculum, units of study, grade level news, and school news. Curriculum nights will be hosted in September, December, and March. Two teachers per grade level will be in attendance at each curriculum night. Family attendance data will be collected with sign-in sheets and surveys. SMART Goal: By the end of the 2014-15 school year, Tulalip Elementary will have 50% of its students represented at the curriculum night held in March as measured by the sign in sheets. Smart Goal: Tulalip Elementary Natural Leaders team will be trained by the beginning of September 2014. The Natural Leaders team will have at

least 10 parents trained as Natural Leaders and engaging in Natural Leader work by the end of the 2014-15 school year.
Smart Goal:
By the end of the 2014-15 school year there will be a 10% increase in volunteers.

	Target Date:	06/12/2015
	Tasks:	

1. Tulalip Elementary will implement a Natural Leaders Program.

	Assigned to:	Eliza Davis
	Added date:	05/15/2014
	Target Completion Date:	12/31/2014
	Comments:	

2. Grade level teams and Natural Leaders team in collaboration with principals will plan curriculum nights. Natural Leaders team will assist with scheduling, agenda, advertising, data collection, and framework to facilitate curriculum night. Grade level teams will implement the academic planning for the function.

	Assigned to:	Eliza Davis
	Added date:	05/15/2014
	Target Completion Date:	06/12/2015
	Comments:	

3. The Native Liaison and Family Liaison will work with Washington Alliance for Better Schools to get the "training the trainers" scheduled.

	Assigned to:	Eliza Davis
	Added date:	05/15/2014
	Target Completion Date:	10/15/2014
	Comments:	

4. The Natural Leaders team will recruit new Natural Leaders by making invitation phone calls, talking to parents before and after school about the project, and holding introduction meetings. Training will be provided to recruits by the beginning of November 2014.

	Assigned to:	Toni Otto
	Added date:	05/15/2014
	Target Completion Date:	11/07/2014
	Comments:	

5. Provide volunteer sign up table and Natural Leader information at all school functions.

	Assigned to:	Eliza Davis
	Added date:	05/15/2014
	Target Completion Date:	06/12/2015
	Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

Student and School Success Principle 7: Family and community engagement

Educating parents to support their children's learning and teachers to work with parents

Indicator	**P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)(Expected)**
Status	

Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 11/01/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Partnerships are evolving into greater shared work between the Tulalip Community, the Tribal education department, the Cultural and language department and the social health department. Two advocates hired by the tribe and two district liaisons are assigned to our school to support families and the community. Bi-monthly Indian Education department meetings are also held on our campuses. This year we have added a cultural specialist. She is working hard to support Tulalip tribal culture come alive in classrooms. Mentors from the community come in and teach to classrooms at specified grade level. Books are being written by current students and their families that share the oral history of our people. Field trips and departmental employees come in to share the work of the Tribe - both past and present. These efforts are making a significant impact on the relationships between families and school district personnel.
Plan	Assigned to:	Not yet assigned

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/20/2014

Stewart Middle School---P NCES - 530870001504

Tacoma

Student and School Success Principle Indicators   Key Indicators are shown in RED.

Student and School Success Principle 1: Strong leadership	
Team structure	
Indicator	**P1-ID01 - A team structure is officially incorporated into the school governance policy.(36)**
Status	**Full Implementation**
Assessment	Level of Development: Initial: Full Implementation 05/19/2013
	Evidence: SCDM (School Centered Decision Making) team includes, teachers (across all disciplines), staff, parent, current student, and administration. Elections took place to select the team. The team meets monthly to make decisions and releases meeting minutes to whole staff via email. All meetings are open to the whole school; input to decision making is open to the whole school. Final votes are collected from SCDM members.
Indicator	**P1-ID03 - All teams have written statements of purpose and by-laws for their operation.(37)**
Status	**Full Implementation**
Assessment	Level of Development: Initial: Full Implementation 05/19/2013
	Evidence: SCDM has by-laws for their operation, which staff approved via vote.

Indicator	**P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)**
Status	Tasks completed: 0 of 3 (0%)
Assessment	Level of Development:		Initial: No development or Implementation 05/19/2013

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	"Four tiers of data are used at Stewart. 1 - State. 2 - District benchmark assessments. 3 - Summative. 4 - Formative 1 - State level assessments help shift support of programs, resources and staffing, along with driving big picture thinking on instructional needs for meeting standard. 2 - SRI, MBA and Gates-McGinite. These benchmark assessments help building, classroom teachers and students better grasp their growth over time and standards as they roll out fall, winter and spring each year. 3 - Summative assessment data has been an integral part of our standards based grading and teachers will compare notes with each other during common planning time to better understand instructional moves and student understanding around individual or multiple standards. 4 - Formative assessment has become a weekly activity for reflection by teachers. Teams will compare notes, co-write or even exchange formative assessments for comparisons. We practice both verbal or hand cues(fist to five, thumbs up/down) along with short slips for feedback. short slips include, Do Now(entry tasks), exit slips, quick surveys, reflections or other. Teachers find collecting these items allows them to better assess students needs, learning and effectiveness of instruction. During common planning meetings these physical examples allow for deep discussions around teaching and learning and push teachers to make gains with All students. "
Plan	Assigned to:	Zeek Edmond
	How it will look when fully met:	Beginning in the fall of 2014, the SCDM team will use school performance data (MSP scores, MBA, SRI, and other relevant assessments) to make decisions that affect student learning. By spring 2015 SCDM will regularly use data and articulate their decisions based on data.
	Target Date:	06/16/2015
	Tasks:	

1. Progress monitoring will be routinized and based on quantitative data.

	Assigned to:	Zeek Edmond
	Added date:	04/16/2014
	Target Completion Date:	10/31/2014
	Frequency:	four times a year
	Comments:	Sampling of agendas and exit tasks will be uploaded.

2. Grade level and content teams will analyze student work during their Bi-Weekly meetings and also

when in cross content team meetings.

		Assigned to:	Zeek Edmond
		Added date:	06/28/2013
		Target Completion Date:	04/15/2015
		Frequency:	monthly
		Comments:	Have set structure and agenda for PLC work. Take minutes and have evidence of team's work and next steps. Some data will be analyzed during the meeting (i.e. assessing exit slips or other formative data collected as a team)
	3. Students that are a focus of concern will have shared teams review student strengths and utilize this to develop an individual student learning plan.		
		Assigned to:	Ravi Jaskar
		Added date:	04/16/2014
		Target Completion Date:	11/28/2014
		Frequency:	monthly
		Comments:	Sampling of START focus notes and individualized plans.
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Indicator	**P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)**		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 04/16/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Current staff have continued to meet in grade level and department level meetings and PLCs to set benchmark goals; analyze student work, state, district, school and classroom data; and confer about implementation via the district provided curriculum maps. The second and fourth Fridays are structured for department and grade level collaboration. Elective, classified and itinerant staff are assigned to specific core content cadres.	
Plan	Assigned to:	Zeek Edmond	
	How it will look when fully met:	When fully met, staff will have procedures and protocols in place for productive meetings with specific outcomes focused on instructional strategies to move student achievement. Given our current staffing fte, there is vertical alignment for common planning. Classrooms are currently clustered by grade level groupings as ease of student transition and cross collaboration.	
	Target Date:		

	Target Date:	11/21/2014	
	Tasks:		
	1. Staff will review a minimum of three Theory of Action protocols to determine the focus for analyzing student work and adopt or create a Stewart specific protocol. This protocol will be adopted school wide and become a component of our common agreement to use the remainder of this school year (2013-14).		
		Assigned to:	Susan Stone
		Added date:	04/16/2014
		Target Completion Date:	06/13/2014
		Comments:	Stewart Success Cycle uploaded as evidence of the model created or adopted. Minutes of departmental or grade level team meetings sharing use of the protocol. Easel chart paper with staff pros/cons for each model reviewed.
		Task Completed:	06/13/2014
	2. Stewart Success Protocol will be assessed at the end of the school year and revised, as needed.		
		Assigned to:	Lavonta Howard
		Added date:	04/16/2014
		Target Completion Date:	08/29/2014
		Comments:	Minutes of the staff analyzing the effectiveness of the data protocol and a sampling of growth goals created as a result of the protocol.
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

Student and School Success Principle 1: Strong leadership

Principal's role

Indicator	P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:		Initial: Limited Development 10/16/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The focus on academic excellence and high level thinking is in the school's mission and vision statement. Common agreements support professional development activities and the mission of the school and district. The principal, assistant principals and coaches are in the classrooms daily and provide formal and informal feedback to staff. Data snaps shared are used to drive instructional practices and identify areas for training and support. Staff collaborate within and across their grade level and content area teams. There is a weekly structure in place that rotates professional development led by the administrative team; the grade level or department teams (professional learning communities); mini workshop sessions led by building, district or community facilitators; and a focused interdisciplinary STREAM planning and training time.

Grade level and departmental teams have established benchmark goals after review of MSP, SRI, MBA, Aimsweb, BERC and district climate data. Students keep a portfolio of their goals which are shared three | |

times a year at parent/teacher conferences, they check their grades, missing assignments, and calculate their GPA during their daily advisory period. In advisory, students share their goals with the Advisory teachers, review their binders and planners with a focus on Learning Targets, homework assignments, Cornell notes and provide guidance, resources and strategies around concerns that the students may have.

Math teachers participate in the Teacher Development Group Math Studio work. In between cycles, the staff have "mini studios" where they collaboratively plan a lesson, observe their grade level peer teach, re-design the lesson and have the lesson taught by the partner teacher. The Language Arts staff participate in the Springboard Studios and have conducted mini studios within the building, similar to the Math and Science deparments. The Science staff participate in the Science studio OEL work. The studio work is focused around research based effective teaching strategies. The expectation is that the framework provided for lesson design and instructional implementation is applied and evident in the classroom. The learning walks conducted provide feedback to further the integration of these best practices.

Progress monitoring is continually conducted through formative assessments, common assessments, curriculum based measurements and summative assessments. The district's Performance Tracker provides a wealth of information for easy reference and specific data linked to individual students and grade level groupings in comparison to their peers both within and across the district.

Plan	Assigned to:	Abby Sloan
	How it will look when fully met:	Administrators will spend 50% of the day in the classrooms and entering a co-inquiry process with staff and students. The mission and vision statement as well as the Common Agreements are visible and can be articulated by 80% of students and parents and 100% of staff. Professional development activities are aligned with the school's mission and Common Agreements. Documentation of SCDM minutes, sign in sheets and agendas of PD and minutes of departmental meetings are taken. Principal meets regularly with the department chairs to reinforce and plan instructional moves and provides data to inform instruction and progress of student learning. Staff will continue work through the use of data carousels and staff, student and administrators' goals are intentional about student progress. Principal will participate in studio work with departmental staff and administration as well as staff will provide additional focused training. Exit slips will be utilized at trainings to, in part, inform additional training needs. Principal will also collaborate with the district supervisor, Deputy Superintendent, OSPI coach and C & I staff to analyze and identify areas of progress and target.
	Target Date:	12/04/2015
	Tasks:	
	1. Administrators will spend 50% of their day in classrooms and facilitating co-inquiry processes with staff and students. A schedule will be followed to coordinate time in the classrooms and in the office for student/parent/staff needs.	
	Assigned to:	Abby Sloan
	Added date:	10/30/2013
	Target Completion Date:	12/04/2015
	Frequency:	daily

	Comments:	For transitional purposes, I have assigned the task to the team member who is responsible for this task, and changed the due date to match the objective.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	**P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 05/23/2013
	Evidence:	Principal regularly observes and walks through classrooms using a Five Dimensions (5D) of Teaching and Learning form, which she keeps on file. The principal also meets weekly with instructional coaches to gain insight about classroom instruction, as well as attends district level PD for respective disciplines' curriculum.
Indicator	**P1-IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)**	
Status	**Objective Met** 6/17/2014	
Assessment	Level of Development:	Initial: Limited Development 10/30/2013
		Objective Met - 06/17/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is a schedule created for the 2012-13 and 2013-14 school year for administrators to follow which assures coordination of classroom visits 50% of each day we are in the building. Documentation of classroom observations, follow up co-inquiry and debriefing sessions with the teachers or written feedback are kept by each administrator. Administrators also participate in district level walk throughs for Science, Math and Language Arts. The principal regularly walks through classrooms with the instructional coaches and assistant principals to calibrate our look fors and utilize information to establish building wide or individual professional development. The informal and formal observations are also critical components to teacher evaluations and goal setting.
Plan	Assigned to:	Zeek Edmond
	How it will look when fully met:	Admin team will spend at least 50% of their day focusing on classroom instructional practice.
	Target Date:	10/15/2015
	Tasks:	
	1. Create a walk through schedule allowing for one administrator to be designated as the "office (contact)point person".	
	Assigned to:	Lavonta Howard
	Added date:	04/16/2014
	Target Completion Date:	09/09/2014
	Frequency:	once a year
	Comments:	Upload a copy of the walk through schedule.
	Task Completed:	09/04/2013

	2. Procedures will be developed to support the commitment of following this expectation.		
	Assigned to:		Janet Gates-Cortez
	Added date:		04/16/2014
	Target Completion Date:		09/30/2014
	Frequency:		monthly
	Comments:		All staff are informed of this expectation, and know the procedures to follow when requiring an administrator during walk-throughs. Walk through schedule has been shared with all building staff and office coordinator will support administrator time in the classroom by reminding staff and informing parents as well as offering a different time to meet/call.
	Task Completed:		11/20/2013
Implement	Percent Task Complete:		
	Objective Met:		6/17/2014
	Experience:		6/17/2014 School support systems in place that allowed for the walk through schedule included a school wide discipline structure that had students sent to the Panther Center vs the office. When administrators were able to handle the student situation, they would meet with the student and return them to class asap. Communication to staff and the back up of the office coordinator were keys to the success.
	Sustain:		6/17/2014 The new administrative team have a similar structure for high visibility and productive feedback based on classroom observations. A new schedule will be developed and shared with staff.
	Evidence:		6/17/2014 Walk through schedule and sample walk through forms.
Indicator	**P1-IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)**		
Status	**Full Implementation**		
Assessment	Level of Development:		Initial: Full Implementation 10/30/2013
	Evidence:		Stewart has had staff turnover each year as the charge to secondary schools, and specifically, to Stewart to improve student achievement has been made clear. The current staff are committed to the school's mission and to having an open practice in a collaborative environment. Staff either self-displaced as mutually agreed with principal or chose to apply to another school setting that met their needs and interests as educators. Three staff chose to take a break from teaching and reflect upon their purpose and professional goals. Crucial conversations occur with staff as needed on an individual basis and whole teams are challenged, and are beginning to challenge each other, for rigorous teaching and learning. Professional development is created, made available, and/or recommended to staff as needs assessments indicate.

Student and School Success Principle 2: Staff evaluation and professional development		
Professional development		
Indicator	**P2-IF04 - Professional development for teachers includes non-evaluative observations by peers related to indicators of effective teaching and classroom management.(3082)**	
Status	Tasks completed: 1 of 2 (50%)	
Assessment	Level of Development:	Initial: Limited Development 05/19/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Math, science, and Language Arts currently hold district supported studio observations. A teacher volunteers their classroom for groups to observe and debrief instruction.
Plan	Assigned to:	Zeek Edmond
	How it will look when fully met:	The instructional coach will facilitate and organize studios for respective disciplines during the 2014-15 school year. Teachers will participate in observing each others' classrooms, followed by discussion to debrief their observations related to student outcomes.
	Target Date:	06/30/2015
	Tasks:	
	1. Work with Teachers Development Group to develop a lesson planning framework and a schedule for ongoing professional development. Each classroom teacher will have the opportunity to serve as "studio teacher".	
	Assigned to:	Zeek Edmond
	Added date:	06/09/2014
	Target Completion Date:	06/30/2014
	Comments:	Gini Simpson from TDG has worked with Stewart this year. She has been on site each quarter to facilitate staff development and continually push us to increase our capacity around the HOM/HOI by observing, co-teaching,providing feedback, and setting goals. She has also been available by phone and email to consult with teachers as needed. All math teachers have participated in studio cycles as well as 1:1 sessions.
	Task Completed:	06/12/2014
	2. Provide support for Language Arts teachers to continually increase their knowledge of the SpringBoard curriculum and participate in all professional development opportunities, including common planning templates, classroom observations, and open dialogue around professional practice.	
	Assigned to:	Zeek Edmond
	Added date:	06/09/2014
	Target Completion Date:	06/30/2015
	Frequency:	three times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)
Indicator	**P2-IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)**	
Status		

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 06/13/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	With the opportunity to witness so many lessons, provide coaching support, meet with teams and have a building coach; we are able to connect with struggling teachers and provide feedback for growth. Examples include (but are not limited to): data collection during the lesson, side by side coaching, peer coaching, team teaching, modeling, covering classes while teachers observe others, scripted feedback, funds to cover registration for trainings/workshops/conferences. Our teaching framework is 5 Dimensions from CEL out of the University of Washington. Each dimension has a rubric that provides clear language on what exemplary teaching looks like; this is the bar we will shoot for.	
Plan	Assigned to:	Not yet assigned	
Indicator	**P2-IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)(ELL)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 06/13/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	PD for the staff has been driven by three resources: 1-staff surveys on strengths, areas they want to improve, program needs (STEM, AVID etc..) 2 – principal driven needs based on observations, team meetings, student performance 3 – SCDM and tams drive PD needs	
Plan	Assigned to:	Not yet assigned	
Indicator	**P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)**		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/13/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	The focus on academic excellence and high level thinking is in the	

	development:	school's mission and vision statement. Common agreements support professional development activities and the mission of the school and district. The principal, assistant principals and coaches are in the classrooms daily and provide formal and informal feedback to staff. Data snaps shared are used to drive instructional practices and identify areas for training and support. Staff collaborate within and across their grade level and content area teams. There is a weekly structure in place that rotates professional development led by the administrative team; the grade level or department teams (professional learning communities); mini workshop sessions led by building, district or community facilitators; and a focused interdisciplinary STREAM planning and training time.
		Grade level and departmental teams have established benchmark goals after review of MSP, SRI, MBA, Aimsweb, BERC and district climate data. Students keep a portfolio of their goals which are shared three times a year at parent/teacher conferences, they check their grades, missing assignments, and calculate their GPA during their daily advisory period. In advisory, students share their goals with the Advisory teachers, review their binders and planners with a focus on Learning Targets, homework assignments, Cornell notes and provide guidance, resources and strategies around concerns that the students may have.
		Math teachers participate in the Teacher Development Group Math Studio work. In between cycles, the staff have "mini studios" where they collaboratively plan a lesson, observe their grade level peer teach, re-design the lesson and have the lesson taught by the partner teacher. The Language Arts staff participate in the Springboard Studios and have conducted mini studios within the building, similar to the Math and Science deparments. The Science staff participate in the Science studio OEL work. The studio work is focused around research based effective teaching strategies. The expectation is that the framework provided for lesson design and instructional implementation is applied and evident in the classroom. The learning walks conducted provide feedback to further the integration of these best practices.
		Progress monitoring is continually conducted through formative assessments, common assessments, curriculum based measurements and summative assessments. The district's Performance Tracker provides a wealth of information for easy reference and specific data linked to individual students and grade level groupings in comparison to their peers both within and across the district.
Plan	Assigned to:	Ravi Jaskar
	How it will look when fully met:	The lead team meets and SCDM approves training for building staff. Specific training is identified based on surveys, district and school initiatives that tie into the mission statement. The district climate and BERC surveys are reviewed and also help prioritize the top two areas of focus.
	Target Date:	12/31/2014
	Tasks:	
	1. Provide ongoing professional development on all district initiatives, including: OEL, TDG, SpringBoard, Read 180, and 5D.	
	Assigned to:	Kimberly Messersmith
	Added date:	06/09/2014
	Target Completion Date:	12/31/2014

		Comments:	
		2. Increase capacity for enhanced climate and culture by providing professional development and ongoing progress monitoring in the area of Compassionate School and Culturally and Linguistically Responsive Teaching.	
		Assigned to:	Abby Sloan
		Added date:	06/09/2014
		Target Completion Date:	11/28/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)
Indicator	**P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW)**		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:		Initial: Limited Development 03/13/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		"School staff engages in formal, ongoing, and regularly scheduled collective professional learning opportunities (e.g. weekly content area meetings, grade level meetings, peer observations and Learning Walks, Teachers Development Group - math, OEL - science, Humanities Team Teaching and Studio classroom, LEAD Team). Colleagues are invited to observe others in practice and offer constructive feedback. This occurs across grade levels and content areas. School leaders set high expectations for adult performance within the school, and communicate these expectations regularly and in a variety of ways. Performance and professional standards are intentionally used as benchmarks for evaluation. School staff integrate new professional practices into their work and become mutually accountable (e.g. make group commitments, public commitments to try something new - Learning Walks, Lesson Studies, Collegial Coaching) to their peers , leaders, and students for continually improving their practice. "
Plan	Assigned to:		Edith Stewart
	How it will look when fully met:		All staff will continually increase professional pedagogy based on district and building initiatives.
	Target Date:		10/09/2014
	Tasks:		
		1. Establish a needs survey to be completed by all staff.	
		Assigned to:	Zeek Edmond
		Added date:	04/16/2014
		Target Completion Date:	10/01/2014
		Comments:	Upload the survey summation as evidence
		2. Develop and publish a schedule for professional development opportunities to be offered at the building level.	
		Assigned to:	Kimberly Messersmith

	Added date:	04/16/2014
	Target Completion Date:	07/31/2014
	Comments:	Sampling of cafeteria schedules; Agendas/minutes from grade level, SCDM, and departmental meetings.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	**P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW)**	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers have and will continue to engage in targeted professional growth. 2013-2014 initiatives include: Springboard (Language Arts), TDG (Math), NTS (Science), AVID, trainings that support Compassionate Schools like Cultural Diversity training, Safe and Civil Schools components including voice level, S.L.A.N.T., and C.H.A.M.P.S. This is more evident in core content teams. Math, Science and Humanities have studio days during the school year and mid cycle work that challenges them to make changes to their daily practice. They then must be prepared to share out and/or show evidence at the next studio day. From here we can collect anecdotal or even benchmark assessment data to measure change.	

Plan	Assigned to:	Abby Sloan
	How it will look when fully met:	To increase student engagement through positive reinforcement strategies as measured by Honor Level System, report card data,
	Target Date:	08/29/2014
	Tasks:	

	1. AVID: 100% of instructional staff will be trained and actively implement AVID strategies.		
		Assigned to:	Kimberly Messersmith
		Added date:	10/28/2013
		Target Completion Date:	09/30/2014
		Comments:	For transitional purposes this task date reflects current objective.
	2. SAFE AND CIVIL SCHOOLS/CHAMPS: All classrooms will use the common language and implementation of Safe and Civil Schools strategies: Voice Level, SLANT, Encouragement procedures, and CHAMPS expectations for classroom activities, procedures and transitions.		
		Assigned to:	Odessa Hargrave
		Added date:	10/28/2013
		Target Completion Date:	09/30/2014
		Comments:	
	3. Dr. Hollie: Selected staff will have specific in-service to design, embed and implement culturally responsive strategies in focused instruction. Once trained, those staff will provide on-going in-service at the building level.		

		Assigned to:	Abby Sloan
		Added date:	10/28/2013
		Target Completion Date:	09/30/2014
		Comments:	
	4. TEST		
		Assigned to:	Abby Sloan
		Added date:	10/17/2013
		Target Completion Date:	09/30/2014
		Frequency:	twice a year
		Comments:	TEST
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Student and School Success Principle 2: Staff evaluation and professional development

Staff Recruitment, Evaluation, Reward, and Replacement

Indicator	**P2-IG06 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.(1671)**
Status	**Full Implementation**
Assessment	Level of Development:
	Initial: Full Implementation 05/23/2013

	Evidence:
	The principal uses the 5D walk through tool, the Star Protocol, and the AVID evaluation tool to evaluate teacher skills and knowledge. Although her formal evaluation is centered on the 5D tool, she utilizes the other tools to for specific feedback to elective classrooms and AVID classrooms.

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration				
Expanded time for student learning and teacher collaboration				
Indicator	**P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)(TitleISW)**			
Status	Tasks completed: 0 of 2 (0%)			
Assessment	Level of Development:		Initial: Limited Development 06/28/2013	
	Index:		6	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Opportunities for parents and community stakeholders include Essential Element nights that showcase evidence of student learning in Language Arts, Science and Math. In addition, due to the school's mission to integrate learning across all content areas, the electives department also showcases student learning. Examples from the 2012-13 school year include a Dance concert that was based upon Science standards and a Community Garden that integrates science math and language arts skills that students implement and can articulate. The School Centered Decision Making team has included a parent and student representative that meets every two weeks and as needed. A new parent and student will be elected for this coming school year as the current representatives are connected to the 8th grade and will be transitioning on. Additionally, a Communities That Care group consisting of retired folks, business members in the surrounding area, and parents meet once or twice a month to focus on prevention and a safe learning environment for student success. The group of 30 members meet and utilize data to track the impact of their involvement and interventions. Examples: tutoring, hall monitoring, family resources, celebrations/recognition of student work. The Sunshine Rotary organization meets quarterly with the leadership team. The focus this school year has been on supporting literacy efforts. This year, they also reviewed evidence of 6th graders in Reading growth. They supported the 6th grade team by providing tangible incentives for 6th graders who reached their weekly goal. In addition,	
Plan	Assigned to:		Kimberly Messersmith	
	How it will look when fully met:		The school and outside community will partner and support each other in a reciprocal learning environment.	
	Target Date:		09/30/2014	
	Tasks:			
	1. Opportunities are scheduled for parents and community stakeholders to participate in school activities include Essential Element nights that showcase evidence of student learning in Language Arts, Science and Math.			
		Assigned to:	Odessa Hargrave	
		Added date:	06/09/2014	
		Target Completion Date:	09/30/2014	
		Comments:		

		2. Youth leading Change will continue to meet after school to increase leadership and communication skills. Further, with the support of Safe Streets and Stewart Staff, Youth Leading Change will provide support to after hours learning activities and team with Stewart students to complete a community project.
	Assigned to:	Odessa Hargrave
	Added date:	06/09/2014
	Target Completion Date:	06/30/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	P3-IVD03 - The school creates and sustains partnerships to support extended learning.(3056)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 05/23/2013
	Evidence:	PAWS (funded by 21st Century Grant, through the Educational Services District) and Sparks (which is contracted through Metro Parks), both provide after school academic support. These extended learning opportunities have benefited Stewart families.
Indicator	P3-IVD04 - The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development.(3057)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 05/23/2013
	Evidence:	Friday mornings are set aside for staff professional development. This year has been focused on AVID strategies and Cultural Competency development via relationship building and making connections to students. There is a dedicated committee that focuses on PD that aligns with our SIP. This committee will continue to be active for the next school year, planning Friday morning PD sessions.
Indicator	P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 03/13/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Development and implementation of a school wide data monitoring system and data protocols that inform instructional moves and interventions. Information yeilded targets before and after school tutoring in math, reading and study skills; mid-day tutoring driven by individual student academic needs; annual summer school program; and implementation of targeted Winter and Spring Workshops that occur during school breaks.
Plan	Assigned to:	Kimberly Messersmith
	How it will look when fully met:	Develop a school wide data monitoring system to inform instructional moves and interventions based on individual student needs.
	Target Date:	09/30/2014
	Tasks:	

	1. As a staff, develop data protocols to calibrate consistency and equity when determining instructional moves.		
	Assigned to:	Zeek Edmond	
	Added date:	05/16/2014	
	Target Completion Date:	10/31/2014	
	Comments:		
	2. Information yeilded targets before and after school tutoring in math, reading and study skills; mid-day tutoring driven by individual student academic needs; annual summer school program; and implementation of targeted Winter and Spring Workshops that occur during school breaks.		
	Assigned to:	Zeek Edmond	
	Added date:	05/16/2014	
	Target Completion Date:	10/31/2014	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	**P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)**		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 09/26/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There are a series of events throughout the week that allow for different teams to collaborate. The three biggest venues are: -Common Core Content planning (see below) -Grade level meetings 7:30-8:00 am Bi-Weekly -Site Council (SCDM) Bi-Weekly -Program councils (STEM & AVID) meet monthly for 2 hours We have common planning by core content: 67 minutes per week 1st period - Math 2nd period -half the specialists/electives 3rd period - humanities 4th period - half the specialists/electives 5th period science	
Plan	Assigned to:	Zeek Edmond	
	How it will look when fully met:	See required rotation schedule (uploaded documents). Staff with common planning will meet to align their lesson plans across and calibrate assessments. There will also be alignment planning vertically across grade levels. The Friday schedule also provides additional inter- and intra-departmental planning on common initiatives based on the school and distict initiatives.	
	Target Date:	12/31/2014	
	Tasks:		
	1. See required rotation schedule (uploaded documents) *Schedule subject to evolve based on peer review.		
	Assigned to:	Abby Sloan	
	Added date:	10/28/2013	
	Target Completion Date:	06/10/2014	

	Comments:	The principal and assistant principals at Stewart rely on a series of systems to ensure student learning and improved instruction. Each administrator oversees a core content area. We attend weekly team meetings for our core content, have coaching days designated for extensive walkthroughs, complete evaluations for our core content staff, attend district trainings and studio days for our core content and team with the instructional coach. We monitor data from all angles: grades, benchmark tests, embedded assessments, state tests, common prompts, prior years data and more. Evidence: Minutes from meetings (SCDM, Grade Level, Staff, Core Contents (Math, Science, Humanities) graphs of the data.
	Task Completed:	06/12/2014
	2. The plan for 2014-15 will support common planning. Teachers will submit common lesson plans and pacing guides to support calibration and common assessments.	
	Assigned to:	Abby Sloan
	Added date:	06/13/2014
	Target Completion Date:	10/01/2014
	Frequency:	weekly
	Comments:	Upload new common planning schedule. Notes from grade level team meetings that detail plans for curriculum implementation.
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)

Student and School Success Principle 4: Rigorous, aligned instruction				
Engaging teachers in aligning instruction with standards and benchmarks				
Indicator	P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)			
Status	Tasks completed: 0 of 2 (0%)			
Assessment	Level of Development:		Initial: Limited Development 03/13/2014	
	Index:		4	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Grade levels and content departments have collaboration time embedded in the building professional development schedule. Protocols for discourse around student acheivement data and effective assessments have been developed and are utilized. Teachers actively participate in core curriculum mapping professional developement each year, and administrative and inter-departmental monitoring ensures this expectation is adhered to. Specific inservice on strategies and best practices for differentiation are included in building professional development: departmental, cafeteria sessions, and staff meetings. This principle is more complex at Stewart as we are seeking to infuse STEM strategies (Science Technology Engineering Math) schoolwide. Therefore, our standards are CCSS and NGSS aligned to current curriculum materials/resources and will be written in a STEM unit planner. A STEM unit planner requires additional STEM components to be added and aligns with our whole child and high rigor expectations.	
Plan	Assigned to:		Zeek Edmond	
	How it will look when fully met:		All departments will utilize district curriculum maps, common assessments and achievement data to plan instructional directions.	
	Target Date:		12/31/2014	
	Tasks:			
	1. Provide ongoing professional development on best practices for classroom instruction utilizing the 5D framework.			
		Assigned to:	Kimberly Messersmith	
		Added date:	06/09/2014	
		Target Completion Date:	12/31/2014	
		Comments:		
	2. Common planning periods will be utilized for the purposes of creating unified lesson plans and assessments.			
		Assigned to:	Ravi Jaskar	
		Added date:	06/09/2014	
		Target Completion Date:	12/31/2014	
		Comments:		
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)	

Indicator	P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89) (TitleISW)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 05/24/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Language Arts department implemented SpringBoard curriculum for sixth, seventh, and eighth grade. Grade level teacher leaders, in conjunction with district provided PD, are aligning assessments and rubrics to Common Core Standards. The will be completed for the opening of 2013-2014 school year.	
Plan	Assigned to:	Abby Sloan	
	How it will look when fully met:	Instructional units in Language Arts classes will align to Common Core Standards. Course objectives and rubrics to assess student learning will be according to Common Core aligned criteria of mastery. Teacher syllabus, unit objectives and rubrics, walk throughs, and student work will provide evidence that this objective is fully met in Language Arts. Please note: The above Current Level of Description should read for the 2013-14 school year with a June 2014 established date. The District committee did not meet over the summer of 2013 as planned.	
	Target Date:	12/17/2014	
	Tasks:		
	1. The Language Arts staff will meet as a department to learn how the Common Core standards align with the district adopted Springboard curriculum. This will be accomplished by team members taking a specific standard and aligning it with a unit within Springboard curriculum. The summary will be shared with the department team members.		
		Assigned to:	Edith Stewart
		Added date:	05/16/2014
		Target Completion Date:	02/18/2015
		Comments:	Upload minutes of the L.A. team meetings and lesson plans showing alignment between Springboard and the Common Core Standards.
	2. Language Arts objectives and rubrics will be aligned to reflect the common core criteria for mastery.		
		Assigned to:	Odessa Hargrave
		Added date:	05/16/2014
		Target Completion Date:	10/15/2014
		Comments:	Upload sampling of lesson plans with objectives and rubrics showing alignment.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637) (Expected)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/13/2014	
	Index:	6	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A data tool that encompasses all students at Stewart has been developed as one means to track progress. Additionally, CBAs and benchmark assessments are used to measure student progress. Data are reviewed and analyzed monthly and as needed,and have been used to follow up with classroom/student observations, co-inquiry conversations with teacher(s), and recommendations for interventions and supports. Examples: Panther Center, tutoring, intervention class (es), student and/or parent conference, additional classes created and/or referrals for additional ELO opportunities (winter session, spring session). There is also a START (Student Teacher Advisory Resource Team)team, newly developed this year, with teacher leaders working with administrators to focus on a wraparound approach to working with youth that are a shared focus of concern. Students and parents are aware and involved in goal setting to further ensure progress. At Stewart we are constantly using data to assess the needs of the school, grade levels, content areas, subgroups and cohorts. We use state assessment data, benchmark data, grades, incidents, teacher feedback, BERC reports and more. Then we utilize our many professional development and collaboration systems to address the areas of concern, decline or slow growth.	
Plan	Assigned to:	Zeek Edmond	
	How it will look when fully met:	Our school Sharepoint Site will house all of this information and be available for staff to access from any electronic device at school or at home. On the site will be separate tabs for each item listed above (Data Tool, START, CBA etc...)	
	Target Date:	09/24/2014	

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in assessing and monitoring student mastery

Indicator	**P4-IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/22/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Certain departments and certain instructors pre test to assess student mastery of standards-based objectives. This occurs more so in Math and Science. In this next year, Language Arts will be more able to pre assess, as it is in its second year of SpringBoard implementation. L.A. teachers' familiarity with SB will support the design of pre-assessments.	
Plan	Assigned to:	Zeek Edmond	
	How it will look when fully met:	All departments will use pre and post tests to assess student mastery of standards-based objectives. Teachers will be able to speak to	

		student growth using assessment data.
	Target Date:	06/30/2015

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in differentiating and aligning learning activities

Indicator	**P4-IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 06/22/2013
	Evidence:	Language Arts has fully implemented this indicator. The departments' implementation of the SpringBoard curriculum supports units of instruction that include specific learning objectives aligned to objectives.

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	**P4-IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)**	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 06/22/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Language Arts is guided by the SpringBoard curriculum, which aligns standards, curriculum, instruction, and assessment.
Plan	Assigned to:	Zeek Edmond
	How it will look when fully met:	Teachers will use Common Core Standards (non fiction reading and non fiction writing) to align building wide work towards improving student literacy. Increased MSP scores will demonstrate building wide attention to student literacy.
	Target Date:	06/30/2015
	Tasks:	
	1. Using the results of the 2013-14 MSP, facilitate data carousels to access academic strengths and areas of concern; and create learning targets to ensure data is being utilized to formulate and drive instructional choices.	
	Assigned to:	Lavonta Howard
	Added date:	06/09/2014
	Target Completion Date:	10/15/2014
	Comments:	
	2. Provide ongoing professional development to increase understanding of the scaffold nature of the Common Core, and opportunities to "dissect" the standards.	
	Assigned to:	Edith Stewart
	Added date:	06/09/2014
	Target Completion Date:	10/31/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator	**P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (ELL,Expected,TitleISW)**	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Stewart staff is currently individualizing instruction at an entry level degree by initiating: AVID, CLRTL, Read180, and math intervention classes based on established criteria including student and staff demographics, SRI and MSP scores. Still working on the 'All' portion of differentiation. Teachers are getting stronger at using their assessment results to guide instruction. We have added and continue to build on formative assessment strategies. Teachers have been attending more content based PD. Therefore, as we build on both a teachers skills and knowledge we have seen an increased ability to differentiate for almost all of their students.
Plan	Assigned to:	Edith Stewart
	How it will look when fully met:	Departments will utilize common benchmark assessments and collaboratively employ data to differentiate and focus instruction.
	Target Date:	12/31/2014
	Tasks:	
	1. Departments will develop common benchmark assessments and use that data to identify individual student academic needs as aligned with CCSS.	
	Assigned to:	Zeek Edmond
	Added date:	10/28/2013
	Target Completion Date:	10/31/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Indicator	**P4-IIIA09 - All teachers clearly state the lesson's topic, theme, and learning objectives.(3084)**		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/20/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are required to post daily learning targets and objectives. Many teachers begin class addressing the learning target and explaining the connection between the objective to the target. Classroom walk through forms and observation notes record these learning targets. It is a building wide and district wide focus that students understand the purpose behind their instructional activities.	
Plan	Assigned to:	Abby Sloan	
	How it will look when fully met:	Teachers will post daily learning targets and objectives. Many teachers begin class addressing the learning target and explaining the connection between the objective to the target. Classroom walk through forms and observation notes record these learning targets. It is a building wide and district wide focus that students understand the purpose behind their instructional activities. When asked, students will be able to articulate the learning objective/target of a lesson.	
	Target Date:	10/13/2014	
	Tasks:		
	1. Provide ongoing professional development that will focus on the development of learning targets and objectives determined by curricular pacing charts and assessment data.		
		Assigned to:	Edith Stewart
		Added date:	06/09/2014
		Target Completion Date:	06/30/2015
		Comments:	
	2. The administrative team will schedule regular walk throughs to support learning and ensure learning targets are posted and clearly articulated.		
		Assigned to:	Lavonta Howard
		Added date:	06/09/2014
		Target Completion Date:	10/01/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	**P4-IIIA14 - All teachers maintain connection and attention to students through eye contact, physical proximity, verbal cuing or other culturally appropriate behaviors.(3065)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/28/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of		

	Describe current level of development:	During the 2012-13 school year, staff received Professional Development in the area of culturally and linguistically effective teaching strategies and effective teaching strategies through Safe and Civil School. The focus of 5D training and practice at Stewart M.S. has been on Purpose, Classroom Management and Structure and Student Engagement. Staff have identified areas for their practice and administration and coaches supported this in their walk throughs, observations and continued PLC work. These strategies were also discussed and practiced at staff trainings/meetings, with the behavior instructional coach and will continue during the 2013-14 year with our August Waiver Day training. The Cultural Competency committee has new and returning members in place that meet on a regular basis to plan for staff training needs.
Plan	Assigned to:	Not yet assigned
Indicator	**P4-IIIA16 - All teachers use prompting/cueing.(125)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 06/22/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Many teachers use prompting and cueing as part of their daily practice.
Plan	Assigned to:	Zeek Edmond
	How it will look when fully met:	All teachers will use prompting and cueing as part of their daily classroom practice, as evidenced by walk through data. Teachers will be trained in using AVID strategies to prompt and cue students. These common strategies, across all disciplines, will reinforce student success.
	Target Date:	11/28/2014
Indicator	**P4-IIIA17 - All teachers re-teach when necessary.(126)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 06/22/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some teachers re-teach when necessary. Others provide after school tutoring, however, more need to utilize classroom time to re-teach.
Plan	Assigned to:	Zeek Edmond
	How it will look when fully met:	All teachers will be adept at using data to inform instructional moves and ensure mastery within the learning trajectory.
	Target Date:	11/28/2014
Indicator	**P4-IIIA19 - All teachers review with questioning.(128)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 06/22/2013

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some teachers review with questioning.	
Plan	Assigned to:	Zeek Edmond	
	How it will look when fully met:	Teachers will review using AVID questioning strategies. Classroom observations, and work samples will demonstrate that teachers are reviewing with questions.	
	Target Date:	12/31/2014	
Indicator	**P4-IIIA20 - All teachers summarize key concepts.(129)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/22/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some teachers summarize key concepts, as well as have students summarizing key concepts. This is especially true of those that fully utilize Cornell note-taking format.	
Plan	Assigned to:	Zeek Edmond	
	How it will look when fully met:	All teachers will encourage students to summarize key concepts using Cornell note-taking (which has a summarization component). Teachers will utilize these formative notes to assess student understanding weekly.	
	Target Date:	12/31/2015	
Indicator	**P4-IIIA24 - All teachers encourage peer interaction.(133)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/22/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Many teachers encourage peer interaction using pair-share and small group tasks.	
Plan	Assigned to:	Not yet assigned	
Indicator	**P4-IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/22/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within

	Opportunity Score:		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Many teachers encourage students to paraphrase, summarize, and relate. Check out sheets, exit slips, and pair share outs are utilized to check student understanding.
Plan	Assigned to:		Zeek Edmond
	How it will look when fully met:		All teachers will encourage students to paraphrase, summarize, and relate to learning using varied strategies they gain from AVID. These strategies will be used school-wide, across disciplines, and with a common goal to develop student skills to paraphrase, summarize, and relate to their learning. The main school-wide strategy will be Cornell note-taking (which has a summarization component). Teachers will utilize these formative notes to assess student understanding.
	Target Date:		12/31/2014
Indicator	**P4-IIIA27 - All teachers verbally praise students.(136)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:		Initial: Limited Development 06/25/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently, some teachers verbally praise students to the degree that it promotes a safe and inclusive classroom culture.
Plan	Assigned to:		Zeek Edmond
	How it will look when fully met:		When all teachers verbally praise students, assigning competence to them, it will promote a safe and inclusive school culture. Student surveys will support this feeling of safety and caring from staff.
	Target Date:		10/31/2014
Indicator	**P4-IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures).(141)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:		Initial: Limited Development 06/22/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Many teachers interact managerially with students, both in the classroom and in the hallways. There is a school-wide managerial process in place, using CHAMPS to provide clear and consistent language around classroom procedures.
Plan	Assigned to:		Zeek Edmond
	How it will look when fully met:		When all teachers interact managerially with students, both in the classroom and in the hallways, students will have clear and consistent messages about school-wide expectations. CHAMPS structure will be taught and supported by teachers to support school-wide expectations. Evidence of this objective will be the use of common management language in classrooms, and the presence of staff in hallways

			(interacting with students) as well as designated areas outside the building before and after school.
	Target Date:		09/30/2014
	Tasks:		
		1. School-wide schedule will be implemented, and rotated on a regular basis, which assigns staff to "Super duty" schedules. This schedule has staff in the hallways and in designated areas outside the building for visibility, support and management of students. This schedule changes every two weeks and will be reviewed by the School Center Decision Making team for rotation schedule. It supports the school's mission of a safe and positive learner-centered environment.	
		Assigned to:	Zeek Edmond
		Added date:	12/23/2013
		Target Completion Date:	09/29/2014
		Frequency:	twice monthly
		Comments:	Super Duty schedules. Any SCDM minutes with discussion of the rotation schedule and duties.
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)
Indicator	**P4-IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)**		
Status	**Full Implementation**		
Assessment	Level of Development:		Initial: Full Implementation 06/22/2013
	Evidence:		All teachers interact socially with students. "Get well" cards and condolence cards are sent home for struggling families/students. Teachers are aware of students' lives and the complexities in which they live. Teachers attend student sports, and social events, supporting and cheering on students.

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator	**P4-IIIB01 - All teachers maintain a file of communication with parents (families), using multiple methods of contact including phone calls, emails, letters home, home visits, etc.(3066)**		
Status	**Full Implementation**		
Assessment	Level of Development:		Initial: Full Implementation 06/22/2013
	Evidence:		Teachers maintain a file of communication with parents (families), using multiple methods of contact including phone calls, emails, and parent conferences. Teachers' communication logs are ready to turn in to the main office upon request. This practice will continue into the new school year with reminders to staff that their logs should be kept up to date.

Student and School Success Principle 5: Use of data for school improvement and instruction

Assessing student learning frequently with standards-based assessments

Indicator	**P5-IID06 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).(3067)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:		Initial: No development or Implementation 06/13/2014
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires

	changes in current policy and budget conditions)		
	Describe current level of development:	Four tiers of data are used at Stewart. 1 - State. 2 - District benchmark assessments. 3 - Summative. 4 - Formative 1 - State level assessments help shift support of programs, resources and staffing, along with driving big picture thinking on instructional needs for meeting standard. 2 - SRI, MBA and Gates-McGinite. These benchmark assessments help building, classroom teachers and students better grasp their growth over time and standards as they roll out fall, winter and spring each year. 3 - Summative assessment data has been an integral part of our standards based grading and teachers will compare notes with each other during common planning time to better understand instructional moves and student understanding around individual or multiple standards. 4 - Formative assessment has become a weekly activity for reflection by teachers. Teams will compare notes, co-write or even exchange formative assessments for comparisons. We practice both verbal or hand cues(fist to five, thumbs up/down) along with short slips for feedback. short slips include, Do Now(entry tasks), exit slips, quick surveys, reflections or other. Teachers find collecting these items allows them to better assess students needs, learning and effectiveness of instruction. During common planning meetings these physical examples allow for deep discussions around teaching and learning and push teachers to make gains with All students.	
Plan	Assigned to:	Zeek Edmond	
	How it will look when fully met:	1 - State level assessments help shift support of programs, resources and staffing, along with driving big picture thinking on instructional needs for meeting standard. 2 - SRI, MBA and Gates-McGinite. These benchmark assessments help building, classroom teachers and students better grasp their growth over time and standards as they roll out fall, winter and spring each year. 3 - Summative assessment data has been an integral part of our standards based grading and teachers will compare notes with each other during common planning time to better understand instructional moves and student understanding around individual or multiple standards. 4 - Formative assessment has become a weekly activity for reflection by teachers. Teams will compare notes, co-write or even exchange formative assessments for comparisons. We practice both verbal or hand cues(fist to five, thumbs up/down) along with short slips for feedback. short slips include, Do Now(entry tasks), exit slips, quick surveys, reflections or other. Teachers find collecting these items allows them to better assess students needs, learning and effectiveness of instruction. During common planning meetings these physical examples allow for deep discussions around teaching and learning and push teachers to make gains with All students.	
	Target Date:	10/31/2014	
Indicator	**P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW)**		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/23/2013	
	Index:	6	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school team, (teachers, counselors, coaches and administrators) utilize data from formative and summative assessments, standardized tests and the performance tracker for student progress monitoring. This information was utilized to determine placement into intervention classes, tutoring support and advanced placement to continue offering support and challenge for all our students. A data base was established so that each student at Stewart can be tracked for their level of involvement at school to include in school, before and after school support. In addition, benchmark data will be entered for Reading and Math intervention students effective January 2015. 2/19/14-Data was used to identify level 2 students in Reading, identify the specific Reading strategies each grade level grouping needed, and a Winter session Reader's workshop was offered during winter break. 11% of identified students participated and each grade level group increased skills by one level as measured by the pre- and post-test. (see attached evidence)Due to the success of this intervention, Stewart will have a Spring session over Spring break and target Level 2 Reading and Math students. Plans for summer school include similar strategies and opening the session for all students. The summer format will focus on an extended interdisciplinary mini-term model that is experiential and project-based. All level students will be challenged with a specific emphasis on Level 2 students. The plan is to have the above ELO schedule a regular part of the Stewart school calendar.	
Plan	Assigned to:	Zeek Edmond	
	How it will look when fully met:	The database will have been fully established and functional and used as a tool to plan for student support and decision-making. Staff will access the tool in making decisions for the student, administrators will utilize the tool in discussions with staff about student growth and administrators will share the information with their supervisor in explaining instructional decisions that impact the school. Information needed to provide evidence thereof includes accurate information provided by the district and staff hours to keep the tool updated.	
	Target Date:	12/31/2014	
	Tasks:		
	1. Create an Excel database that includes each student at Stewart which identifies interventions, support and participation in school events along with progress monitoring information and benchmark data.		
	Assigned to:	Abby Sloan	
	Added date:	12/23/2013	
	Target Completion Date:	06/30/2015	
	Frequency:	twice monthly	
	Comments:	Coordinate key benchmark data and information from school activities (tutoring participation updated bimonthly, etc.)	
	2. Utilize the data tool to plan and implement ELO and in school instructional strategies for student achievement.		
	Assigned to:	Abby Sloan	
	Added date:		

	Added date:	02/19/2014	
	Target Completion Date:	11/14/2014	
	Frequency:	twice monthly	
	Comments:	Note: Tool will not allow date selection for task completion. Would target November 2014. Utilize the excel database to target Level 2 students and analyze specific strands to focus on for instruction. Offer ELO during winter and spring break and plan for extended and expanded summer school. Explore year round school concept for Stewart.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	**P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/26/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At Stewart we are constantly using data to assess the needs of the school, grade levels, content areas, subgroups and cohorts. We use state assessment data, benchmark data, grades, incidents, teacher feedback, BERC reports and more. Then we utilize our many professional development and collaboration systems to address the areas of concern, decline or slow growth. Because of the frequency we can also identify trends year to year with curriculum and effectiveness of different instructional strategies within a unit. However, with changes in CCSS, changes in Smarter Balanced Assessment and both our math and language arts curriculum are changing for 2014-2015. We will need to monitor our growth measuring students after each unit and throughout the year.	
Plan	Assigned to:	Abby Sloan	
	How it will look when fully met:	Ensure that teachers are consistently looking at multiple forms of student data, including, but not limited to, MSP, SRI, unit assessments and rubrics, to focus their instructional goals. Plan: 1. Mandatory all-teaching-staff in-service using Performance Plus. Training led at Stewart by the PDC staff within the first quarter of the 2014-2015 school year during a Friday morning collaboration. 2. Scaffold Number 1 with PLC to apply skills within the second quarter of the 2014-2015 school year during a Friday morning collaboration.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Teachers will become proficient analyzing all available data, and apply those findings to individualize and drive classroom instruction. *See example of uploaded data (Artifact #)		
	Assigned to:	Zeek Edmond	
	Added date:	10/28/2013	
	Target Completion Date:	09/30/2014	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	**P5-IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)(TitleISW)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 06/21/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, students are red flagged for intervention based on their Scholastic Reading Inventory (SRI) scores. Those who are reading below grade level have been assigned additional reading intervention, utilizing Americorp workers in our building. We also have a Student Response Team (SRT) referral process for students of concern.
Plan	Assigned to:	Zeek Edmond
	How it will look when fully met:	Students will continue to be red flagged for intervention based on their SRI scores. Those who are reading below grade level will be assigned additional support and student growth will be monitored by their SRI growth data. Additional intervention plans will be created for Proficient and Advanced students to support all students making progress.
	Target Date:	01/30/2015
Indicator	**P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 03/13/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers upload grades and assignments weekly for the purposes of parent and collegial collaboration, and receive ongoing professional development in progress monitoring, using data to drive instruction, and differentiate standards based instruction. Staff participated in a focused PLC using Pathways to the Common Core (Calkins, Ehrenworth & Lehman), and new staff are provided copies to increase capacity and consistency. The district has launched a district wide data collection system (Performance Plus) that teachers use to track student acheivement, set goals and create learning targets. Quarterly Progress monitoring using SRI(reading)and MBA (math) are used to access acheivement and indicate differentiation / interventions.
Plan	Assigned to:	Not yet assigned

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health		
School and classroom culture		
Indicator	**P6-IIIC05 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)**	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 04/16/2014
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is an informal understanding that all students will carry a reading level appropriate book with them at all times. Further, all teachers have a limited classroom library for student use, and all language arts classes have a weekly scheduled library time for students to check out books.
Plan	Assigned to:	Zeek Edmond
	How it will look when fully met:	SCDM will approve a common agreement requiring all students to carry a reading level appropriate book with them to every class for access throughout the school day. Teachers will incorporate this as an expectation in their classrooms. Genre specific classroom libraries will be augmented, and the Instructional Coach and/or librarian will assist teachers in the organization of these materials.
	Target Date:	06/30/2015
	Tasks:	
	1. Grade level and departmental discussions that will lead to the creation and implementation of a school wide common agreement.	
	Assigned to:	Susan Stone
	Added date:	04/16/2014
	Target Completion Date:	10/31/2014
	Comments:	Maintain grade level, department and staff meeting agenda's/minutes as evidence.
	2. Advisory lessons will inform this expectation in a systemic manner.	
	Assigned to:	Ravi Jaskar
	Added date:	04/16/2014
	Target Completion Date:	10/31/2014
	Comments:	Communicate and coordinate lesson planning for this task to be accomplished.
	3. Instructional Coach and/or librarian will meet with each department to discuss alignment of needs (curriculum maps), and sources of genre specific books; and assist teams in their ordering, inventory, organization, and management of new materials.	
	Assigned to:	Susan Stone
	Added date:	04/16/2014
	Target Completion Date:	12/31/2014
	Comments:	Departmental meeting agenda's and minutes will be saved as evidence of the task. Purchase orders and sample of documented student use

		will be uploaded as further evidence.	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Indicator	**P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)(Expected)**		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 05/25/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We will slowly build a system of trust and provide teachers more latitude in how they can enforce these measures in their classrooms. This will open the door for building relationships with students, teaching and modeling behavior. Administration can remain bad cops while teachers can negotiate with students what is best and become an advocate. As we continue to develop common language we will also see more consistency across the entire student body. We are going to continue the use of CHAMPS and bring in Ignite to help build a positive school culture. This common language is used across disciplines, across grade levels, and even in school wide assemblies.	
Plan	Assigned to:	Abby Sloan	
	How it will look when fully met:	Building wide common language will be used to provide clear and consistent behavioral expectations for students at Stewart Middle School.	
	Target Date:	10/31/2014	
	Tasks:		
	1. Compassionate Schools will be added to our Common Agreements, and routine classroom walk-throughs will be utilized to assess CHAMPS effectiveness and determine if/how additional support is required.		
		Assigned to:	Abby Sloan
		Added date:	05/19/2014
		Target Completion Date:	10/31/2014
		Comments:	
	2. Throughout the year, all new staff will receive Compassionate Schools training.		
		Assigned to:	Abby Sloan
		Added date:	05/19/2014
		Target Completion Date:	10/31/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	**P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)**		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/13/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:		(3 - highest, 2 - medium, 1 - lowest)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Emergency plan in place, Honor Level System with positive reinforcement strategies, staff are trained to embed and implement culturally and linguistically responsive strategies in focused instruction, Safe and Civil Schools/Champs. In house support for students and families available through Olive Crest and Safe Families for Children via early intervention, child abuse prevention and family support stabilization. We have been building a stronger school climate and culture for the last three years. We collect all incident data electronically. We run social skills lessons during advisory. We built cohort colleges within the school. We host leadership lock-ins for all 6th grade week one and student leaders throughout the year. We review adult protocols for supervision. We have brought in comprehensive mental health services 5 days a week in-house. EDGE foundation provides funding for one full time ADD/ADHD coach for up to 45 students. Our counselors teach in the classroom lessons around sexual harassment, bullying, drug use, risk behavior and more. We offer one section of ART (Aggression Replacement Therapy) per semester for up to 12 students each session. Student recognition has expanded extensively to recognize 3.0+ GPA, students passing all portions of their state MSP and all school celebrations for moving up within the district on assessments.
Plan	Assigned to:		Abby Sloan
	How it will look when fully met:		All classrooms will use common language and implementation of Safe and Civil Schools strategies: Voice Level, SLANT, Encouragement Procedures and CHAMPS expectations for classroom activities, procedures, and transitions. In house support for students and families available through Olive Crest and Safe Families for Children via early intervention, child abuse prevention and family support stabilization.
	Target Date:		10/31/2014
	Tasks:		
	1. All staff are on a year long rotational schedule for hallway and school ground supervision before and after school and during passing times.		
		Assigned to:	Kimberly Messersmith
		Added date:	05/20/2014
		Target Completion Date:	09/02/2014
		Comments:	
	2. Male Involvement Program (MIP) on site to provide continued support for male learners and their families, enhancing their learning while building upon conflict resolution skills, teamwork, and lifeskills while receiving 1:1 mentoring from male adults.		
		Assigned to:	Ravi Jaskar
		Added date:	05/20/2014
		Target Completion Date:	10/31/2014
		Comments:	Qualitative data from students on impact of MIP. Comparison data on student discipline reports before and after MIP partnership.
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)

Student and School Success Principle 7: Family and community engagement		
Defining the purpose, policies, and practices of a school community		
Indicator	**P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW)**	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 06/20/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Since the 2012-13 school year a parent representative has been a member of the school centered decision making team, and has input to matters related to family-school relations. Further, two Stewart parents are representatives, and along with the principal, participate in the superintendant/parent advisory council. Also, in order to facilitate and enhance home-school communication, a parent has established an on-line principal blog that is now an active componant of our school web-site. We will use a couple different feedback methods during our parent events to help inform the school leadership team. All of these elements have enhanced the overall school home aliance.
Plan	Assigned to:	Zeek Edmond
	How it will look when fully met:	Parent representative will attend and actively participate as an integral member of our School Centered Decision Making Team. As a parent representative, opportunities to gather input from other parents will be sought, including but not limited to: newsletters, parent functions, evening events, ConnectEd calls, surveys, principal blog, "open door" policy with administrative team, school website, Superintendent/parent advisory breakfast,
	Target Date:	01/05/2015
	Tasks:	

1. Support opportunities for parent to share information and seek input from those they represent, including but not limited to: 6th grade orientation, back to school night, student/parent conferences, Stewart website, open door policy with admin. team, Edmodo, coffee chat, principal blog, evening and after school events.

	Assigned to:	Zeek Edmond
	Added date:	04/15/2014
	Target Completion Date:	11/24/2015
	Frequency:	monthly
	Comments:	

2. Currently, parent representative wishes to attend SCDM in "as needed" capacity. Our goal is to ensure parent representation at regularly scheduled SCDM meetings.

	Assigned to:	Zeek Edmond
	Added date:	04/15/2014
	Target Completion Date:	10/01/2015
	Frequency:	monthly

	Comments:	Keep record of SCDM minutes as evidence of monitoring goal status.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	**P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077) (Expected)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 03/14/2014
	Evidence:	Annually, at the 6th Grade Orientation and Back to School night, principal presents to parents the Parent Compact, Mission Statement, Parent Involvement Policy and teachers share their classroom syllabus. The Student/Parent handbook addresses classroom visitation procedures. These can be found in the Title 1 plan. There is also a powerpoint presentation that encompasses all the above information.
Indicator	**P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071) (Expected,TitleISW)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 03/14/2014
	Evidence:	The principal shares with parents the Parent Compact which outlines what families can do to support learning at home. Additionally, the compact for teachers and principal are shared with parents to support the partnership that exists in improving student achievement.

Student and School Success Principle 7: Family and community engagement

Providing two-way, school-home communication linked to learning

Indicator	**P7-IVA05 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(3075)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/20/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Monthly newsletters are mailed home to communicate with families about school. There will be additional and increased communication regarding expectations of families and what parents can do at home to support their children's learning. In addition to this, literacy night and STEM night were provided to encourage families to engage academically with their students. Activities were designed for families and children to engage in together. Stewart will implement a grade level progression of homework and student organization. 6th grade - ALL students use an AVID binder system that keeps a planner of homework and assessment dates that align to the table of contents in a students interactive notebook for that subject.	

Plan	Assigned to:	Kimberly Messersmith	
	How it will look when fully met:	Monthly newsletters communicate with families about family expectations and what parents can do at home to support their children's learning. In addition to this, literacy night and STEM night will provide families with activities and content to reinforce ways families can support student academic growth. Title 1 funds will be utilized to create theses family events for increased school engagement.	
	Target Date:	01/30/2015	
Indicator	**P7-IVA07 - The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items.(3073)**		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 06/20/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is a school website that is in the process of being developed and revamped along with the district's overall changes in web design. On 12/19/13, the building's Technology liaison, district's Technician, principal and assistant principal met and outlined the design of the new web page. The webpage provides families with information of home support for learning, announcements, and parent activities/resources. A parent has established an account for the principal to start a Blog page to add another source of communication and input from parents and community members around key issues. The school newsletter also provides information to parents, students and staff.	
Plan	Assigned to:	Stacey Poirier	
	How it will look when fully met:	When this objective is fully met, there will be a school website that has an easy to navigate section to help parents find resources for learning, school related announcements, parent activities and a venue (blog) for parents to communicate through the webpage. There will also be a direct link from the district's website to the school website. This will be a school web page that is fluid and functional.	
	Target Date:	10/15/2014	
	Tasks:		
	1. School web page design will be re-created to match the district's new design. It will be personalized for Stewart's family needs by 1/31/13.		
		Assigned to:	Stacy Dilworth
		Added date:	12/23/2013
		Target Completion Date:	03/31/2014
		Frequency:	weekly
		Comments:	12/19/13 meeting notes Meeting notes from conversations with the web designer and Tech liaison for Stewart Coordination with Stacey Poirier (newsletter) and Stacy Dilworth (web designer) regarding key information to post

	Task Completed:	02/28/2014
	2. Staff have received two trainings on creating and updating their SWIFT website. Not all staff have reached the goal and they rely on the TAC and HAC websites for parent information. This is not adequate. The task will be to provide training along with a required set up and running date for each staff member to have a relevant website to inform others of their teaching.	
	Assigned to:	Zeek Edmond
	Added date:	06/17/2014
	Target Completion Date:	10/17/2014
	Frequency:	weekly
	Comments:	Upload SWIFT site pages and training(s) offered and taken by staff in this area.
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)

Student and School Success Principle 7: Family and community engagement

Educating parents to support their children's learning and teachers to work with parents

Indicator	**P7-IVA09 - The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children.(3078)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 05/25/2013
	Evidence:	Stewart, in conjunction with Olive Crest, provides Love and Logic classes to parents. The classes are designed to support effective communication, and empower parents with the skills necessary to set limits, teach important skills, and encourage decision-making in their children.

Stewart also holds two Student Led Conferences, yearly, to encourage students' voice in articulating their academic journey. Prior to these conferences, in their advisory classes, students are coached to articulate academic and personal goals and share them with their parents. |
Indicator	**P7-IVA13 - The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 03/14/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Using the district climate and BERC survey results, staff identified target areas to focus on and include in the mission statement. Parent representation on SCDM and input sought at all school events, through newsletters,robo-calls, personal invitations and an open door policy created a welcoming environment at Stewart. This has supported a Communities That Care forum that meets monthly and has members from school administration and staff,parents,local law enforcement, health department, Safe Streets,business owners, realtors, and retirees. The focus of this forum is on school support and prevention of unhealthy choices (gang involvement, bullying, drug involvement, absenteeism). There is also a partnership with the University of Tacoma, Urban Studies class for tutoring and volunteer support with

		the school. Rotary Sunshine, Metro Parks, (SPARX and Late Night Fridays), Urban League (Male Involvement Program), Sunrise Rotary, Olive Crest (non profit prevention and counseling), Comprehensive Life Resources (non profit mental health services) and district Behavior Specialists provide services to our youth and families to support meeting the needs of the whole child. Examples: academic support: tutoring, mentoring; social/emotional/behavioral support: counseling, groups, positive mentoring; physical support: community referrals for eyeglasses, dental needs, haircuts.
Plan	Assigned to:	Not yet assigned

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/20/2014

Washington Middle School---P NCES - 531011001708

Yakima District

Student and School Success Principle Indicators   Key Indicators are shown in RED.

Student and School Success Principle 1: Strong leadership	
Team structure	

Indicator	**P1-ID05 - All teams prepare agendas for their meetings.(39)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 11/29/2012
	Evidence:	Teams develop agendas for each of the content meetings which contain the information from the Department Chair meetings and new information from members of the content team.

Indicator	**P1-ID06 - All teams maintain official minutes of their meetings.(40)**		
Status	**Objective Met** 11/4/2013		
Assessment	Level of Development:	Initial: Limited Development 11/29/2012	
		Objective Met - 11/04/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently teams are responsible for recording minutes for their meetings which are sent to all team members.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Grade level and content teams will be responsible to develop agendas and record minutes for each meeting held. Recorders will be responsible to send the minutes to administration and fellow team members. The transition to using Indistar will cause some delay in the completion of this indicator. With the additional expectation of using the indistar agenda tool we will push the completion date to October 15th.**** Minutes will be collected weekly and complied. Examples uploaded to Indistar for evidence of principles.	
	Target Date:	11/18/2014	
	Tasks:		
	1. Distribute consistent agenda forms and note taking forms so that they can be used at all team meetings. One has been developed and shared but is not used consistently. **** Will be required to use Cornell style for all consistently		
		Assigned to:	Glenn Kesinger
		Added date:	04/01/2013
		Target Completion Date:	10/30/2014
		Frequency:	once a year

		Comments:	
		Task Completed:	05/14/2013
	2. Train all leadership teams to use the Indistar meeting planner so that a consistent method of agenda development and minute reporting is used.		
		Assigned to:	David Chaplin
		Added date:	06/11/2013
		Target Completion Date:	10/31/2013
		Comments:	Kelli York has trained the office staff who take the notes for building level teams. We will need to train the staff who record minutes at the content and grade level.
		Task Completed:	11/01/2013
	3. Office personell will be trained on taking minutes on the tool and staff who will be responsible for minutes from meetings will be trained in using the indicators.		
		Assigned to:	David Chaplin
		Added date:	06/19/2013
		Target Completion Date:	10/15/2013
		Frequency:	once a year
		Comments:	We will need to have this happen as staff switch out of their positions.
		Task Completed:	11/04/2013
Implement	Percent Task Complete:		
	Objective Met:		11/4/2013
	Experience:		11/4/2013 Teams were excited to have a format that allowed them to keep accurate records of their work.
	Sustain:		11/4/2013 Ongoing training with indistar
	Evidence:		11/4/2013 Minutes
Indicator	**P1-ID07 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)**		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:		Initial: Limited Development 12/04/2012
			Objective Met - 09/26/2013
	Index:		9	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently the principal has records of all meetings held at the building level but not of individual team meetings.
Plan	Assigned to:		William Hilton, Jr.
	How it will look when fully met:		Currently building level teams keep minutes for all meetings. These minutes are published twice after the meetings are held, first by the team recorder and second by the principal in a weekly communication. This communication tool is archived on a server that all staff have

			access to. Grade level and content meetings share their minutes among team members but not at building level.***** Teams will share minutes with all staff in approved Cornell note form within 2 days after Monday meetings by email and server. Minutes will then be kept in binder and organized in file shby Adm.are
	Target Date:		06/12/2015
	Tasks:		
		1. Completed minutes binder and organized file share fro all to access.	
		Assigned to:	Glenn Kesinger
		Added date:	06/11/2014
		Target Completion Date:	09/08/2014
		Frequency:	weekly
		Comments:	
		2. Teams will share information with administration after each meeting and then save minutes to the server in specific folders for viewing by fellow staff members.	
		Assigned to:	Jewel Brumley
		Added date:	04/01/2013
		Target Completion Date:	04/30/2013
		Comments:	Currently the principal compiles the minutes and agendas onto a weekly communication tool. We will need to switch to the Indisatar format to be consistent with the whole district. We will be switching to the indistar meeting planner and so how that will look on the individual teams is yet to be decided by the DC's.
		Task Completed:	06/14/2013
		3. Staff will be trained to utilize the agenda and minute capabilities of Indistar so tha there is a consistent format used.	
		Assigned to:	David Chaplin
		Added date:	06/14/2013
		Target Completion Date:	12/31/2013
		Comments:	
		Task Completed:	09/26/2013
Implement	Percent Task Complete:		
	Objective Met:		9/26/2013
	Experience:		9/26/2013 Frustration in the changing format of reporting minutes to OSPI was the only hardship. we had a format that the staff was using and enjoyed but with the expectation of using the newer method it has been confusing.
	Sustain:		9/26/2013 Experience with the new tool from Indistar will make the transition easier.
	Evidence:		9/26/2013 Teams sharing the minutes with principal who then will attach to the staff communication.
Indicator	**P1-ID08 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)**		
Status			

Status	Tasks completed: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 11/29/2012	
		Objective Met - 02/26/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Washington Middle School Department Chairs are in the position of a leadership team for the school. This team consists of one representative from each of the departments and two representatives of Central Services.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Leadership team will include those stakeholders listed in title as well as parents and community members which are not represented at this time.	
	Target Date:	09/30/2013	
	Tasks:		
	1. ILT meeting time will be moved to after school to increase time to 1 hour 2X per month		
		Assigned to:	Glenn Kesinger
		Added date:	06/12/2014
		Target Completion Date:	09/09/2014
		Frequency:	twice monthly
		Comments:	
	2. Administration and parent group will designate a parent to represent them on the leadership team. The leadership team is the Department Chairs.		
		Assigned to:	Sara Day
		Added date:	04/01/2013
		Target Completion Date:	09/30/2013
		Comments:	WE have designated a member of the leadership team from the PTO who will be attending meetings starting in the fall. He has already attended two meetings this spring.
		Task Completed:	06/10/2013
	3. To begin the fall meeting cycle for the leadership team with full membership that includes a parent.		
		Assigned to:	Phil Vasquez
		Added date:	06/11/2013
		Target Completion Date:	11/30/2013
		Comments:	
		Task Completed:	02/26/2014
	4. The Deparment Chairs/ILT will meet to develop a plan for the upcoming school year for increasing the impact of the DC's as an acedemic leadership body.		
		Assigned to:	Glenn Kesinger
		Added date:	08/05/2013

	Target Completion Date:	08/11/2014
	Frequency:	once a year
	Comments:	We will developed the plan and our in the implementation phase for the 2014-2015 school year along with the PD plan for the coming year
	Task Completed:	01/01/2014
Implement	Percent Task Complete:	
	Objective Met:	2/26/2014
	Experience:	2/26/2014 This occurs every fall
	Sustain:	2/26/2014 reschedulee for this coming fall.
	Evidence:	2/26/2014 it is on the school calendar for completion each spring.
Indicator	**P1-ID09 - The Leadership Team serves as a conduit of communication to the faculty and staff. (43)**	
Status	**Objective Met** 6/11/2013	
Assessment	Level of Development:	Initial: Limited Development 11/29/2012
		Objective Met - 06/11/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Ongoing monitoring of this activity is done at the DC level. Minutes from all meetings contain Point to be taken back to teams, items needed for the next DC meeting, and informational points on each agenda item.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Agendas are developed in three different ways; 1. Items are carried over from previous meeting in the section marked "information to return to DC meeting" 2. DC will send information to the secretary responsible for keeping agenda. 3. DC are given the chance at the beginning of the meeting to add items. Minutes are emailed to all DC's and attached to weekly communication sent out by principal.
	Target Date:	04/30/2013
	Tasks:	
	1. Assistant principals will be responsible to monitor the submission of minutes from the content teams on a bi-weekly basis. Content teams will be assigned to each assistant principal.	
	Assigned to:	Sara Day
	Added date:	04/01/2013
	Target Completion Date:	09/30/2013
	Comments:	Task Complete
	Task Completed:	06/10/2013
Implement	Percent Task Complete:	
	Objective Met:	

	Objective Met:	6/11/2013
	Experience:	6/11/2013 This has been in place each year for the past three years.
	Sustain:	6/11/2013 Continued monitoring by the DC.
	Evidence:	6/11/2013 Meeting minutes for the past three years
Indicator	**P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)**	
Status	Tasks completed: 1 of 4 (25%)	
Assessment	Level of Development:	Initial: Limited Development 11/29/2012
		Objective Met - 03/26/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Develop a schedule that will coincide with the assessments that have been given for sharing at the DC level. Content chairs will be responsible for sharing the data with the DC's.
Plan	Assigned to:	Glenn Kesinger
	How it will look when fully met:	Assessment calendar coincides with the sharing of data with Department Chairs at their bi-monthly meetings. Departments conduct a data review in content meetings when the data is available. Content teams formulate plans to address areas of identified need, then evaluate at future content meetings.****** Historical data is used also. ILT will look at state scores to assess needs in building and during August staff training identify needs and strategies to address with new building plan. Continual monitoring MBA, LEXILE data 4 times per year will allow assessment of working strategies. ICLE coach help guide disaggregation of data by sub groups.
	Target Date:	10/13/2014
	Tasks:	
	1. ILT will look at state test sores with prior year lexile growth and MBA's. A data carosel will be provide to staff during August training August 12,13,14	
	Assigned to:	Glenn Kesinger
	Added date:	06/12/2014
	Target Completion Date:	08/11/2014
	Frequency:	once a year
	Comments:	
	2. Staff will participate in a data carousel to identify needs and align strategies from August training to address student needs and promote achievement	
	Assigned to:	Patti Pendergast
	Added date:	06/12/2014
	Target Completion Date:	08/14/2014

		Frequency:	once a year
		Comments:	
		3. Team will be trained on looking at data by ICLE coach and expected to use and look at data during Monday grade level teams, Content PLC, and common planning weekly to identify struggling students and make plan to help individual or sub group students.	
		Assigned to:	William Hilton, Jr.
		Added date:	06/12/2014
		Target Completion Date:	10/13/2014
		Frequency:	weekly
		Comments:	
		4. After receiving district and state level assessment data the DC's will look at the data from the assessments. Building level assessment data will be shared with the DC's based on a calendar of building level assessments calendared at the beginning of the school year.	
		Assigned to:	Jewel Brumley
		Added date:	04/01/2013
		Target Completion Date:	11/30/2013
		Comments:	
		Task Completed:	01/01/2014
Implement	Percent Task Complete:		
	Objective Met:		3/26/2014
	Experience:		3/26/2014 ILT has been looking at Data on an ongoing basis from all state, district and building assessments. We use this to determine the effectiveness of our instruction.
	Sustain:		3/26/2014 Keep the agenda format so that data is brought to every meeting.
	Evidence:		3/26/2014 ILT Agenda's.
Indicator	**P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)**		
Status	**Objective Met** 9/26/2013		
Assessment	Level of Development:		Initial: Limited Development 11/29/2012
			Objective Met - 09/26/2013
	Index:		9	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Department Chairs are selected by each of the content area's for representation on the leadership team.
Plan	Assigned to:		William Hilton, Jr.
	How it will look when fully met:		The Instructional Leadership team in the building is the Department Chairs; each department has a member and this team is the main group responsible for instructional decisions.
	Target Date:		09/30/2013

	Tasks:		
		1. Each May and June teams elect a team leader to support the building on building teams.	
		Assigned to:	David Chaplin
		Added date:	04/01/2013
		Target Completion Date:	06/30/2013
		Comments:	
		Task Completed:	09/02/2013
Implement	Percent Task Complete:		
	Objective Met:		9/26/2013
	Experience:		9/26/2013 It was relatively easy, as the staff understood the need to streamline the teams.
	Sustain:		9/26/2013 Each spring we will need to make sure that the leadership teams are selected for summer and fall meetings.
	Evidence:		9/26/2013 ILT and Cross curricular teams are meeting with identified facilitators every other week. Staff is aware this is an expectation.

Student and School Success Principle 1: Strong leadership

Principal's role

Indicator	**P1-IE05 - The principal participates actively with the school's teams. (56)(SWD)**
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 12/05/2012
	Evidence:	Administration are members on each of the leadership teams, content teams, and focus teams in the building. On days when content teams meet administration is only able to cover 3 of the 5 teams so they rotate attendance. Grade level teams are assigned to each of the administrators.

Indicator	**P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)**		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 12/05/2012	
		Objective Met - 03/26/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Administration monitors pacing, data, instruction, and training. This is evident by: status meetings for Read 180 & Carnegie, staff training on Monday training days, transition from state standards to CCSS, induction of new employees into curriculum, program coaching, and other training for content areas. Learning strategies team membership and training for administrators and teachers. CCSS leadership team and math leadership training.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Through interaction with all teams administration will be sharing status meeting information with departments teaming with the team leader who also attends status meetings. ****** Administration ill attend all grade level meetings and CORE PLC's on Mondays and inaddition common planning in CORE content weekly with ICLE coach. Minutes shared with staff. Once monthly walk through data shared with target focus for the week/month and year.	
	Target Date:	10/30/2014	
	Tasks:		
	1. create Adm assignments for teams and schedule for common planning weekly meetings with an administrator and ICLE coach including math/science IF or literacy IF		
		Assigned to:	phil Vasquez
		Added date:	06/11/2014
		Target Completion Date:	09/08/2014
		Comments:	
	2. create walk through tool using student critical attributes and areas of school focus developed in August		
		Assigned to:	Alicia Jacob
		Added date:	06/11/2014
		Target Completion Date:	10/13/2014
		Comments:	ILT agreed upon walkthrough tool and outline for focus
	3. Align calendar to status meetings so that agendas can reflect the sharing of information from those status meetings at staff and team meetings.		
		Assigned to:	David Chaplin
		Added date:	04/01/2013
		Target Completion Date:	09/30/2013
		Comments:	

	Task Completed:	01/06/2014
Implement	Percent Task Complete:	
	Objective Met:	3/26/2014
	Experience:	3/26/2014 The calendar was complete in September and is updated on a weekly basis as dates move.
	Sustain:	3/26/2014 As the dates come in for the 14-15 year they will be put on the calendar also.
	Evidence:	3/26/2014 School Calendar.
Indicator	**P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)**	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 12/05/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently perform walk throughs but not as often as we need to. We are developing a schedule that allows all three administrators to get into classrooms on a daily basis. Discipline, meetings, and managerial responsibilities need to be fixed.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Administration will develop a schedule for the school year 2013-2014 for walk through visitations in all instructional venues in the school.
	Target Date:	09/30/2014
	Tasks:	
	1. Provide feedback on data collected as use of agreed upon strategies(AVID, 5 District, CCSS with ELP) on a monthly basis.	
	Assigned to:	William Hilton, Jr.
	Added date:	06/12/2014
	Target Completion Date:	10/06/2014
	Frequency:	monthly
	Comments:	
	2. Teachers as CORE groups that all have common planning will do walkthroughs once per month with debrief and joined by ICLE coach and Adm.	

		Assigned to:	Bobby Ashley
		Added date:	06/12/2014
		Target Completion Date:	09/30/2014
		Frequency:	monthly
		Comments:	
		3. Administration will develop a monthly schedule that allows all three people to be in classrooms supporting instruction and the transition to CCSS	
		Assigned to:	David Chaplin
		Added date:	04/01/2013
		Target Completion Date:	09/30/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)
Indicator	**P1-IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)**		
Status	**Objective Met** 1/15/2014		
Assessment	Level of Development:		Initial: Limited Development 06/19/2013
			Objective Met - 01/15/2014
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The principal and administrative team will attend leadership training so they are able to support teachers in their instruction.
Plan	Assigned to:		William Hilton, Jr.
	How it will look when fully met:		On an ongoing basis administration will attend training provided through the district to stay current on best practices, initiatives, and district goals for student success.
	Target Date:		12/31/2013
	Tasks:		
		1. Administration will attend the following trainings; June 17-19 Leadership Academy	
		Assigned to:	David Chaplin
		Added date:	06/19/2013
		Target Completion Date:	08/31/2013
		Frequency:	monthly
		Comments:	
		Task Completed:	06/19/2013
		2. Administration will attend the following trainings; August 15 Leadership Academy	
		Assigned to:	David Chaplin
		Added date:	

		Added date:	06/19/2013
		Target Completion Date:	08/15/2013
		Comments:	
		Task Completed:	08/15/2013
	3. Administration will attend the following trainings; August 26 District directed day		
		Assigned to:	David Chaplin
		Added date:	06/19/2013
		Target Completion Date:	08/26/2013
		Comments:	
		Task Completed:	08/26/2013
Implement	Percent Task Complete:		
	Objective Met:	1/15/2014	
	Experience:	1/15/2014 During the fall semester I have been able to work directly with teachers in PD, classroom visits, and observations. I have provided evidence of teaching strategies taking place in classrooms	
	Sustain:	1/15/2014 Self monitoring by myself and staff.	
	Evidence:	1/15/2014 WT log, Observation dates and PD calendars	
Indicator	**P1-IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes, and shares the celebration and outcomes with families and community members.(3062)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/12/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	student recognition is at a low. Family involvement little to non existent. Staff celebrations will be monthly at staff meetings revolving around assessment success and behavior improvement	
Plan	Assigned to:	Not yet assigned	

Student and School Success Principle 2: Staff evaluation and professional development

Professional development

Indicator	**P2-IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)**
Status	**Objective Met** 3/26/2014
Assessment	Level of Development:

		Initial: Limited Development 11/29/2012	
		Objective Met - 03/26/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently use a walk through tool that will need to be adjusted for Dist priority goal #1	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Priority Goal #1 Build a culture of High Expectations for learning, Monitoring implementation of five strategies will be done on a weekly basis and reported back to the Department Chairs on a monthly basis.	
	Target Date:	12/01/2014	
	Tasks:		

1. Monitoring of the implementation of these strategies will be done in the following manner: WT from Administration, WILST, and peers where applicable, Staff using self-reporting form

	Assigned to:	Department Chairs David Chaplin
	Added date:	11/29/2012
	Target Completion Date:	06/12/2013
	Comments:	Missed dates on the part of the ICLE instructional coach will cause this deadline to moved to December of next year.
	Task Completed:	06/19/2013

2. Provide feedback to colleagues on our Washington's Student and School Success Plan (formerly known as BSSP) to inform the District Student and Success Plan for 2013-14

	Assigned to:	David Chaplin
	Added date:	06/12/2013
	Target Completion Date:	06/21/2013
	Frequency:	twice a year
	Comments:	
	Task Completed:	03/25/2014

3. Review of updated DSSP for 2013-14 and organizing the district Priority Goals/Strategies around the 7 Principles

	Assigned to:	Administration
	Added date:	06/12/2013
	Target Completion Date:	08/31/2013
	Frequency:	four times a year
	Comments:	

		Task Completed:	03/25/2014
		4. Share with ALL staff the updated DSSP to inform updates to theWashington Student and School Success Plan (formerly known as BSSP now WSSP)	
		Assigned to:	Administration and DC's
		Added date:	06/12/2013
		Target Completion Date:	08/31/2013
		Frequency:	four times a year
		Comments:	
		Task Completed:	03/25/2014
Implement		Percent Task Complete:	
		Objective Met:	3/26/2014
		Experience:	3/26/2014 This is a reoccuring task for the ILT and is on the calendar for each year.
		Sustain:	3/26/2014 Monitor the claendar of the ILT
		Evidence:	3/26/2014 Minutes from ILT
Indicator	**P2-IF04 - Professional development for teachers includes non-evaluative observations by peers related to indicators of effective teaching and classroom management.(3082)**		
Status	**Full Implementation**		
Assessment		Level of Development:	Initial: Full Implementation 11/29/2012
		Evidence:	1) Identify WILST members from each content area. 2) team will work with TJ Mears ICLE coach, on integrating those 5 strategies into content area lessons. 3) Team will provide consistent feedback and guidance on implementation of 5 strategies in content area staff. Through WT form developed by WILST for 5 strategies.
Indicator	**P2-IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)**		
Status	Tasks completed: 12 of 14 (86%)		
Assessment		Level of Development:	Initial: Limited Development 11/29/2012
			Objective Met - 09/26/2013
		Index:	9	(Priority Score x Opportunity Score)
		Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
		Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
		Describe current level of development:	Staff have been trained in the 10:2 strategy and the Optimal Learning Model.
Plan		Assigned to:	William Hilton, Jr.
		How it will look when fully met:	PG #1 Build a culture of high expectations for learning By the end of the 2012-13 school year, at least 80% of all teachers will be able to demonstrate the YSD five instructional strategies in content area lessons. ***** All staff will be trained in identified strategies for the building and

			provide evidence of using by walkthroughs by adm and teaching staff. Support will be in collaboration time on Mondays in teams and contents of 1 hour each and IF's. ICLE coaches will use walk through and common planning time with Adm as well to ensure complete appropriate use of strategies and plan interventions with teachers that need support in implementation.
	Target Date:		12/19/2014
	Tasks:		
		0. staff training August 12,13,14 in identified strategies to be used building wide. AVID strategies form July 8,9,10 trained as team Revisit and ensure training on 5 district strategies: optimal learning model, Vocab, TWPS, 10:2 ELP strategies to align with CCSS	
		Assigned to:	Sara Day
		Added date:	06/13/2014
		Target Completion Date:	08/15/2014
		Comments:	
		0. After staff August training on going support in grade level teams, Content teams each Monday and common planning weekly. Adm in meetings sharing data on implementation along with ICLE coaches and IF's. teachers identified as not fully implementing will be provided support and modeling to improve use of strategies.	
		Assigned to:	William Hilton, Jr.
		Added date:	06/13/2014
		Target Completion Date:	10/01/2014
		Frequency:	weekly
		Comments:	
		1. Explicit Vocabulary Routine...Training will be completed by the end of April. Glenn will train staff during Monday Staff Development time. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.	
		Assigned to:	Department Chairs David Chaplin
		Added date:	11/29/2012
		Target Completion Date:	04/01/2013
		Comments:	
		Task Completed:	06/19/2013
		2. Reflective writing...Training will be completed by the end of February. Glenn will train staff during Monday staff development time. We will have 80% demonstration by the end of March and 90% demonstration by June. We will utilize Collins Writing as one type of writing we will use. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.	
		Assigned to:	Department Chairs David Chaplin
		Added date:	11/29/2012
		Target Completion Date:	02/28/2013
		Comments:	
		Task Completed:	06/19/2013

3. Think, Write, Pair, Share...Training will be completed by end of January. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by the end of February. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.

	Assigned to:	Department Chairs David Chaplin
	Added date:	11/29/2012
	Target Completion Date:	01/31/2013
	Comments:	
	Task Completed:	01/31/2013

4. 10:2...Training completed by end of December. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by end of January and 90% by June. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.

	Assigned to:	Department Chairs David Chaplin
	Added date:	11/29/2012
	Target Completion Date:	12/30/2012
	Comments:	
	Task Completed:	12/30/2012

5. Optimal Learning Model Training completed by end of November. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by end of January.   Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.

	Assigned to:	Department Chairs David Chaplin
	Added date:	11/29/2012
	Target Completion Date:	11/30/2012
	Comments:	
	Task Completed:	11/30/2012

6. During the training for staff on each of the Five Instructional Strategies Glenn Kessinger, our Instructional Facilitator will deliver an ELL component. This compponent will be focused on how the Instructional Strategy would look when used with an ELL student as identified by their WELPA score.

	Assigned to:	Glenn Kessinger, IF
	Added date:	12/04/2012
	Target Completion Date:	06/01/2013
	Comments:	
	Task Completed:	06/19/2013

7. WELPA data is available to the building in June so at the beginning of the year when teachers get their class list's they receive the WELPA data along with all data available regarding the students in each of their classes is given to them and explained. Our Language support person along with our IF work closely with teacher to determine implications to instruction.

	Assigned to:	Glenn Kessinger
	Added date:	12/04/2012
	Target Completion Date:	06/01/2013
	Comments:	
	Task Completed:	06/19/2013

8. Teachers of students who are on Individualized Education Plans (IEP) will meet at the beginning of

each new term with the resource teacher who monitors the students IEP. At this meeting the teachers will discuss accommodation's identified in the IEP for the student and how best to implement the accommodations for the student and teacher.

Assigned to:	David Chaplin	
Added date:	12/05/2012	
Target Completion Date:	06/01/2013	
Comments:		
Task Completed:	06/19/2013	

9. Monitoring of the implementation of the Five Instructional strategies will be done in the following manner: WT from Administration, WILST, and peers where applicable, Staff using self-reporting form. Walkthroughs from administration, coaches, and WILST members

Assigned to:	David Chaplin
Added date:	12/05/2012
Target Completion Date:	06/12/2013
Comments:	Evidence will be from: Walkthroughs from administration, coaches, and WILST members
Task Completed:	06/19/2013

10. Monitoring of the implementation of this strategy will be done in the following manner: WT from Administration, WILST, and peers where applicable, Staff using self-reporting form. At monthly staff trainings data from activities previously outlined will be shared with staff.

Assigned to:	DC's and WILST
Added date:	12/10/2012
Target Completion Date:	06/12/2013
Comments:	
Task Completed:	06/19/2013

11. Through the walk through feedback from the people listed in previous tasks staff members may access support form the following sources: Instructional Facilitator, building mentors, administration, program coaches, and district PD specialists.

Assigned to:	DC
Added date:	12/10/2012
Target Completion Date:	06/02/2013
Comments:	
Task Completed:	06/19/2013

12. Based on the percentages of L1-L4's for the 2013-2014 school year here at Washington;
                 6 7 8
Percent of student body EL 44% 45% 28%
Percent L1   0 0.91% 0

		Percent L2	15% 20% 10%
		Percent L3	68% 75% 79%
		Percent L4	16% 5% 11%
		This information will be shared with the staff via the Communique, Staff meetings, and individual class lists indicating the individuals students in each of the teachers class who have been identified as a transitioning bi-lingual student.	
	Assigned to:	David Chaplin	
	Added date:	09/24/2013	
	Target Completion Date:	09/23/2013	
	Comments:	This information has been shared with the staff for the past four years as a consistent practice. Upon sharing this data the staff has been given professional development to support specific strategies in scaffolding instruction for the ELL students. With the implementation of the five YSD strategies and the focus on consistent use of these strategies which also support ELL's one of our main tasks will be to train new staff this year.	
	Task Completed:	09/25/2013	
Implement	Percent Task Complete:		
	Objective Met:	9/26/2013	
	Experience:	9/26/2013 Training in the strategies was time consuming but we were able to get it done by the end of the school year in 1202.	
	Sustain:	9/26/2013 Training of newly hired staff which we have already put on the calendar.	
	Evidence:	9/26/2013 Walk through data and training by the ICLE instructional staff.	
Indicator	**P2-IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)(ELL)**		
Status	Tasks completed: 2 of 5 (40%)		
Assessment	Level of Development:	Initial: Limited Development 12/12/2012	
		Objective Met - 02/06/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Provide additional support for teachers in moving to the CCSS.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Washington will secure funds to provide additional support for all teachers in the transition to the CCSS.***** We will train a core group of teachers by grade level and subject area to be teacher leaders in groups to provide support to grade level and content teams. ELP standards and content focus. Walkthrough data and minutes of meetings will provide evidence. teacher leaders will train staff and set protocols during August staff training days.	
	Target Date:	01/30/2013	

	Tasks:		
	0. CCSS training with identified teacher leaders to have them train staff as a whole and provide support		
		Assigned to:	Erin Chaplin
		Added date:	06/12/2014
		Target Completion Date:	06/10/2014
		Comments:	Staff were identified and trained
	0. trained teacher leaders will get together to plan presentation and staff training for August 12,13,14		
		Assigned to:	Bob Sanders
		Added date:	06/12/2014
		Target Completion Date:	08/11/2014
		Comments:	
	0. Staff training on new focus, CCSS and ELP during staff training August 12,13,14		
		Assigned to:	Glenn Kesinger
		Added date:	06/12/2014
		Target Completion Date:	08/14/2014
		Comments:	
	1. Provide training for all teachers in the transition to the CCSS.		
		Assigned to:	David Chaplin
		Added date:	12/12/2012
		Target Completion Date:	12/14/2012
		Comments:	
		Task Completed:	12/14/2012
	2. Additional 2 days of focused math support for all teachers of math to support the transition to the CCSS		
		Assigned to:	David Chaplin
		Added date:	12/12/2012
		Target Completion Date:	12/14/2012
		Comments:	
		Task Completed:	12/14/2012
Implement	Percent Task Complete:		
	Objective Met:		2/6/2013
	Experience:		2/6/2013 Grant was successful for additional training and afterschool programs.
	Sustain:		2/6/2013 Action plans for implementation will be in data locker.
	Evidence:		2/6/2013 Increased staff knowledge.
Indicator	**P2-IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:		Initial: Limited Development 12/04/2012
	Index:		4	(Priority Score x Opportunity Score)
	Priority Score:		(3 - highest, 2 - medium, 1 - lowest)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Over the course of the past three years money from the school improvement grant has been ear marked for training of teachers in the specific content areas. In the different content areas the philosophy of resident experts was implemented. This is present at this time in the areas of Read 180, Language Arts for grade level staff, Carnegie, GLAD, Safe & Civil Schools and CORE. Funds are available in building to support other staff members.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	As started this year with Monday staff training days where departments had the opportunity to share current activities in the next school year we will be focusing on training cadres to present.	
	Target Date:	09/30/2014	
	Tasks:		
	1. Identify and assign training cadres to present to staff on current information for their cadre. ie. GLAD, CCSS, Content Enhancement		
	Assigned to:	TBA	
	Added date:	04/01/2013	
	Target Completion Date:	09/30/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	**P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)**		
Status	Tasks completed: 3 of 7 (43%)		
Assessment	Level of Development:	Initial: Limited Development 11/29/2012	
		Objective Met - 03/26/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	By the end of the 2012-13 school year, at least 80% of all teachers will be able to demonstrate the instructional strategy of 10-2 in their instructional plans and delivery.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	12-13Training completed by end of December. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by end of January and 90% by June. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained. **** Repeated from: IF07 14-15 New staff will receive training on the five YSD strategies by the	

ICLE instructional coach and IF prior to August 27th 12014.
ILT and new principal along with district support will look at needs assessment to identify areas of need and develop a plan to address and then look over state assessment data and using data carousel will further identify needs to be addressed.

Target Date:	05/14/2014

Tasks:

0. ILT to meet in a series to look over needs assessment and identify areas of need and plan to address

Assigned to:	Glenn Kesinger
Added date:	06/12/2014
Target Completion Date:	06/13/2014
Comments:	

0. Develop PD plan for the year with identified needs. Implement and develop plan for PD on AVID, 5 strategies, CCSS with ELP focus. Dates and focus outlined in plan and explanation on why and how it will benefit.

Assigned to:	Bobby Ashley
Added date:	06/12/2014
Target Completion Date:	08/15/2014
Comments:	

0. Create a new job, assign coach(Bobby Ashley) and hire 2 full time subs for sustained and continual PD in the classroom and during collaboration time. New math science IF and ICLE coach for support to teachers and principal. two full time subs for release to debrief and provide time for walk throughs

Assigned to:	William Hilton, Jr.
Added date:	06/12/2014
Target Completion Date:	07/16/2014
Comments:	Bobby Ashley has ben assigned 30 days and is in process of helping with plans for the 2014-2015 school year and RAD process. Jobs have ben opened and will be filled by July 16th

0. Weekly use of Smarter Balance in teams and common planning to become more knowledgeable in CCSS and creating assessment for test Smarter Balance assessments

Assigned to:	Patti Pendergast
Added date:	06/13/2014
Target Completion Date:	09/26/2014
Comments:	

1. Training completed by end of December. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by end of January and 90% by June. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.

Assigned to:	Glenn Kessinger
Added date:	04/01/2013
Target Completion Date:	06/30/2013
Comments:	
Task Completed:	09/25/2013

2. Administration will monitor during walk throughs, and the evaluation process. Teachers will self

		evaluate through the use of self evaluation and reflection of lessons.	
		Assigned to:	Admin, Staff, IF
		Added date:	04/02/2013
		Target Completion Date:	12/31/2013
		Comments:	
		Task Completed:	09/25/2013
	3. Calendar the dates that the ICLE coach will train staff.		
		Assigned to:	David Chaplin
		Added date:	09/26/2013
		Target Completion Date:	06/01/2014
		Comments:	All dates are on Calendar, though some have been rescheduled since the first draft.
		Task Completed:	01/01/2014
Implement	Percent Task Complete:		
	Objective Met:	3/26/2014	
	Experience:	3/26/2014 Subs were an issue, but we overcame the situation.	
	Sustain:	3/26/2014 Re-calendar each year.	
	Evidence:	3/26/2014 I have the calendar for the 13-14 school year as does the staff impacted.	
Indicator	**P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW)**		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/01/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Within the budgetary constraints and staff available at the building and district level, professional development is implemented based on Need's Assessment, School Wide and staff certification.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	We will develop a calendar at the beginning of the year to allocate funds and identify needs to support staff development, as well as calendar Staff Training Mondays and using one common planning time per week from to meet the needs of the WSSP and Yakima School District Goals. Surveys for needs and calendar will be evidence.	
	Target Date:	08/28/2015	
	Tasks:		
	0. Create calendar of weekly CORE meetings during common planning time in conjunction with ICLE coach and adm.		
		Assigned to:	William Hilton, Jr.
		Added date:	06/11/2014

		Target Completion Date:	08/28/2015
		Comments:	
	0. Work with district on PD plan for new math curriculum(ENGAE NY) and ELA curriculums to support individual teachers		
		Assigned to:	Erin Chaplin
		Added date:	06/13/2014
		Target Completion Date:	06/27/2014
		Comments:	
	0. ICLE building and teacher coach schedules developed for when they are in building to assist teachers in individual PD		
		Assigned to:	William Hilton, Jr.
		Added date:	06/13/2014
		Target Completion Date:	08/15/2014
		Comments:	
	1. Develop PD Calendar yearly in August.		
		Assigned to:	Sara Day
		Added date:	03/01/2013
		Target Completion Date:	08/12/2015
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Indicator	**P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/26/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently all of our new staff have training dates for the YSD five instructional strategies. Veteran staff had the training last year. Embedded training for MAthia and R-180 teachers has also been put into the calendar for the year. As we get our Title Budgets then teachers will begin GLAD training for our teachers to meet the needs of the ELL's. Peer teachers have been released to support the teaching in the building. Our Instructional Facilitator is also working with new teachers. Walk through data, evaluations, and information received from the program coaches will be used to determine the level of implementation of instruction.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Teacher will be using the district strategies to meet the instructional needs of our ELL's in the building. Training for eac of the teachers will be built into each calendar**** For 2014-2015, common focus and strategies to be used school wide and monitored by ILT, Adm, If, and ICLE coaches.	
	Target Date:	10/31/2014	
	Tasks:		
	0. create common focus and strategies for school wide implementation and be monitored and adjusted bt ILT with input from data collected as a building from Walkthroughs and assessment collection. Adm, IF, teachers, and ICLE coaches used to collect data		
		Assigned to:	Glenn Kesinger
		Added date:	06/13/2014
		Target Completion Date:	08/15/2014
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

Expanded time for student learning and teacher collaboration

Indicator	**P3-IVD03 - The school creates and sustains partnerships to support extended learning.(3056)**		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 12/12/2012	
		Objective Met - 02/06/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We as a building need to find a funding source to offer after school learning opportunities for students. We have not been able to implement this year due t the loss of the 21st century grant.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Washington will apply for remaining SIG ARRA funds to support a extended learning class for three grade levels in math and literacy. It will also support a STEM extension class for all three grade levels.*** Washington MS will seek partners for morning activities and tutoring for school to start at 7am and continue after school with tutoring centers and activity center until 5 pm to keep students involved in school activities and encourage attendance and motivation.	
	Target Date:	01/20/2013	
	Tasks:		
	0. Seek partners in helping and providing activities/tutoring to students 7 - 8 am and 3:00 - 5:00 pm		
		Assigned to:	phil Vasquez
		Added date:	06/13/2014
		Target Completion Date:	06/12/2015
		Frequency:	monthly
		Comments:	Meet with and recruit partners monthly
	1. Washington will find and obtain funding to support an afterschool focused instructional opportunity for all three grade levels in the area of mathematics and literacy.		
		Assigned to:	David Chaplin
		Added date:	12/12/2012
		Target Completion Date:	12/14/2012
		Comments:	
		Task Completed:	01/20/2013
	2. Washington will also find funding for and implement an extension activity in the areas of Science Technology, Engineering and mathematics.		
		Assigned to:	David Chaplin
		Added date:	12/12/2012
		Target Completion Date:	12/14/2012
		Comments:	
		Task Completed:	

	Task Completed:	01/20/2013
Implement	Percent Task Complete:	
	Objective Met:	2/6/2013
	Experience:	2/6/2013 Submitted a grant request to OSPI for additional SIG/ARRA funds. This was accepted and fulfilled for the full amount.
	Sustain:	2/6/2013 To work the implementation plan outlined in the grant. Action plan will be submitted to detail the way teachers will identify and maintain students attendance.
	Evidence:	2/6/2013 Classes have started with identified students.
Indicator	**P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW)**	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Washington has developed a schedule that will allow all students performing below grade level to have one period of content and then followed by an intervention class. Have students in double periods allows students to have 90 minutes of Read 180 and Mathia if their data determines the need. Washington's ILT monitors the data from both of these programs to determine if students are ready to transition into a grade level class in literacy and mathematics	

Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Students who are identified by the state, district, and classroom based assessments to determine where their placement should be to accelerate there growth.
	Target Date:	08/04/2014
	Tasks:	

		0. Every summer administration will look at availible data to place the student in the appropriate setting to increase the amount of instruction needed to accelerate their growth.	
		Assigned to:	David Chaplin
		Added date:	02/26/2014
		Target Completion Date:	09/01/2014
		Comments:	
		0. create new schedule with a 5 period day that will allow ALL students at grade level curriculum for a minimum of 70 minutes daily and allow interventions in timely identified manner.	
		Assigned to:	William Hilton, Jr.
		Added date:	06/13/2014
		Target Completion Date:	06/06/2014
		Comments:	
		0. Set a schedule with an extended day advisory to monitor students needs and provide extra support	

	Assigned to:	William Hilton, Jr.
	Added date:	06/13/2014
	Target Completion Date:	06/06/2014
	Comments:	
	0. Set a schedule for all 6th grade students to receive an AVID class for tutorials and organizational structures to be successful in at grade level classes	
	Assigned to:	Sara Day
	Added date:	06/13/2014
	Target Completion Date:	06/20/2014
	Comments:	
	0. ILT and team meetings looking at data to assess if: 1. extended time during the school day is being effective with Advisory 2. extended tutoring time before and after school is being used and effective with homework completion and assessments improving 3. Activity center being used to keep students at school and increase attendance.	
	Assigned to:	phil Vasquez
	Added date:	06/13/2014
	Target Completion Date:	09/30/2014
	Frequency:	twice monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)
Indicator	**P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)**	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Washington has developed two teaming structures to make the optimal use of collaboration time in the school. Content teams meet every other Monday to look at data generated from the students Mathia program. Using this time to look at student work also. Cross Curricular teams meet the other Mondays of the month to look at language focused data as well as content being taught that will prepare students for the transition to the CCSS.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	These teams are in place they are selected each spring for the next year. *** new team structure and increased planning time weekly. Collaboration time is increases 1 hour and 40 minutes per week and is organized around improved instruction and identifying students struggling. Mondays will be aligned for 1 hour of grade level PLS's and 1 hour of Content PLC's. All content teachers will have common preps daily with 1 day each week required meetings with principal and/or IF and ICLE coach

	Target Date:	06/06/2014	
	Tasks:		
	0. Staff will select team representation for the leadership teams in the building.		
		Assigned to:	David Chaplin
		Added date:	02/26/2014
		Target Completion Date:	06/02/2014
		Comments:	
	0. new schedule developed allowing for common prep time, increased length of day by 30 minutes, and schedule for the year made for intentional collaboration.		
		Assigned to:	William Hilton, Jr.
		Added date:	06/13/2014
		Target Completion Date:	08/27/2014
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	**P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/18/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Team of teacher leaders and administration are working toward aligning all classes to the common core state standards. All staff have been trained in the literacy and mathematics standards. A common template for aligning lessons was created by teachers to use. Teachers are/will be given time to align their unit(s) to the standards and then cross-curricular alignment between departments will then take place. Core curriculum such as Read 180 and the middle school math series are already aligned with CCSS. These are a starting point for teachers to use.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	During the school year 2014 A CCSS Leadership team developed a plan for introducing the standards to the teams at Washington. Finishing the year the teams have an opportunity to develop units for use in the 2013-2014 school year.	
	Target Date:	06/06/2014	
	Tasks:		
	1. By the target date teachers will have aligned their units to the CCSS preparing the students for the SBA's.		
		Assigned to:	David Chaplin
		Added date:	04/01/2013

		Target Completion Date:	10/31/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	**P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89) (TitleISW)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/18/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Using a teacher created template all teachers can/will align units to the common core state standards. Included in this template is a place for assessment of students. With essential questions for assessment and criteria for students to achieve mastery of the standard.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	CCSS Leadership Team worked will develop and plan a training for teachers to unpack the CCSS. The Leadership team will work with the teachers they represent to plan and develop units that use the CCSS in the instruction. Please see a copy of the template in the data locker.	
	Target Date:	06/06/2014	
	Tasks:		
		1. On the district 15th optional day the CCSS Leadership team will work with all teachers in the building in developing a unit of instruction that uses the CCSS as a guide. Teachers will work with cross curricular teams in the development of these units. Planning tool is in the documents portion of this tool.	
		Assigned to:	Brandon Denney
		Added date:	04/01/2013
		Target Completion Date:	10/31/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	**P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637) (Expected)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/26/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently as student data is available either through the state or program data the ILT looks at the current instructional program and makes adjustments based on the data. We utilize a common data base is kept that allows us to look at different combinations of data. For example when identifying WELPA and MSP data along with program	

		information such as Lexile scores to see how efficient we are.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Currently the ILT uses a data review template at each of our meetings to review team and student data that has been gathered. Decisions in the building are made with this data.
	Target Date:	06/06/2014
	Tasks:	
	0. Using our ICLE Leadership coach we have implmented this process. It is up to the current ILT to maintain the process over the rest of the spring.	
	Assigned to:	David Chaplin
	Added date:	02/26/2014
	Target Completion Date:	08/01/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Student and School Success Principle 4: Rigorous, aligned instruction				
Engaging teachers in assessing and monitoring student mastery				
Indicator	**P4-IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(ELL,SWD)**			
Status	Tasks completed: 0 of 2 (0%)			
Assessment	Level of Development:		Initial: Limited Development 03/18/2013	
	Index:		9	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Teachers are using assessment data for students to aid is the facilitation of their learning. Using RCBM scores teachers use this information to help meet the students where they are at in reading ability, and provide scaffolding for students to reach the learning goals of their subject. In mathematics and Read 180, Daily/weekly progress monitoring on students individual work on the computer is done. The students works on the computer at their individual level. Progression in the system is based on their ability as the program adapts to the level they need. Math teachers review as a team and individually the math bench mark assessments with error reports and focus on what to align and re-teach based on student scores. WELPA scores are provided for all teachers to use and individualize instruction for students based on their English proficiency level. MSP data is used for class placement. Teachers use classroom based assessments for pre/post testing in subject areas. On site team reviews students needs with a child care staffing on students who are at risk. (monthly)	
Plan	Assigned to:		William Hilton, Jr.	
	How it will look when fully met:		Teachers will utilize all data accessible to them to design lessons within their content area that will support all students and guide differentiation for students with greater needs than others. As the data changes instruction will change to meet the demonstrated growth or lack of growth evident in students intersction with instruction.	
	Target Date:		06/06/2014	
	Tasks:			
	1. An instructional cycle will be developed to reflect ongoing use of data from formative assessments that demonstrates the teachers differentiation based on those data. Regardless of the type of assessment the instruction should reflect differentiation for second language students, students struggling with literacy, and those students who are having difficulty in mathematics.			
		Assigned to:	TBA	
		Added date:	04/01/2013	
		Target Completion Date:	09/30/2014	
		Comments:		
	2. Based on the percentages of L1-L4's for the 2013-2014 school year here at Washington;			
			6 7 8	
	Percent of student body EL 44% 45% 28%			

Percent L1   0 0.91% 0
Percent L2   15% 20% 10%
Percent L3   68% 75% 79%
Percent L4   16% 5% 11%

This information will be shared with the staff via the Communique, Staff meetings, and individual class lists indicating the individuals students in each of the teachers class who have been identified as a transitioning bi-lingual student.

	Assigned to:	David Chaplin
	Added date:	09/24/2013
	Target Completion Date:	09/30/2014
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	**P4-IIB05 - All teachers re-teach based on post-test results.(95)**	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 03/18/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers re-teach based on post test results of assessments. Content team review assessment data regularly and use this information to re-teach material. The material may be presented again in the form of entry tasks or the unit/lesson may be approached in another way in the class. Content teams meet twice a month to review and prioritize their areas of need for teaching. Students are scheduled into intervention classes based on results from a variety of assessments. In these intervention classes students receive further teaching in areas of need based on their post assessment results. On-going assessment progress is monitored through our RCBM and math benchmark assessments, as well as classroom based assessments. After each assessment teachers review results and focus further learning to target areas of need.
Plan	Assigned to:	phil Vasquez
	How it will look when fully met:	Utilizing the content teams teachers will share assessment data to determine where the students had difficulty on common post-tests. when the specific skill is identified the team will determine what the treatment will be for those students who demonstrated evidence of struggling. Teachers will provide the treatment re-assess and then repeat or move on with new content.
	Target Date:	10/28/2014
	Tasks:	
	1. Content teams will identify the common post tests that will be looked at for the assessment and follow up treatment.	
	Assigned to:	David Chaplin
	Added date:	04/01/2013
	Target Completion Date:	10/31/2014

	Comments:	
	2. Content teams will identify follow up treatment to post-test information.	
	Assigned to:	David Chaplin
	Added date:	04/01/2013
	Target Completion Date:	11/29/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in differentiating and aligning learning activities

Indicator	**P4-IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)(ELL)**	
Status	**Objective Met** 6/11/2013	
Assessment	Level of Development:	Initial: Limited Development 12/05/2012
		Objective Met - 06/11/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	By January 25,2013 every teacher will administered one high rigor/relevance performance tasks. There will be one perfomance task per semester. Grade levels/subject areas will combine to complete tasks. Each subject area will contribute a description of chosen tasks for both semesters by November 15th.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Each Content team will have submitted a planned performance task by November 15th, 2012
	Target Date:	01/25/2013
	Tasks:	

1. Physical Education:
The P.E. Department will use the following individual performance tasks each semester:
    1 – Students will learn what their target, minimum, and maximum heart rates are. They will learn how to measure their heart rates (pulse). They will be given examples of exercises that can

        both achieve and keep their target and minimum rates for 20 minutes sustained. They will learn why it takes different levels of activity to sustain their minimums depending on their different
        levels of fitness. Finally, all students will develop their own plan of exercises/activities that can reach and sustain their target heart rate without dropping below their minimum rate for a 20
        minute presentation.
        GLE Component 1:4 – Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment….
        Addresses Quadrants A, B, and D of the Rigor/Relevance Framework (Identify, Calculate, Design).
    2 - Students will learn the elements of a proper workout (warm-up, stretch, activity time, cool down)

and examples of each element. They will learn that a good fitness program involves all the
components of fitness (flexibility, endurance, speed, strength, and agility. They will learn that
growth in each element requires a fitness program that offers 20 minutes of sustained
heart rates between minimum and target levels, and that this must be accomplished 3 or more
times per week. Finally, all students will develop their own one-week fitness program that
reflects their understanding of fitness elements, components, target heart rates, and growth in
levels of fitness. Each plan will include 3 25+minute workouts appropriate for them at this
stage in life and reflective of the sports we play at Washington Middle School.
GLE Component 1:3:2 - Understands the phases of a workout.
GLE Component 4:2:1 – Creates a personal health and fitness plan based on health-related
standards.
Addresses Quadrants A, B, and D of the Rigor/Relevance Framework (Identify, Perform, Create).

	Assigned to:	Sandra Rowan
	Added date:	12/05/2012
	Target Completion Date:	11/15/2012
	Comments:	
	Task Completed:	11/15/2012

2. Language Arts:
Read 180 (Year 1)
First Year Read 180 students will work collaboratively to plan and participate in a debate (Wrap-Up
Project, Read 180 Workshop One). Students will justify and support a position concerning the issue
"Should we all have to learn a new language?" Students will justify points in their argument and prepare
rebuttals for the opposing view. For this performance-based assessment, a rubric/scoring guide will be
used to assess student work and give feedback. (October 29th -November 9th)
Read 180 (Year 2)
Second Year Read 180 students will compose a written argument, identifying "The worst problem
teenagers face today". The argument will include convincing reasons and evidence to support a thesis.
Students will collaborate with a partner to provide feedback to one another during the writing process.
Arguments will be evaluated using a rubric. (By December 14th)

6th Grade (On Level)
Students are to imagine what it is like to be one of the refugees talked about in Passage to Freedom. We
have read the passage, discussed it, and done writing about this piece of text. Also, additional
background knowledge and two other pieces of non-fiction related texts have been used for helping
students to understand this passage. They are to write from the perspective of being one of the refugees
pictured in the text. There are four paragraphs to be completed and each paragraph has a specific focus
for the student to write about from that perspective. This is being done over three days, and will take
about 65-70 minutes total time. A rubric for scoring has been given to the students to help them revise
their writing on the second and third day of the writing. They are encouraged to use their text for
additional information. (November 13th-21st)
Intervention
Students will work collaboratively to organize, plan and write a 5 -6 paragraph expository paper. Subject
to be determined by the student. This performance based assessment will utilize a rubric/scoring guide to
assess student work and give feedback. (November 13th-21st)

	Assigned to:	Patti Pendergast
	Added date:	12/05/2012
	Target Completion Date:	11/15/2012
	Comments:	
	Task Completed:	11/15/2012

3. Science:
In science we are doing our performance task by grade level.
• 6th grade will be identifying cell parts.

• 7th grade will identifying what weather is predicted for the next five days and give a brief scientific explanation for the weather conditions that will be experienced.
• 8th grade will use measurement and calculations of density—a physical property of matter—and develop a demonstration that can be used to share what was learned with others.

	Assigned to:	Jennifer Hento
	Added date:	12/05/2012
	Target Completion Date:	11/15/2012
	Comments:	
	Task Completed:	11/15/2012

4. Mathematics:
Grade Date NGA
6th December 12 Cell Phone Shopping
CCSS: Apply and extend previous understanding of arithmetic to algebraic expressions.
Student work evidence: calculations and written justification
7th By winter break Football Scores
CCSS: Solve real life and mathematical problems using numerical and algebraic expressions and equations.
Solve real life and mathematical problems using numerical and algebraic expressions and equations.
Student work evidence:
Chart with a composition of points earned and recommendation for losing chart.
8th By November 2nd Hall Rental Costs
CCSS: Define, evaluate and compare functions.
Use functions to model relationships between quantities.
Student work evidence:
A one paragraph written comparison

	Assigned to:	Carmen Capetillo
	Added date:	12/05/2012
	Target Completion Date:	11/15/2012
	Comments:	
	Task Completed:	11/15/2012

5. Social Studies Department List of NGA Assignments.
Taking students understanding following the emergence of the first farmers and subsequent formation of cities, students will be looking into more closely the placement of cities and why people settle where they do. Students will take their knowledge of the first cities and apply that to the town of Yakima. Students will formulate 5 substantiated reasons for the early peoples of this area to locate here in Yakima.   Using the knowledge that early cities were named after specifics or geographical features, students will place a new name for the city. This new city will then be showcased through a brochure to advertise the positive attractions that may make people want to locate in this area.
Using multiple sources create a brochure comparing and contrasting the movement of people on the Oregon Trail to the movement of Irish immigrants during the Potato Famine.
Students will use the internet and text to research a natural feature (extension from geography lesson on the continents) and create a poster detailing information and pictures of the categories/criteria that the class determined as an important requirement. Students will present their posters and display them in class.
Students will use resources (internet, text, worksheets) to create a persuasive essay regarding the age requirement for presidency. Students will then use their information to construct a brochure. They must make reference to the U.S. Constitution and be able to use examples to back up their opinion. This is in relevance to the book they are currently reading in class, "The Kid Who Ran For President" and the end of the unit on the election process.
Enduring cultures—Students will compare 2 or more cultures focusing on the evolution of written communication from prehistory to the present. They will then compare this to modern trends in communication and create their own form of written communication and present it in the form of a book/3-D display.

Student will be reading an initiative on charter schools to be passed in Washington State. They are to evaluate the voters' pamphlet information and compare and contrast the viewpoints for and against the passing of the initiative. Students are also to compare research articles on charter schools in different states and make an informed decision against or for the initiative and provide support and cite specific data from the research articles and pamphlet.

	Assigned to:	Brandon Denney
	Added date:	12/05/2012
	Target Completion Date:	11/15/2012
	Comments:	
	Task Completed:	11/15/2012

6. Evidence of performance task being implemented will be collected using the form developed by the Assessment Department of the Yakima School DIstrict.

	Assigned to:	David Chaplin
	Added date:	12/05/2012
	Target Completion Date:	01/31/2013
	Comments:	
	Task Completed:	02/01/2013

7. Second collection of evidence that students have completed performance task will be June 12, 2013

	Assigned to:	David Chaplin
	Added date:	12/05/2012
	Target Completion Date:	06/12/2013
	Comments:	Task Complete
	Task Completed:	06/10/2013

Implement	Percent Task Complete:	
	Objective Met:	6/11/2013
	Experience:	6/11/2013 Next year we will need to calendar the due dates so that it is not a surprise for teams.
	Sustain:	6/11/2013 Implementing new Performance Tasks next year.
	Evidence:	6/11/2013 District has report from WAMS

Student and School Success Principle 4: Rigorous, aligned instruction				
Expecting and monitoring sound instruction in a variety of modes				
Indicator	**P4-IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)**			
Status	Tasks completed: 1 of 2 (50%)			
Assessment	Level of Development:		Initial: Limited Development 03/18/2013	
	Index:	4	(Priority Score x Opportunity Score)	
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
	Describe current level of development:		A team of teachers has developed a common template to align instruction across all subjects to the common core state standards. Teachers have been trained on the both the literacy and mathematics standards. Once the template is completed then cross-curricular teams will meet to further align their instruction to support student learning of the standards. Assessment of the standards is also a built in as a part of this common template used.	
Plan	Assigned to:		William Hilton, Jr.	
	How it will look when fully met:		When this objective is fully met the building will have a template that allows staff to align standards, to curriculum, then use in instruction and assess level of success by the students. Based on student success on assessment the lesson will be adjusted to meet student needs through a review cycle.	
	Target Date:		10/14/2014	
	Tasks:			
	1. Complete training of teachers on all standards used in the CCSS. Develop a template that allows teachers to align curriculum, instruction and assessment.			
		Assigned to:	CCSS Leadership Team	
		Added date:	04/02/2013	
		Target Completion Date:	10/31/2014	
		Comments:	Template has been developed but the staff will not use until June 13th. Review of template will be done after the 13th.	
		Task Completed:	06/13/2013	
	2. A new CCSS leadership team will be developed to carry on the work of the 2012-2013 leadership team which was decimated by the departure of 3 of it's five members.			
		Assigned to:	David Chaplin	
		Added date:	09/24/2013	
		Target Completion Date:	11/28/2014	
		Comments:		
Implement	Percent Task Complete:		Tasks completed: 1 of 2 (50%)	

Indicator	**P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (ELL,Expected,TitleISW)**	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 03/18/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Using the five key strategies of our district teachers differentiate instruction in response to student need. For example - Using the 10:2 strategy teachers teach for a maximum of 10 minutes at a time before students are then given the ability to use their expressive language to talk to each other about their learning. This time is geared toward each student expressing their knowledge or learning from each other based on their previous learning needs.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Utilizing the five instructional strategies adopted by the district as consistent strategies that all students and staff will be able to use teachers will differentiate instruction so that all students have access to instruction. Teachers will be learning the five strategies during the 2013-2014 school year.
	Target Date:	06/06/2014
	Tasks:	
	0. schedule 30 days with ICLE building coach with principal and 15 days with ICLE teacher coach to support teachers in using data to identify struggling students and differentiate instruction.	
	Assigned to:	William Hilton, Jr.
	Added date:	06/13/2014
	Target Completion Date:	07/11/2014
	Comments:	
	1. Content teams will develop a language goal using hte sentence frames that DC have for presentation.	
	Assigned to:	David Chaplin
	Added date:	02/26/2014
	Target Completion Date:	09/30/2014
	Comments:	nformation in ILT notes from 2-25-14
	2. Washington will use the instructional facilitator, the Washington Instructional Strategies Leadership Team (WILST), and the ICLE instructional coach as leaders in teaching the strategies to staff. Upon completion of this task the staff will develop the next strategy for implementation.	
	Assigned to:	TBA
	Added date:	04/02/2013
	Target Completion Date:	10/01/2014
	Comments:	We received a new instructional coach this year and a third of our teachers turned over in the building so we have reissued this task for the buidling.
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator	**P4-IIIA09 - All teachers clearly state the lesson's topic, theme, and learning objectives.(3084)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/18/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers both state and post learning objectives for their lessons and units for students to know what is expected in the lesson/unit so the student can focus on the learning. This is both reviewed orally and posted visually for students.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Currently 80% of our teachers write the lesson topic, theme, and learning objective. When this indicator is fully implemented teachers will address the written points and then emphasize the objectives during instruction and address them when the lesson comes to completion.	
	Target Date:	12/01/2014	
	Tasks:		
	1. Administration will monitor during walk throughs, and the evaluation process. Teachers will self evaluate through the use of self evaluation and reflection of lessons.		
	Assigned to:	Admin and staff	
	Added date:	04/02/2013	
	Target Completion Date:	10/31/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	**P4-IIIA13 - All teachers explain directly and thoroughly.(122)**	
Status	**Objective Met** 3/26/2014	
Assessment	Level of Development:	Initial: Limited Development 03/18/2013
		Objective Met - 03/26/2014
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	During instruction teachers use an explicit vocabulary routine to help students gain both academic and content specific vocabulary. Teachers also explain directly and thoroughly their lessons using a variety of GLAD/ELL strategies. Using the optimal learning model lessons for students are presented and explained to maximize student learning. Using the strategy of think, write, pair share teachers provide multiple explanations of the topic.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Currently 80% of our teachers explain and thoroughly. When this indicator is fully implemented teachers will explain directly and thoroughly during all facets of instruction so that modeling occurs.
	Target Date:	12/16/2014
	Tasks:	
	1. As the training of the five instructional strategies occurs modeling of explaining directly and thoroughly will happen so that using the gradual release model teachers become more aware of the practice.	
	Assigned to:	Administration and IF
	Added date:	04/02/2013
	Target Completion Date:	12/31/2013
	Comments:	
	Task Completed:	03/26/2014
Implement	Percent Task Complete:	
	Objective Met:	3/26/2014
	Experience:	3/26/2014 If completed this training as targeted.
	Sustain:	3/26/2014 Re visit each year as refresher and intorduced to new teachers
	Evidence:	3/26/2014 Monday training and work with Venola Mason from ICLE

Indicator	**P4-IIIA20 - All teachers summarize key concepts.(129)**	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 03/18/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	During each lesson teachers summarize and help students summarize their learning through a variety of school wide strategies. Collins writing, think, write, pair, share and the optimal learning model are ways this is accomplished.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	All teachers will be trained in the five instructional strategies and Collins writing here at Washington. This process will support this indicator's implementation over the course of this and next school year.
	Target Date:	08/29/2014
	Tasks:	
	1. Administration will monitor during walk throughs, and the evaluation process. Teachers will self evaluate through the use of self evaluation and reflection of lessons.	
	Assigned to:	Admin and Staff
	Added date:	04/02/2013
	Target Completion Date:	10/31/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Indicator	P4-IIIA24 - All teachers encourage peer interaction.(133)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/18/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Using 10:2, the optimal learning model and think, write, pair share strategies teachers continually encourage peer interaction with learning. This focus is school wide and is implemented on a daily basis. Classroom use of one or more of these strategies are seen every period. Collins writing is another way student interact about what they have written.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	All teachers will be trained in the five instructional strategies and Collins writing here at Washington. This process will support this indicator's implementation over the course of this and next school year.	
	Target Date:	08/18/2014	
	Tasks:		
	1. Administration will monitor during walk throughs, and the evaluation process. Teachers will self evaluate through the use of self evaluation and reflection of lessons.		
	Assigned to:	Admin and staff	
	Added date:	04/02/2013	
	Target Completion Date:	12/19/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	**P4-IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/18/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Using the school wide implementation of Collins Writing all teachers have student paraphrase and summarize their learning daily. All teachers have also been trained and are using when the lesson lends itself to it the think, write, pair, share strategy for students to summarize their learning. The common core state standards team has worked with our teachers on building in relevance to teaching so students can relate to the lessons presented.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	All teachers will be trained in the five instructional strategies and Collins writing here at Washington. This process will support this indicator's implementation over the course of this and next school year.	
	Target Date:	09/08/2014	
	Tasks:		
	1. Administration will monitor during walk throughs, and the evaluation process. Teachers will self evaluate through the use of self evaluation and reflection of lessons.		
	Assigned to:	Admin and Staff	
	Added date:	04/02/2013	
	Target Completion Date:	12/19/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Student and School Success Principle 4: Rigorous, aligned instruction			
Expecting and monitoring sound homework practices and communication with parents			
Indicator	**P4-IIIB06 - All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding).(3076) (TitleISW)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:		Initial: Limited Development 02/14/2014
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Teachers currently communicate with parents through the following methods: Classroom level: Agendas sent home daily for parents to read on student assignments Calls and letters to parents when the students are in danger of failing Calls and letters to parents when students behavior is either negative or positive School Level: Grade reports sent home at mid quarter, quarterly and at semester end
Plan	Assigned to:		William Hilton, Jr.
	How it will look when fully met:		All Parents will recieve a communication in their home language to report the progress their student is making toward objectives/standards on a bi-weekly basis. Each of these communications will be consistent with the other reports parents receive from teachers at Washington MS. Parents will have a consistent method of communicating with teachers when they have concerns about their children.
	Target Date:		09/30/2014
	Tasks:		
	1. The Washington Parent Involvement Team will develop a consistent method of communicating with parents along with a calendar to publish for parents when those reprorts will be sent home. The format will be consistent throughout the building.		
		Assigned to:	Phil Vasquez
		Added date:	02/14/2014
		Target Completion Date:	09/30/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)
Student and School Success Principle 5: Use of data for school improvement and instruction			
Assessing student learning frequently with standards-based assessments			
Indicator	**P5-IID01 - The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked.(99)**		
Status	**Full Implementation**		
Assessment	Level of Development:		Initial: Full Implementation 03/01/2013
	Evidence:		All students are assessed on the RCBM, MSP, MBA, and end of course

	Evidence:		math assessments on a schedule outlined by YSD.
Indicator	**P5-IID03 - The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.(102)**		
Status	**Full Implementation**		
Assessment	Level of Development:		Initial: Full Implementation 12/10/2012
	Evidence:		The school utilizes the data base "Homeroom" to look at student data from past grade levels. This data is taken off of the WesPac system. The Principal combines all assessment data for the current year to be distributed to teachers as it becomes available. Content area teachers have access to program data such as Read 180 and Carnegie. Individual teachers have this as well as contnet area teams..
Indicator	**P5-IID05 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(ELL,TitleISW)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:		Initial: Limited Development 02/14/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		THe ILT/DC's will set buiding wide goals for instruction and students on a yearly basis. This process will begin in the spring of the previous year to be revisited each semester to determine progress and realignment of goals.
Plan	Assigned to:		William Hilton, Jr.
	How it will look when fully met:		When this goal is met the ILT will calendar a day in the spring and fall to revisit the building goals for the state assessments. The goals will reflect the decisions of the teams to set SMART goals for all areas assessed.
	Target Date:		10/31/2014
	Tasks:		
	1. ILT will set a date for the spring of 2014 and the fall of 2014 to set the building goals for assessed areas.		
		Assigned to:	David Chaplin
		Added date:	02/14/2014
		Target Completion Date:	06/06/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)
Indicator	**P5-IID06 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).(3067)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:		Initial: Limited Development 06/11/2014
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires

		changes in current policy and budget conditions)
	Describe current level of development:	Adm team and ILT will look at state and school wide data with ICLE coach on bi-weekly basis.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	ILT will look at each meeting held twice a month at school data from state assessments, MBA, LEXILE, Classroom based assessments, discipline and walk through data to align with building focus ensure programs in place are meeting student needs.
	Target Date:	09/16/2014
	Tasks:	
	0. Set dates for ILT meetings and agenda line item for data to be looked at each ILT meeting	
	Assigned to:	Glenn Kesinger
	Added date:	06/13/2014
	Target Completion Date:	09/16/2014
	Frequency:	twice monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	**P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 04/30/2014
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we follow the YSD transition program from 5-6 and 8-9. This involves counselors visiting the elementaries and MS prior to the year being over. MS have a 5th grade parent night and HS have a 9th grade orientation. At Washington we had a 6th grade orientation night prior to the first day of school.
Plan	Assigned to:	Sara Day
	How it will look when fully met:	As of May 1st 2014 the plan at Washington MS was to have a 5th grade parent night in May and a 6th grade orientation in August. We invite all enrolled students at Washington and our goal is always 100% attendance of both parents and students. When students register at a later date
	Target Date:	08/15/2014
Indicator	**P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD)**	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/21/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires

		changes in current policy and budget conditions)
	Describe current level of development:	Currently all teams are utilizing state assessment data to determine the instructional strategies best suited for their students in their classes
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Grade Level and Content Teams will use data from state, program, and classroom assessments to guide differentiated instruction for students. In the are of english acquisition students will increase their english use and transition to higher levels as measured on the WELPA by the month of February 2014. WELP Results are not availible until June of 2014. For 2014-2015, grade level and content teams will use a variety of assessment data(state, ELL, SPED, classroom based, smarter balance and performance tasks) to monitor student progress with new curriculums and strategies used building wide.
	Target Date:	06/06/2014
	Tasks:	

	0. teams trained by adm, IF, and ICLE coaches on how to use data to asses progress and then monitored on weekliy basis.	
	Assigned to:	William Hilton, Jr.
	Added date:	06/13/2014
	Target Completion Date:	09/29/2014
	Frequency:	twice monthly
	Comments:	

	1. Grade Level Teams will develop and Language processing goal and decide work to look at for the first semester. This goal will focus on the explicit use of Language in all content areas.	
	Assigned to:	David Chaplin
	Added date:	10/21/2013
	Target Completion Date:	09/26/2014
	Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	**P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected)**	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 06/11/2014

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		For 2014-2015 school year students will be placed into smaller groups of teachers made up as a team that share common students, who meet weekly to address student mastery of standards.

Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Teachers will be trained in CCSS and keep data log on each students for mastery of standards and have plan for each student to be

			proficient in grade level standards. For 2014-2015, a new schedule developed for teachers to share common students. Small teams with common students will consist of math, LA, Social Studies and a science teacher sharing 112 students
	Target Date:		08/25/2014
	Tasks:		
		0. Teachers will be trained August 12,13,14 and continue with PLC work weekly and have support with adm, IF, and ICLE coaches	
		Assigned to:	Jeff Clark
		Added date:	06/13/2014
		Target Completion Date:	08/25/2014
		Comments:	
		0. teachers identifying students of needing more support will adjust lessons and assign students to additional math/reading support in on time support after school.	
		Assigned to:	phil Vasquez
		Added date:	06/13/2014
		Target Completion Date:	09/22/2014
		Frequency:	daily
		Comments:	
		0. A student support lab will be created to run from 3- 4 pm after school that students can be assigned or attend as needed and identified needing additional support.	
		Assigned to:	Bob Sanders
		Added date:	06/13/2014
		Target Completion Date:	09/22/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health		
School and classroom culture		
Indicator	**P6-IIIC01 - All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them.(3052)**	
Status	Tasks completed: 3 of 6 (50%)	
Assessment	Level of Development:	Initial: Limited Development 12/12/2012
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Washington has turned over the staff as a result of the SIG. Veteran staff have had poverty training in the past but a majority of the staff has not. Our goal is to provide this training prior to the start of the 2013-2014 school year.
Plan	Assigned to:	William Hilton, Jr.
	How it will look when fully met:	Washington will apply for a grant to provide culture of poverty training for all staff to increase awareness of the impact poverty has on our students. *** For 2014-2015, with the assistance of RAD grant, we will have parent nights monthly with staff involvement and her needs of parents and communities collecting data by surveys. Poverty and ELL awareness training with guest speakers and increased parent involvement by staffings and attendance at functions, plus training on how to be involved at school by just being supportive at home.
	Target Date:	12/20/2013
	Tasks:	

0. Set parent night functions one per year with focus on parent needs by survey questions

	Assigned to:	phil Vasquez
	Added date:	06/13/2014
	Target Completion Date:	09/10/2014
	Frequency:	monthly
	Comments:	

0. Increase/start staffings(parent/teacher) conferences run by counselors and adm that support the needs of students and develop plans to include culture issues/needs. Plans will focus on student success

	Assigned to:	Jeff Clark
	Added date:	06/13/2014
	Target Completion Date:	09/30/2014
	Frequency:	daily
	Comments:	

0. A parent incentive program with earning points for a certificate of participation towards work on school. Ie: attending parent conferences, getting student to school prepared, night functions, volunteering, attending parent nights

	Assigned to:	William Hilton, Jr.
	Added date:	06/13/2014
	Target Completion Date:	09/30/2014

		Comments:	
		1. Apply and secure funding from a SIG/ARRA grant to support poverty training with all staff. Funds were awarded to the school then taken back by the state.	
		Assigned to:	David Chaplin
		Added date:	02/06/2013
		Target Completion Date:	01/31/2014
		Comments:	OSPI awarded grant then took funds back.
		Task Completed:	03/01/2013
		2. Calendar poverty training for staff in August prior to school year starting.	
		Assigned to:	David Chaplin
		Added date:	02/06/2013
		Target Completion Date:	03/01/2013
		Comments:	OSPI awarded grant then took funds back.
		Task Completed:	03/01/2013
		3. Hold poverty training for all staff in August of 2013	
		Assigned to:	David Chaplin
		Added date:	02/06/2013
		Target Completion Date:	09/30/2013
		Comments:	OSPI awarded grant then took funds back. We are looking for additional funds for the 13-14 School year
		Task Completed:	03/01/2013
Implement	Percent Task Complete:		Tasks completed: 3 of 6 (50%)
Indicator	**P6-IIIC02 - All teachers acquire an understanding of each student's background and interests as a way to increase motivation to learn.(3053)**		
Status	Tasks completed: 6 of 7 (86%)		
Assessment	Level of Development:	Initial: Limited Development 12/07/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Priority Goal: YSD will offer healthy, safe, mutually respectful and effective learning environments.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Priority Goal #2: Washington and the Yakima School District will offer healthy, safe, mutually respectful and effective learning environment.	
	Target Date:	09/10/2014	
	Tasks:		
		0. A student incentive program will be devised to include students working hard, attendance, and good behavior for recognition as well as outstanding grades and sports. Students provided feedback by teams and earn incentives by behaviors.	
		Assigned to:	phil Vasquez
		Added date:	06/13/2014
		Target Completion Date:	10/01/2014

	Frequency:	monthly
	Comments:	

1. Washington Teachers will know and use appropriate student names when addressing students during school hours.

	Assigned to:	Lacey Vadaurri
	Added date:	12/10/2012
	Target Completion Date:	10/01/2014
	Comments:	
	Task Completed:	02/01/2013

2. Washington staff will know at least one outside interest of his/her students.

	Assigned to:	DC & Grade level teams
	Added date:	12/10/2012
	Target Completion Date:	10/01/2014
	Frequency:	once a year
	Comments:	
	Task Completed:	01/31/2013

3. Washington staff will incorporate knowledge of students into daily instructional practice

	Assigned to:	teams
	Added date:	12/10/2012
	Target Completion Date:	10/01/2014
	Frequency:	daily
	Comments:	
	Task Completed:	06/19/2013

4. The department chairs will create mutually agreed upon positive professional expectations for all staff to promote and model positive professional practices.

	Assigned to:	teams
	Added date:	12/10/2012
	Target Completion Date:	10/01/2014
	Comments:	
	Task Completed:	01/31/2013

5. Washington staff will monitor implementation of PG #2 through the walk throughs and peer observation where applicable.

	Assigned to:	David Chaplin
	Added date:	12/10/2012
	Target Completion Date:	01/31/2013
	Comments:	
	Task Completed:	01/31/2013

6. DC's will compile and publicize these to learn student names and outside activities. During Grade level team meetings to share the strategies and feedback from the implementation.

	Assigned to:	DC&amp;#39;s
	Added date:	12/10/2012
	Target Completion Date:	

	Target Completion Date:	08/25/2014	
	Comments:		
	Task Completed:	01/15/2013	
Implement	Percent Task Complete:	Tasks completed: 6 of 7 (86%)	
Indicator	**P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)(Expected)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/30/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we have 14 new staff who directly interact with students. We have in the past used Safe and Civil Schools as a school wide classroom policy. With the quantity of new staff bringing the consistency back will take most of this year.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	By the end of the 2013-2014 school year staff at Wahshingotn MS will identify and a consistent method of teaching classroom expectations that all teachers support and agree to. The result will be the reduction of office referrals submitted for insubiordination and cooperation with staff.	
	Target Date:	07/01/2014	
	Tasks:		
	1. Establishment of a team to continue with Safe and Civil Schools or Positive Behavior Intervention Strategies. Research and implementation will be the result of the work from this team.		
	Assigned to:	Jeff Clark	
	Added date:	10/30/2013	
	Target Completion Date:	06/01/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	**P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)**		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/30/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we rely on the the ILT as a model for supporting instruction. Through the development of a S&C or PBIS team we plan to increase the work towards creating a consistent plan for all classrooms.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:		

		How it will look when fully met:	Washingotn staff will work to create a safe and supportive environment for all students through interviewing individual students in the building. We will collect data to determine likes/dislikes, adults that students feel are supporrtive, causes of pride, and areas of success that students have. This will be completed by the end of February to support decisions of teams.*** Will increase partnerships with DSHS and Comprehensive Mental Health and begin Advisory with Mind set training to address motivation and belief in learning
		Target Date:	06/06/2014
		Tasks:	

0. Create Advisory binders and training for promoting social, academic, emotional support for students focus on brainology training

		Assigned to:	Jeff Clark
		Added date:	06/13/2014
		Target Completion Date:	09/08/2014
		Comments:	

0. Identify , recruit and hire an additional security guard that can support positive environment where students feel safe

		Assigned to:	phil Vasquez
		Added date:	06/13/2014
		Target Completion Date:	08/25/2014
		Comments:	

0. restructure staff with the addition of security guard to have 2 staff members identified as home liaisons to make visits and calls to parents to further parent access and involvement with school.

		Assigned to:	Jeff Clark
		Added date:	06/13/2014
		Target Completion Date:	08/25/2014
		Comments:	

0. Research a reader board for school to inform community and parents of events, celebrations, and information of neighborhood and school community activities

		Assigned to:	William Hilton, Jr.
		Added date:	06/13/2014
		Target Completion Date:	09/29/2014
		Comments:	

0. continue GLAD strategies and ELL strategies and awareness of surrounding community

		Assigned to:	phil Vasquez
		Added date:	06/13/2014
		Target Completion Date:	11/28/2014
		Frequency:	monthly
		Comments:	

1. Currently The principal is interviewing all eight graders asking the following questions and compiling the answers:
• What do you like about Washington
• What don't you like about Washington
• Who is the most important adult to you here at Washington
• What would you like to change about Washington

		• What is one thing you are proud of doing here at Washington • Which class do you learn the most in here at Washington The data will be used to support decisions for the rest of the school.	
	Assigned to:	David Chaplin	
	Added date:	10/30/2013	
	Target Completion Date:	09/16/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)	

Student and School Success Principle 7: Family and community engagement

Defining the purpose, policies, and practices of a school community

Indicator	P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 03/18/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently targeting parents from our Parent Teacher Organization to represent parents on our Department Chair Team.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Washington will have a parent representative on the Department Chair Leadership Team (DCLT). DCLT meetings are held twice a month and parents will conduct PTO meetings to update DCLT team on matters related to family-school relations. We will provide agenda and minutes of meetings as evidence for completing objective.	
	Target Date:	05/30/2014	
	Tasks:		
	1. Principal will have on-going communication with PTO.		
	Assigned to:	David Chaplin	
	Added date:	03/18/2013	
	Target Completion Date:	03/04/2013	
	Comments:		
	Task Completed:	06/19/2013	
	2. Parent will be recruited in the spring of the 2013 school year for attendance during the 2013-2014 school year. Attendance will be expected at least one meeting per month. If inconsistent then new parent will be recruited.		
	Assigned to:	Admin	
	Added date:	04/02/2013	
	Target Completion Date:	09/01/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	
Indicator	P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and		

	frequently communicated to teachers, school personnel, parents (families), and students.(3077) (Expected)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 03/18/2013
	Evidence:	The school's key documents are continually being shared with all stakeholders. Information is communicated by newsletter, school staff, and administrators throughout the year to our parents and students. We provide and communicate information During open house, fall and spring conference, and monthly parent meetings with the principal. Our principal sends a weekly communiqué to all staff that provides information relating to key documents. Information is also shared and presented to staff during staff meetings. On-going monitoring through our Department Chairs will help sustain our efforts in assuring our school's key documents are communicated and distributed frequently to all stakeholders.

Student and School Success Principle 7: Family and community engagement

Providing two-way, school-home communication linked to learning

Indicator	**P7-IVA05 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(3075)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 03/01/2013
	Evidence:	We have created a monthly parent forum to communicate with parents. We have also created a Parent Teacher Organization and use our English/Spanish newsletter to help communicate with parents about parent expectations and importance of curriculum at home. ( )

Student and School Success Principle 7: Family and community engagement

Educating parents to support their children's learning and teachers to work with parents

Indicator	**P7-IVA08 - Professional development programs for teachers include assistance in working effectively with parents (families and communities).(3074)**	
Status	Tasks completed: 2 of 3 (67%)	
Assessment	Level of Development:	Initial: Limited Development 12/04/2012
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Veteran staff have been trained in some poverty and family trained. Numerous new teachers have been added to the staff since the last training so this is something that needs to be scheduled for the upcoming years.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Ongoing training for new teachers and refresher training for new teachers on a annual basis occurring in the fall. Training should be completed by the end of October of each year. Program or curricula should be decided by the Department Chairs.	
	Target Date:	09/01/2014	
	Tasks:		
	1. secure a grant to support the training of the staff poverty awareness.		

	Assigned to:	David Chaplin	
	Added date:	02/07/2013	
	Target Completion Date:	11/28/2014	
	Comments:	Applied for and awarded a SIG/ARRA grant that will fund the training. Grant removed by OSPI	
	Task Completed:	02/01/2013	
	2. Have the department chairs assign a date to the training on poverty.		
	Assigned to:	David Chaplin	
	Added date:	02/07/2013	
	Target Completion Date:	09/26/2014	
	Comments:	Department Chairs polled and reported that early August was the best time for summer training. Grant reduced by OSPI	
	Task Completed:	01/31/2013	
	3. Have all staff who interact with students at Washington MS attend a 1 day training on students of poverty.		
	Assigned to:	David Chaplin	
	Added date:	02/07/2013	
	Target Completion Date:	09/30/2014	
	Comments:	Grant taken away by OSPI	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	
Indicator	**P7-IVA12 - The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors.(3081)**		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: No development or Implementation 12/12/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Washington will provide Parents an opportunity to prepare for their students transition from 8th grade to 9th grade.	
Plan	Assigned to:	William Hilton, Jr.	
	How it will look when fully met:	Washington will provide Parents an opportunity to prepare for their students transition from 8th grade to 9th grade. Support for this transition will support the students as they make this move and parents also.	
	Target Date:	06/06/2014	
	Tasks:		
	1. Apply for a grant for SIG ARRA funds to support this action.		
	Assigned to:	David Chaplin	
	Added date:	12/12/2012	
	Target Completion Date:	12/14/2012	
	Comments:	We applied for funds to get this money and we were denied funds to	

		Comments:	support this,. We will look into other areas for support.
		Task Completed:	12/14/2012
	2. WE will also be applying for a grant to support incoming sixth graders into our building. This will include staff needed to support two half days of transition.		
		Assigned to:	David Chaplin
		Added date:	12/12/2012
		Target Completion Date:	06/06/2014
		Frequency:	once a year
		Comments:	Grant was denied so we are seeking additional money form other sources. We will look to find a way to accomplish this in the spring of 2014
Implement	Percent Task Complete:		Tasks completed: 1 of 2 (50%)
Indicator	**P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)(Expected)**		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:		Initial: Limited Development 10/30/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently meetings with parents are scheduled at the school level every month in the morning for sharing between the staff and parents. This is an open forum for parents to express concerns they have for things at school. Administration shares pertentent information with parents regarding the different initiatives from the district.
Plan	Assigned to:		William Hilton, Jr.
	How it will look when fully met:		Regularly scheduled meetings will take place in the mornings and evening one time per month with an agenda that is controlled by a parent/staff committee. Presentations by both groups will be focused oon the education of students and the roll that the members of the group play. By the end of the year the quantity of parents attending these meetings will increase by 50%.*** Parent involvement includes monthly parent meetings that will give information on school progress and changes. Surveys done to meet needs of parents as well. parents involved in decision making and hiring of new principal. see P6 as well
	Target Date:		07/01/2014
	Tasks:		
	0. recruit parent for interviewing new principal and to sit on ILOT meetings		
		Assigned to:	Sara Day
		Added date:	06/13/2014
		Target Completion Date:	08/25/2014
		Comments:	
	0. set schedule for monthly parent meetings with school info provided as student successes and information on standards completed successfully. State and building data shared		
		Assigned to:	William Hilton, Jr.

		Added date:	06/13/2014
		Target Completion Date:	09/22/2014
		Frequency:	monthly
		Comments:	
	1. During the RAD process the district, school, and parents will work together in the planning process for the school year 2015.		
		Assigned to:	Kelli York
		Added date:	10/30/2013
		Target Completion Date:	10/31/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/20/2014

Wellpinit Elementary School---P NCES - 530963003146

Wellpinit

Student and School Success Principle 1: Strong leadership		
Team structure		
Indicator	**P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)**	
Status	Tasks completed: 0 of 8 (0%)	
Assessment	Level of Development:	Initial: No development or Implementation 06/06/2014
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently there is no defined leadership team that regularly looks at school performance data and classroom observation data. While data is used to look at student performance, data is inconsistently used to make decisions about school improvement and professional development needs.
Plan	Assigned to:	Karen Estes
	How it will look when fully met:	If the school leadership team regularly reviews school performance data by subgroups and aggregated classroom observation data, then decisions about school improvement and professional development needs will be targeted based upon data as measured by an increase on teacher performance level on the Danielson rubric and CWTs. Specifically, the leadership team will monitor all seven principles on a cyclical cycle (two principles per week) for porgress. More specifically, monitoring the following incremental student and teacher performance goals in order to make decisions about differentiating professional development needs per teacher and differentiating instruction will occur fluidly.

Wellpinit Elementary School Incremental Student Performance Goals In the "All Students" group as well as the "American Indian Students" and "Low Income Students" sub groups, student achievement will increase incrementally by each year as measured by the state assessment (currently MSP /future Smarter Balanced Assessment) in order to achieve an 85% success mark by the Spring of 2017.

Wellpinit Elementary School Incremental Teacher Performance CWT Goals
•Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve an 85% success mark in "Setting learning objectives and providing feedback" and "Learning target on grade level" by the Spring of 2017.

•Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve a 60% success mark in "Determining levels of student work (application and above)" and "Highly engaged classroom" by the Spring of 2017. |
| | Target Date: | 01/05/2015 |
| | Tasks: | |

1. Principal will create a "job description" defining the roles and responsibilities of a leadership team member and will define a protocol/process for staff to nominate other staff members to serve in this position. Principal has final decision of membership choice.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	09/01/2014
	Comments:	Leadership team member must demonstrate the following characteristics: advocate for growth and refinement, be able to commit to the time and process, have a positive attitude, put kids (not adults) first, excellent 2-way communicator for whole group, serve as a leader in a sub group, committed, focused, able to be professional even during disagreements, adhere to norms, able to review research, demonstrate leadership skills, demonstrate professional and accountable talk, etc.

2. Principal will create a year long schedule and facilitate the leadership team biweekly to oversee the School Improvement and Title I plan and implementation through the use of data review.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	09/08/2014
	Frequency:	twice monthly
	Comments:	Group representation should minimally include the following (Primary Teacher, Intermediate teacher, Specialist teacher, classified staff, principal, parent/tribal member, and leadership coach) clear roles should be defined along with norms and accountability Leadership team members will be assigned a sub-focus team leadership role (reading, math, parent involvement, etc.)to support fluid communication, task completion and accountability.

3. Principal will facilitate Leadership Team meeting notes being shared and communicated to all staff members as well as publish highlights to parent/community groups.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	09/15/2014
	Comments:	Notes should include topic items, discussion highligths, and actions taken or to be taken along with person accountable for action. Communication of leadership team actions should be shared with all staff members in a public manner, with parents/community members in a monthly communication document/website and with superintendent on a monthly timeline Leadership team meetings will minimally occur twice a month.

4. Principal with leadership team input will define a decision making matrix for immediate use

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	09/15/2014
	Comments:	

		Comments:	A decision making matrix will include both content, process and role clarification.
	5. Leadership team will recruit a parent and/or tribal member to serve on the leadership team.		
		Assigned to:	Karen Estes
		Added date:	06/19/2014
		Target Completion Date:	10/01/2014
		Comments:	
	6. The leadership team will identify process/protocol on how and when to analyze data as well as how to share assessment data with overall building, individual students and parents, and with families/community.		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/15/2014
		Comments:	
	7. School Leadership team will review school improvement plan in the fall to determine true levels of implementation of past tasks to refine current school improvement and Title I plan.		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/24/2014
		Comments:	
	8. Leadership Team will create, implement and monitor the Washington State Synergy Model as the approved School Improvement Model in order to exit the RAD status by the 2016-17.		
		Assigned to:	Karen Estes
		Added date:	06/19/2014
		Target Completion Date:	06/30/2017
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 8 (0%)
Indicator	**P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)**		
Status	**Full Implementation**		
Assessment	Level of Development:		Initial: Full Implementation 12/07/2012
	Evidence:		Evidence:Currently staff is provided with weekly common prep that is organized in grade level/grade level cluster teams which meet for 30-40 minutes, see Master schedule Instructional teams focus on data, best instructional practices; designing curriculum, design interventions There are only 1-2 teacher per grade level, with 2-3 teachers per grade cluster team , currently this is happening during common planning. Sustainability: Common prep to continue and be planned for in Master schedule, develop simple documentation with 1 binder to contain the accountability information; to be most effective the instructional team should become part of a structure for the weekly early release/late start collaboration

Student and School Success Principle 1: Strong leadership

Principal's role

Indicator	**P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)**		
Status	Tasks completed: 5 of 7 (71%)		
Assessment	Level of Development:	Initial: Limited Development 10/28/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal has translated district's Problem of Practice (PoP) to all key documents for staff (Weekly Updates, Monthly Newsletters, Staff Agendas, and PLC documents). Principal refers to PoP when staff discusses key issues or in making key decisions. Principal created a Teacher on Special Assignment (TOSA) position to provide support and in-house curiculum and instruction guidnace to all teachers. TOSA works woth staff to create lessons, inplement best practice, analysis and application of formative assessments, implementation of both elective/Highly Capable Programming, etc. Principal meets with TOSA weekly to discuss results of classroom walkthroughs and TOSA's weekly meetings with teachers and paraeducators to make a plan for focus and growth/support. Principal works with teachers to follow TPEP guidelines and the Danielson Framework. Principal has implemented goal setting sheets focused on review of data and creating intervention plans for students. Principal conducts daily/weekly walkthroughs focused on a specific best practice for all teachers. Data is shared at staff meetings, Weekly Updates, and in meetings with TOSA to inform changes in instruction. Principal collaborates with OSPI and ESD coaches regarding analysis of data and implementation of best practices through professional development days.	
Plan	Assigned to:	Karen Estes	
	How it will look when fully met:	If the principals completes the scheduled classroom walkthroughs (1-2 daily for a total of 5-10 weekly for each teacher) with immediate feedback to teachers (one on one as needed daily and as a whole group via Weekly Updates, Weekly Staff Meetings), then we impact staff learning that results in better understanding and implementation of the our Problem of Practice to increase student learning by at least 10% in both reading amd math measures through effective best teaching practices as defined in the Danielson Instructional Framework. By being visible and available in the classroom, the principal keeps focus on the mission and goals, creates an environment of collaboration and trust, and actively supports improvement efforts. Evidence: -Walkthrough data -Written feedback to staff -Meeting minutes -Data from 2nd Benchmark tests (DIBELS and MAPS)	
	Target Date:	05/01/2015	
	Tasks:		

1. Select and purchase classroom walkthrough software for administrators to utilize to gather trend data.

	Assigned to:	Karen Estes
	Added date:	11/05/2013
	Target Completion Date:	12/31/2013
	Comments:	Superintendent purchased Teachscape classroom walkthrough software by December. Principal, TOSA, and 2 teachers were trained on Teachscape on 2/18 and 2/25. Plan is to train other staff starting 3/21. Principal classroom walkthroughs using Teachscape begin in March. Peer observations using Teachscape begin in March.
	Task Completed:	12/20/2013

2. Coordinate and implement training for classroom walkthrough software for administrators.

	Assigned to:	Karen Estes
	Added date:	11/05/2013
	Target Completion Date:	09/30/2014
	Comments:	Principal, TOSA, and 2 teachers completed CWT training with Karen Estes on 2/18 and 2/25. The rest of the teachers will be trained starting 3/21. All teachers except for 3 have been trained as of 6/6/14. The final 3 will be trained in September of the 2014-15 school year. Training has been set for 9/24/14 with Karen Estes. On 9/24/14, all other teachers will also complete calibration walks.

3. Principal to complete classroom walkthrough forms for specific focus walkthroughs. The form will be generic, so staff can determine the walkthrough focus to collect data on based previous week's walkthrough results.

	Assigned to:	Karen Estes
	Added date:	11/05/2013
	Target Completion Date:	02/28/2014
	Comments:	Completed in February and uploaded into File Cabinet
	Task Completed:	02/28/2014

4. Establish a schedule for coaches and principal to work with staff on a monthly Danielson Instructional Framework focus. One resource we will use to dig deeper within the focus is the Soap Lake School District "Looks Like, Sounds Like" document.

	Assigned to:	Karen Estes
	Added date:	11/05/2013
	Target Completion Date:	11/08/2013
	Comments:	A PD schedule during Wednesday common prep collaboration and for a monthly focus with the Danielson instructional framework. TOSA has also developed a crosswalk of major components of required elements for instructional work. TOSA ahs completed a graphic organizer to provide a focused overview of the work with teachers during common prep collaboration.
	Task Completed:	10/31/2013

6. Share walkthrough data with staff weekly via Staff Meetings, TOSA Meetings, and Weekly Updates.

	Assigned to:	Karen Estes
	Added date:	11/05/2013
	Target Completion Date:	10/31/2014
	Frequency:	weekly

		Comments:	Will begin after staff trained and peer observation system in place September 2014
		7. Principal to set aside 3 meetings per year to assist teachers in completing reflection form and putting reflection into action plans for continued growth. (TPEP worksheet)	
		Assigned to:	Karen Estes
		Added date:	11/05/2013
		Target Completion Date:	11/30/2013
		Frequency:	three times a year
		Comments:	TPEP worksheet was utilized by all teachers 3 times this year. After 1st and 2nd meetings (completed close to benchmark testing) staff met with principal to share data and intervention plans. Teachers also met with principal at end of the year to review and make growth plan for over the summer.
		Task Completed:	06/06/2014
		9. Principal to request OSPI School Success Leadership Coach for the purpose of improving leadership capacity and more effective implementation of classroom walkthroughs, Danielson Instructional Framework, and consistent feedback to teachers.	
		Assigned to:	Karen Estes
		Added date:	11/08/2013
		Target Completion Date:	09/30/2013
		Comments:	Principal requested new success coach at the end of previous school year. Principal has been working with Karen Estes monthly the entire school year.
		Task Completed:	09/30/2013
Implement	Percent Task Complete:		Tasks completed: 5 of 7 (71%)
Indicator	P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Tasks completed: 1 of 6 (17%)		
Assessment	Level of Development:		Initial: Limited Development 12/07/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Principal is in every classroom infrequently. The principal is not currently documenting the visit on a CWT too, or in a formal manner. The principal does not follow up consistently in addressing issues as needed and does not currently provide feedback on a consistent basis.
Plan	Assigned to:		Karen Estes
	How it will look when fully met:		If the principal monitors curriculum and classroom instruction regularly, then teacher performance in all domains will increase as measured by CWTs (Marzano's HYS) and observations based upon the Danielson Rubric. The principal will establish expectations and processes for team planning and for instructional delivery. Then the principal will relentlessly monitor work, meet with teams, visit classrooms, and reinforce good practice. Specifically, the principal will randomly collect and review weekly lesson plans, and provide feedback. Conduct CWT a minimum of 3 times a week in each classroom, and will report out

trends every 4-6 weeks. Conduct informal observations 4-8 times a year. Principal will participate on Instructional grade cluster team, and use a reflective protocols to examine the following: pacing, progress of individual students on intervention plans, implementation of GLAD and High Yield strategies, implementation/refinement of curriculum usage, and all performance levels in all four Danielson Domains . Evidence: CWT data, copies of informal observation; reflective protocols; improved student performance on benchmark; improved teacher performance levels. Again, both short term and long term performance goals that will be accomplished through the principal's action will be the following:
*Wellpinit Elementary School Incremental Student Performance Goals
In the "All Students" group as well as the "American Indian Students" and "Low Income Students" sub groups, student achievement will increase incrementally by each year as measured by the state assessment (currently MSP /future Smarter Balanced Assessment) in order to achieve an 85% success mark by the Spring of 2017.
*Wellpinit Elementary School Incremental Teacher Performance CWT Goals
•Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve an 85% success mark in "Setting learning objectives and providing feedback" and "Learning target on grade level" by the Spring of 2017.

•Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve a 60% success mark in "Determining levels of student work (application and above)" and "Highly engaged classroom" by the Spring of 2017.

	Target Date:	06/01/2015
	Tasks:	

1. Decide the CWT tool to be used (receive training, if needed), and share with staff.

This task has been moved and is now embedded in Principle 1: Indicator #57.

	Assigned to:	Karen Estes
	Added date:	12/07/2012
	Target Completion Date:	10/01/2014
	Comments:	Superintendent purchased Teachscape classroom walkthrough software by December. Principal, TOSA, and 2 teachers were trained on Teachscape on 2/18 and 2/25. Plan is to train other staff starting 3/21. Principal classroom walkthroughs using Teachscape begin in March. Peer observations using Teachscape begin in March. All staff members received training on the CWT form and descriptions. All but four staff members were calibrated on CWT live walks. All staff members have been guided on activating their Teachscape account
	Task Completed:	02/28/2014

2. The principal participates in Wednesday grade level PLC meetings and facilitates data review on curriculum and instruction.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	09/01/2014
	Frequency:	weekly

		Comments:	
		3. Principal creates and year long observation and feedback schedule.	
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	09/15/2014
		Frequency:	once a year
		Comments:	
		4. Principal creates a CWT schedule/log document to ensure consistency of conducting CWTs. Specifically, create a CWT schedule with at least one focus area each month to complete a CWT cycle (review data, set a goal, make an action plan (personal/group), make an action plan for instructional refinement, and analyze growth. (intentional for math and reading along with other focus areas defined by data)	
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/01/2014
		Comments:	By creating a schedule/log document, the principal frequency of conducting CWTs will be tracked as well as give guidance on spreading those CWTs throughout the time of day, subject, and grade levels.
		5. Implement CWTs in each classroom minimally three times a week in each math AND reading class (minimal total of six) with other CWT completed for all subject areas in a consistent manner.	
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/01/2014
		Frequency:	weekly
		Comments:	
		6. Principal defines the purpose for lesson plan review based on data and monthly/cycle focus, communicates that purpose to staff, randomly selects 2-4 lesson plans to review and provide timely feedback to teacher.	
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/01/2014
		Frequency:	weekly
		Comments:	
Implement		Percent Task Complete:	Tasks completed: 1 of 6 (17%)

Student and School Success Principle 2: Staff evaluation and professional development

Professional development

Indicator	**P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)**
Status	Not a priority or interest
Assessment	Level of Development:	Initial: No development or Implementation 11/03/2013
	Explain why not a Priority or Interest:	This indicator is not a current priority as the staff are more interested in working on job-embedded professional deveolpment and structures at this time. The staff believe we are close to full implementation on another indicator regarding use of common prep and Friday

		collaboration and would like to gain success and impact as a catalyst for carrying out additional indicators to follow.
Indicator	**P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW)**	
Status	Tasks completed: 5 of 14 (36%)	
Assessment	Level of Development:	Initial: Limited Development 10/28/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are provided an early release every Friday to work in PLCs and/or particpate in professional development with OSPI and ESD coaches. Teachers have recieved GLAD training, which was also provided on-site with our own students in our building. Other trainings that teachers have participated in recently include: AVID, WaKIDS, TPEP, Leadership Symposium, Common Core, ELL, Math and Reading in regards to best practice and MBA/RBA. In addition, TOSA is currently recieving training with Highly Capable Programming. TOSA works with teachers weekly to review and implement best practices learned in trainings.
Plan	Assigned to:	Karen Estes
	How it will look when fully met:	If consistent PLCs are embedded in a weekly schedule, then a focus on 1)Setting learning objective and providing feedback, 2)Learning target on grade level, 3)Determining Levels of student work (Application Level and above), 4) Highly Engaged Classroom, along with student work and performance levels, then inform instructional plans can be determined for student performance growth especially for intervention, and allow for professional collaboration to dig deeper with the Danielson Instructional Framework best teaching practices, then we impact staff learning, that results in specific plans for instruction delivery and student growth increasing student learning by at least typical growth throughout the year on benchmark testing. Evidence: -PLC binders that include Action Plans, Weekly Feedback forms with meeting minutes as well as principal feedback, and copies of data/resources used -TPEP Goal setting forms -Teacher Reflection forms -2nd and 3rd Benchmark testing data (DIBELS and MAPS) -ESD/OSPI Coaching Summaries
	Target Date:	05/29/2015
	Tasks:	
	1. Provide training and support for clarification and uniformity of Learning Objectives in all content ares -- specifically in math and reading.	
	Assigned to:	Karen Estes
	Added date:	

		Added date:	06/06/2014
		Target Completion Date:	08/26/2014
		Comments:	OSPI Leadership coach will support principal in this training
	2. Provide continued CWT training and support for consistent calibration for peer walks with an extra focus on walks in reading and math. (reading and math)		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/31/2014
		Comments:	Leadership coach will support principal in this training
	3. Leadership team will craft norms and protocols for peer walk debriefs		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/31/2014
		Comments:	
	4. Leadership team will craft a PD and PLC year long calendar		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	09/30/2014
		Comments:	
	5. For 2014-2015 - On site training in the areas of math, reading, instruction and leadership/change process will continue to be provide for all teachers, identified paraeducators and the principal to support continuous growth and alignment of curriculum, instruction, and assessment/		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	06/30/2015
		Comments:	OSPI Math Coach - 40 days OSPI Reading Coach - 40 days OSPI Leadership Coach -80 days
	6. Share PLC binders, norms, protocols, and tasks/projects with staff. Determine PLC groups and designate scheduled PLC time for the rest of the school year taking in to account use of common prep, Friday early release, and extended time before/after school.		
		Assigned to:	Karen Estes
		Added date:	11/05/2013
		Target Completion Date:	02/28/2014
		Comments:	Staff have been placed in PLC groups and been provided PLC binders to guide and track the work. PLC groups have created Action Plans and Project tasks. Work has begun for the following PLCs: Primary grades, Intermediate grades, Student Support, Math, Reading, and RTI. Groups meet weekly using data to guide the work. PLC schedule has not yet been made, so far the principal has allowed for 1 hr each Friday to be in PLC groups through the month of February. Teachers are also able to use extended day pay to meet in groups. Teachers were scheduled for 4 hours of common prep weekly and have the option of running PLC groups during the common prep time.
		Task Completed:	02/28/2014
	7. Establish a schedule for teachers to collaborate with paras and special education staff at least monthly.		

	Assigned to:	Karen Estes
	Added date:	11/05/2013
	Target Completion Date:	02/28/2014
	Comments:	In place of an established schedule, teachers and paras have been provided monthly planning time to meet and collaborate. The time to meet is established with teacher and para and supported by extended day pay with Priority dollars.
	Task Completed:	02/28/2014

8. TOSA to create a visual of crossover of major initiatives and breakdown of use of common prep time to guide use of weekly TOSA meetings.

	Assigned to:	Kelsie Williamson
	Added date:	11/05/2013
	Target Completion Date:	11/29/2013
	Comments:	11/29/13- TOSA completed crosswalk document and has shared with teachers and district leadership
	Task Completed:	11/29/2013

9. TOSA to create a survey and checklist for professional development for the staff. TOSA will work with administration to schedule appropriate time for PD throughout the rest of the school year.

	Assigned to:	Kelsie Williamson
	Added date:	11/05/2013
	Target Completion Date:	11/29/2013
	Comments:	TOSA has created survey. Teachers completed the survey in the fall and winter. TOSA created PD for teachers based on their feedback. TOSA keeps collaboration notes to capture the work and the next steps to be completed.
	Task Completed:	11/29/2013

10. Principal will set aside Priority dollars to utilize the services of ESD coach, Erik Wolfrum, to spend 3 sessions with staff throughout the year dedicated to working with staff in digging deeper with student engagement.

	Assigned to:	Nikki Hittle
	Added date:	11/05/2013
	Target Completion Date:	11/29/2013
	Comments:	Principal ahs completed this task and collaborated with Erik to align the engagement work with other initiatives and PLCs. Erik has completed 2 work sessions with staff on 10/11 and 2/14.
	Task Completed:	11/29/2013

11. Teachers and instructional paraeducators will continue to receive job embedded training from OSPI Content and Leadership coaches in the areas of math, reading, instruction, differentiation, leadership and system development in order to maximize alignment of curriculum, instruction and assessment as well as system change and leadership development.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	06/30/2015
	Comments:	Approximate days for projected support: Reading Coach: 40 Math Coach: 40

			Leadership coach: 80
			Define, model, practice, feedback,
			Specific areas of focus: literacy strategies numeracy strategies GLAD strategies High Yield strategies 5 components of reading 5 components of math gradual release other - as identified by CWTs, observations, or staff development survy
	12. Train all staff on the differentiated core program materials in Math and Reading in order to support the struggling learner through differentiation (math and reading)		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	09/26/2014
		Comments:	
	13. Provide training for all instructional staff members on differentiation strategies for reading and math to support struggling learners		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	11/28/2014
		Comments:	Content and leadership coaches can help facilitate this training
	14. Train appropriate instructional staff on Tier II and Tier III identified reading and math materials, strategies, and pacing to support struggling learners. (reading and math)		
		Assigned to:	Marsha Moore
		Added date:	06/06/2014
		Target Completion Date:	10/15/2014
		Comments:	OSPI content and Leadership coaches will facilitate these training opportunities through a gradual release model (define it, model it, co-teach it, practice, provide feedback, etc.)
Implement	Percent Task Complete:		Tasks completed: 5 of 14 (36%)
Indicator	**P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW)**		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:		Initial: Limited Development 11/03/2013
	Index:		6	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently, the school has not consistently set measurable goals for professional development and monitored the extent for which practice has changed.
Plan	Assigned to:		Karen Estes
	How it will look when fully met:		If the school sets measurable goals for professional development and

| | How it will look when fully met: | monitors change in a cyclical cycle (every 4-6 weeks), then teacher performance levels will increase as measured by weekly CWTs and observations. From initial input of all instructional staff based on data reviews of both student and staff member performance, the leadership team and principal will guide professional development to be standard-based, results oriented and ideally job embedded. Using a pre/post format, every professional development implemented will reflect knowledge and comfort level increasing and CWTs and observations will measure change in practice that stemmed from the professional development. More specifically, initial PD goals have been set to support the following incremental increase in student and teacher performance levels:

*In the "All Students" group as well as the "American Indian Students" and "Low Income Students" sub groups, student achievement will increase incrementally by each year as measured by the state assessment (currently MSP /future Smarter Balanced Assessment) in order to achieve an 85% success mark by the Spring of 2017. (Note: Starting 2013-14 school year, students will take the Washington State Smarter Balanced Assessments in reading and writing (ELA) and Mathematics.)

*Wellpinit Elementary School Incremental Teacher Performance CWT Goals
•Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve an 85% success mark in "Setting learning objectives and providing feedback" and "Learning target on grade level" by the Spring of 2017.

•Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve a 60% success mark in "Determining levels of student work (application and above)" and "Highly engaged classroom" by the Spring of 2017. |
|---|---|---|
| | Target Date: | 06/01/2015 |
| | Tasks: | |
| | 1. Create and implement a form for professional development opportunities to be filled out by individual staff members prior to attending an outside professional development | |
| | Assigned to: | Karen Estes |
| | Added date: | 06/06/2014 |
| | Target Completion Date: | 09/30/2014 |
| | Comments: | Form will ask for purpose and how it connects/supports the school improvement plan and/or Title I plan or TPEP focus area.
The form will also require a measureable application to be pre-determined upon return.
There will be an approval process that is also articulated. |
	2. Implement CWT cycle to set goals based upon current data and monitor change in a 4-6 week cycle.	
	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	10/01/2014
	Frequency:	monthly
	Comments:	Look at CWT data

		Comments:	Choose one area of focus create an action plan with a measurable goal implement those action steps data is collected over a month on that area review data of focus area
	3. Create and implement a staff development survey based upon school improvement and Title I focus areas and monitor for growth in development level.		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/01/2014
		Frequency:	three times a year
		Comments:	Pre, during and post survey to measure a continuum of growth on the focus areas expected from the school improvement and Title I plan
	4. Implement PLCs with a student data focus (progress monitoring, student work, etc)		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	11/03/2014
		Comments:	
	5. The leadership team will use staff observations to drive goals and professional development focus areas/group study to differentiate support for measurable outcomes.		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/30/2014
		Frequency:	three times a year
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration		
Expanded time for student learning and teacher collaboration		
Indicator	**P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW)**	
Status	Tasks completed: 3 of 5 (60%)	
Assessment	Level of Development:	Initial: Limited Development 11/03/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school currently provides for After School and Summer School programs. Data spreadsheets were utilized and implemented recently tracking performance on MAPS as it relates to students who do and do not participate in the extended learning programs. Data has been gathered, but not analyzed. Further, no data has been collected on Compass Learning impacts to MAPS and/or the Back to the Earth summer program.
Plan	Assigned to:	Karen Estes
	How it will look when fully met:	If we do monitor the progress of extended learning time programs and use data to inform necessary changes, then we impact student learning, that results in increasing student achievement on math and reading by at least 10% growth for each student on benchmarck testing. Evidence: -After School and Summer School tracking sheets -Letters establishing protocol for extended learning -Meeting minutes from data review and evaluation of programs
	Target Date:	09/30/2014
	Tasks:	

0. For 2014-2015, principal will implement After School and Summer School programs for struggling students on-site at the elementary school in partnership with Wellpinit Youth Centers with a reading and math emphasis.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	08/08/2014
	Comments:	

1. Principal will set up and use tracking sheets for extended learning programs. Principal will share these with program coordinators.

	Assigned to:	Karen Estes
	Added date:	11/05/2013
	Target Completion Date:	02/28/2014
	Comments:	Principal has set up tracking sheets and has shared with summer school program and after school program coordinators.
	Task Completed:	02/28/2014

2. Principal will implement After School and Summer School programs for students on-site at the elementary school in partnership with Wellpinit Youth Centers.

	Assigned to:	Karen Estes	
	Added date:	11/05/2013	
	Target Completion Date:	09/30/2013	
	Comments:	Principal met with center workers and lead coordinator to outline the program and protocols. Principal established budget set-asides with grant manager and Title coordinator to pay for programming. Principal negotiated transportation with superintendent. Principal posted for workers and hired after school program positions. Principal advertised program with teachers, families, community through letters home, flyers, email, EAC meeting, and TANF meeting. Principal used parntership with STN to provide snacks for students in the after school program.	
	Task Completed:	09/30/2013	
	3. Principal will set aside Priority dollars and use of LAP dollars to finance extended learning programming.		
	Assigned to:	Karen Estes	
	Added date:	11/05/2013	
	Target Completion Date:	09/30/2013	
	Frequency:	once a year	
	Comments:	Principal worked with district grants manager and Title/LAP coordinator to finalize a budget that pays for an after school and summer program.	
	Task Completed:	09/30/2013	
	4. Principal will establish meeting schedule for regular review of data of extended learning programs with program coordinators and youth center coordinator. Outcome of meeting must also include an action plan for any necessary improvements and/or needs to publicize for increased student involvement.		
	Assigned to:	Karen Estes	
	Added date:	11/05/2013	
	Target Completion Date:	09/30/2014	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 3 of 5 (60%)	
Indicator	**P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)**		
Status	Tasks completed: 3 of 6 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/28/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This year the schedule has revamped to provide primary teachers and intermediate teachers to have common prep 1 hour each day Monday-Thursday for a total of 4 hours weekly. A half hour weekly of common prep time is provided to work with TOSA on curriculum and assessment. Every Friday, teachers are provided 2.5 hours of early release to work in PLCs or in professional development with OSPI and ESD coaches.	

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			Last year's leadership team and principal created forms and protocols for PLCs to implement during this current year.
Plan	Assigned to:		Karen Estes
	How it will look when fully met:		If a clear team structure for collaboration among all teachers for instructional planning, then we impact staff learning, that results in more effective teaching and intervention plans to increase student learning by at least typical growth on benchmark testing. Strong classroom instruction begins with solid instructional planning which needs dedicated time on a weekly basis. Evidence: -Teacher Reflection forms -2nd and 3rd Benchmark testing data (DIBELS and MAPS)
	Target Date:		12/10/2014
	Tasks:		
		1. Survey staff to determine groups for common prep and PLC time. Then, create groups accordingly.	
		Assigned to:	Kelsie Williamson
		Added date:	11/05/2013
		Target Completion Date:	11/29/2013
		Comments:	2/28/14- TOSA has created survey. Teachers completed the survey in the fall and winter. TOSA created PD for teachers based on their feedback. TOSA keeps collaboration notes to capture the work and the next steps to be completed. 2/2814- TOSA has worked with principal and teachers to establish a PD schedule during Wednesday common prep collaboration and for a monthly focus with the Danielson instructional framework. TOSA has also developed a crosswalk of major components of required elements for instructional work. TOSA ahs completed a graphic organizer to provide a focused overview of the work with teachers during common prep collaboration. 2/28/14- Staff have been placed in PLC groups and been provided PLC binders to guide and track the work. PLC groups have created Action Plans and Project tasks. Work has begun for the following PLCs: Primary grades, Intermediate grades, Student Support, Math, Reading, and RTI. Groups meet weekly using data to guide the work. PLC schedule has not yet been made, so far the principal has allowed for 1 hr each Friday to be in PLC groups through the month of February. Teachers are also able to use extended day pay to meet in groups. Teachers were scheduled for 4 hours of common prep weekly and have the option of running PLC groups during the common prep time.
		Task Completed:	02/28/2014
		2. Create a calendar collaboration (separate from PLC/PD calendar) that establishes use of common prep time and 30-60 minutes of Friday time throughout the rest of the school year.	
		Assigned to:	Kelsie and Nikki
		Added date:	11/05/2013
		Target Completion Date:	11/29/2013
		Comments:	TOSA has worked with principal and teachers to establish a PD schedule during Wednesday common prep collaboration and for a monthly focus with the Danielson instructional framework. TOSA has also developed a crosswalk of major components of required elements for instructional work. TOSA has completed a graphic organizer to

		provide a focused overview of the work with teachers during common prep collaboration.
	Task Completed:	10/31/2013
	3. Create form for TOSA to use for Meeting agendas and minutes. Forms should work in concert with already estabslished PLC forms for alignment and use of a clear structure for defining norms and protocols.	
	Assigned to:	Nikki and Kelsie
	Added date:	11/05/2013
	Target Completion Date:	11/29/2013
	Comments:	2/28/14- Form completed and in use
	Task Completed:	10/31/2013
	4. Establish scheduled times to evaluate effectiveness of common prep in increasing staff/student learning and meeting the needs of staff.	
	Assigned to:	Karen Estes
	Added date:	11/05/2013
	Target Completion Date:	09/30/2014
	Comments:	
	5. Leadership team will define the extended PD time in a schedule on a weekly basis.	
	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	09/15/2014
	Comments:	
	6. For 2014-2015, upload PLC meeting notes in Indistar.	
	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	01/15/2015
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 3 of 6 (50%)

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	**P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/03/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Staff have worked with OSPI coaches to align textbooks/resources with both state and common core standards. Teachers have created pacing guides for both math and reading curriculums. TOSA is utilizing teacher common prep to help with awareness, understanding, and	

		implementation of common core.
Plan	Assigned to:	Karen Estes
	How it will look when fully met:	If instructional teams develop standards-aligned units of instruction for each subject and grade level then student performance towards the CCSS will improve as measured by SBAC. Specifically, the components of developing an standards-aligned unit of instruction are the following: 1)determine the concepts, principle, and skill, to cover I each unit, 2)identify the standards that will drive the learning, 3)develop aligned objectives to the standards, 4)arrange objectives in order, 5)determine objective descriptors, 6)establish criteria for mastery, 7)determine differentiation for specific students (struggling, ELL, SpEd) and 8)develop a pre/post assessment that measures students progress towards the standards.
	Target Date:	06/30/2016
Indicator	**P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637) (Expected)**	
Status	Tasks completed: 0 of 17 (0%)	
Assessment	Level of Development:	Initial: Limited Development 11/03/2013
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school does not currently have a specifically dedicated school leadership team. Instead, the school is committed to having all staff involved in the as many aspects of the building/community as possible as we are small and require distributed leadership among stakeholders. The school has created a schedule of common prep 4 hours a week (1 hour daily Mon-Fri) in addition to Early Release Friday Collaboration for work with grade band teams and TOSA to reveiw data, complete embedded professional development, and make adjustments to instruction based on data and professional development acquired. Teachers are incorporating the necessity of data goals with TPEP aligned to Intervention plans being created for students based on benchmark and progress monitoring data. The school is working with our OSPI coaches in partnership with TOSA to guide teachers in previously mentioned data work as well as the newly implementing Fountas and Pinnell intervention program.
Plan	Assigned to:	Karen Estes
	How it will look when fully met:	If the school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs, then a thorough alignment of curriculum, instruction and assessment will occur leading to an increase of student achievement of "one year plus one" in both reading and math for all struggling students. Specifically, a leadership team will monitor student progress on a monthly basis in order to guide instructional planning and programming through the use of an RTI model.
	Target Date:	05/29/2015
	Tasks:	
	0. Research, define, schedule and implement an assessment data review cycle protocol for PLC teams to implement on a monthly basis in the areas of math and reading.	

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	06/30/2015
	Comments:	

1. Conduct research based upon data to support key instructional strategies to support the 5 key components of reading and math and implement a balanced literacy and numeracy program (reading and math).

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	11/28/2014
	Comments:	

2. Research both math and reading Diagnostic Assessment to use for Tier II and Tier III struggling students. (math and reading)

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	11/03/2014
	Comments:	

3. Disseminate Common Core State Standards to all teachers in binders and/or electronically(math and reading).

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	08/20/2014
	Comments:	

4. Teachers participate in a series of trainings to read, analyze and discus scaffolding of standards at each grade level to determine gaps (reading and math)

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	08/27/2014
	Comments:	Summer institute dates established and communicated. Leadership and content coaches will facilitate. Purpose and format of pacing guides for ease of use will be determined at these trainings for both math and reading.

5. Refine/develop Core Reading and Math pacing guides aligned to CCSS in a common format at each grade level.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	01/15/2015
	Comments:	Leadership and content coaches will help facilitate this process with the teachers.

6. Intentionally teach to the Daily Learning Objective and provide feedback throughout the lesson in reading and math in every classroom every day (reading and math)

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	10/01/2014
	Comments:	

	Comments:	monitor with CWT

7. Develop and use a daily formative assessment (i.e.. exit tickets)that consistently align with the Daily Learning Objective in reading and math (reading and math)

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	10/01/2014
	Frequency:	daily
	Comments:	

8. Inventory all curriculum materials for Tier II and Tier III reading and math interventions and align with current CORE pacing guides (reading and math) for each grade level in order to support an aligned pre teaching delivery model and a fluid skill based pull out model.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	09/30/2014
	Comments:	

9. Inventory current leveled readers at each grade level both in classroom and library.

	Assigned to:	Marsha Moore
	Added date:	06/06/2014
	Target Completion Date:	10/15/2014
	Comments:	

10. Choose, purchase, and implement reading and math diagnostic assessment to use for Tier II and Tier III struggling students (math and reading).

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	11/03/2014
	Comments:	

11. Initiate RTI plans for both math and reading.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	10/01/2014
	Comments:	draft of plan was created in spring of 2014

12. Research and implement independent reading and math strategies and implement within Tier I and Tier II (reading and math).

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	12/01/2014
	Comments:	

13. To support struggling readers, order independent readers at each grade level to accommodate extra practice reading at grade level both in class and embedded within Thursday take home packets.

	Assigned to:	Marsha Moore
	Added date:	06/06/2014
	Target Completion Date:	10/30/2014
	Comments:	

		Comments:	
	14. Create a school-wide system that organizes independent readers and a check in/out system for both students and staff (reading)		
		Assigned to:	Marsha Moore
		Added date:	06/06/2014
		Target Completion Date:	10/30/2014
		Comments:	
	15. Order Tier II and Tier III materials to fill in gaps identified by the alignment and inventory to support struggling students in literacy and numeracy.		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/30/2014
		Comments:	
	16. Teachers, along with content and leadership coaches, will determine non-negotiable exit/entry skills for each grade level (math and reading)		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	01/14/2015
		Comments:	Content and Leadership coach will help facilitate this discussion
Implement	Percent Task Complete:		Tasks completed: 0 of 17 (0%)

Student and School Success Principle 4: Rigorous, aligned instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	**P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (ELL,Expected,TitleISW)**		
Status	Tasks completed: 8 of 10 (80%)		
Assessment	Level of Development:	Initial: Limited Development 10/28/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers complete weekly assessments, progress monitoring, and benchmark assessments in both DIBELS and MAPS to create intervention plans for student below standard. Teachers work with students in whole and/or small groups in addition to one on one work providing core instruction as well as pre- and re-teaching. Teachers incorporate GLAD/ELL strategies in delivery of instruction. Teacher work with Special Education teacher to provide specialized instruction and accomodations. School has implemented Compass (Odyssey Learning) for all students, classrooms, and after school/summer programming.	
Plan	Assigned to:	Karen Estes	
	How it will look when fully met:	If we do differentiate assignments in response to student needs, then we impact student learning, that results in students making a year or more progress toward meeting benchmark when falling well below standard at beginning of the year benchmark testing. Evidence: -Fountas and Pinell groups/levels based on testing for those students who fall in the Intensive catagory for intervention -Teacher Assistance Team (TAT) referrals, plans, and evaluation of effectiveness -TPEP goal setting and teacher intervention plans for students -Examples of lesson plans from teachers indicating differentiation for students -IEP, 504, and behavior plans -Concrete protocols for RTI -Data from 2nd and 3rd benchmark tests (DIBELS and MAPS)	
	Target Date:	05/30/2014	
	Tasks:		
	0. Staff will complete a survey on knowledge, application, and comfort level of differentiation.		
	Assigned to:	Karen Estes	
	Added date:	06/20/2014	
	Target Completion Date:	10/30/2014	
	Comments:		

	0. Leadership Team will review data of this differentiation survey in order to organize professional development that is differentiated to staff members		
	Assigned to:	Karen Estes	
	Added date:	06/20/2014	
	Target Completion Date:	06/30/2015	
	Comments:		
	1. Principal will set aside Priority dollars to partner with an ESD Coach, Glenda Sederstrom, to define and establish a formal framework for RTI. Glenda will also help us establish forms, protocols, and system for evaluating effectiveness. Principal will work with Glenda to establish agenda and schedule the calendar for PD days with staff.		
	Assigned to:	Nikki Hittle	
	Added date:	11/05/2013	
	Target Completion Date:	11/29/2013	
	Comments:	Principal worked with grant manager to budget for work with Glenda. Glenda has met with staff on 12/6 and 1/12 to complete an overview of RTI and lead the staff through a self-assessment. Principal has established a PLC group for RTI work. Group has created and Action Plan with project tasks. RTI work group will meet on 3/17 at the ESD to complete outline, flowchart, pyramid of intervention, and protocols.	
	Task Completed:	11/29/2013	
	2. TOSA will work with teachers and para to further implement and support the use of GLAD/ELL strategies in lesson planning and instructional delivery. TOSA will establish a schedule for working with teachers within common prep time.		
	Assigned to:	Kelsie Williamson	
	Added date:	11/05/2013	
	Target Completion Date:	11/29/2013	
	Comments:	TOSA has worked with principal and teachers to establish a PD schedule during Wednesday common prep collaboration and for a monthly focus with the Danielson instructional framework and related best practices.	
	Task Completed:	11/29/2013	
	3. Teachers will create RTI plans for students based on benchmark testing and progress monitoring. (While the recurring task will state "3 times yearly" plans for students identified in need of Intensive intervention should be upated weekly-twice monthly)		
	Assigned to:	Karen Estes	
	Added date:	11/05/2013	
	Target Completion Date:	10/31/2013	
	Frequency:	three times a year	
	Comments:	Teachers have created RTI plans for students based on benchmark and progress monitoring data. Teachers review the plans with the principal at TPEP conferences. TOSA works with teachers during common prep to develop the plans. Teachers work together during extended hours review and analyze data and build/edit intervention plans.	
	Task Completed:	02/28/2014	
	4. TITLE/LAP: Teachers will work with parents at conference time to create student learning goals for the year based on benchmark testing.		
	Assigned to:	Karen Estes	

		Added date:	11/05/2013
		Target Completion Date:	03/31/2014
		Frequency:	twice a year
		Comments:	Teachers worked with parents during conferences on 11/5-11/7 and (will) during conferences on 3/3-3/5 to share data and progress and create learning goals. Teachers will also share intervention plans and what can be done at home to help students.
		Task Completed:	02/28/2014
	6. Special Education staff will work with ESD resources to determine protocol, schedule, and usage of assisted technology for students within the classroom.		
		Assigned to:	Holly Sullins
		Added date:	11/05/2013
		Target Completion Date:	11/29/2013
		Comments:	Holly has gone to training at theh ESD and started the process of requesting assisted technology.
		Task Completed:	11/29/2013
	7. TAT will work together to determine a alignment of paperwork and protocols and create concrete tools for fully implementing the RTI framework in the building establishing interventions for academic, social, emotional, mental, and physical needs of students.		
		Assigned to:	Mihoko Patterson
		Added date:	11/05/2013
		Target Completion Date:	03/31/2014
		Comments:	RTI PLC group has been formed and is scheduled for a work sessionon 3/17 to complete this task.
		Task Completed:	03/17/2014
	8. TAT will determine a process for data collection and evaluation of effective interventions.		
		Assigned to:	Mihoko Patterson
		Added date:	11/05/2013
		Target Completion Date:	03/31/2014
		Comments:	RTI PLC group has been formed and is scheduled for a work sessionon 3/17 to complete this task.
		Task Completed:	03/17/2014
	9. Principal will request OSPI Special Ed TACSE to work with Special Ed teacher to implement necessary changes and alignments to the rest of the school's systems as indicated in a needs assessment completed in the prior school year.		
		Assigned to:	Karen Estes
		Added date:	11/06/2013
		Target Completion Date:	09/30/2013
		Comments:	Special ed TACSE is working with Holly to set up progress monitoring. Schedule and casework is in compliance. Special ed referral process has been streamlined and updated.
		Task Completed:	09/30/2013
Implement	Percent Task Complete:		Tasks completed: 8 of 10 (80%)

Student and School Success Principle 5: Use of data for school improvement and instruction

Assessing student learning frequently with standards-based assessments

Indicator	**P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW)**	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 03/11/2014
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	PreK to K: The kindergarten teacher partners with Head Start to build relationships and coordinate transition activities using the following: 1) Elementary invites Head Start to special events such as: assemblies, open house, reading buddies 2) Head Start visits the elementary to get familiar with the building, lunchroom, playground, classroom, staff and students 3) Kindergarten visits Head Start to read and play games 4) Family transition/kindergarten registration night with a panel of experts to answer questions about the enrollment process 5) The school has implemented a "slow start" using WaKIDS confercing for the first 3 days of classes allowing the teacher to meet with and get to know the family and student as well as allow the student and family to see the classroom and tour the school 6) Kindergarten and Head Start teachers meet at the end of the school year to discuss the incoming students 7) School provided parents handouts and information on kindergarten readiness and skill development over the summer 5th Grade to Middle School: The 5th grade teachers and middle school teachers work together to build relationships and facilitate readiness for the next level by the following: 1) 5th graders visited a 6th grade classroom to meet teachers and students, tour the building, meet with administrators to learn expectations, ate lunch in cafeteria, and played a team building game 2) New 6th graders recevie a poem written by outgoing 6th graders on the first day of the new school year describing how to be successful in middle school 3) Parents were provided information on typcial developmental growth and barriers for kids transitioning from elementary to middle school 4) 5th graders were invited to special events at the middle school/high school in the spring such as the STEM Fair, athletic events, and assemblies 5) 5th grade leadership students a pep squad for home athletic events 6) High school students visited 5th grade leadership students to discuss the leadership opportunities at the high school
Plan	Assigned to:	Karen Estes
	How it will look when fully met:	If a comprehensive transition plan is developed Pre-K to K, 1st to 2nd, etc all that way through 5th grade to 6th grade that engages in relationship development, assessing student needs, and helping families to be aware of and informed about how to best support transitions, then an impact student learning, that results in at least a 10% increase in positive social, emotional, and academic growth as measured by WaKIDS and OLWEUS/Helathy Schools surveys, and MAPS. By doing so, student and parent anxiety decrease, school and

			family partnerships increase, and overall student success increases.	
	Target Date:		05/29/2015	
	Tasks:			
		1. Leadership team will review beginning and end of year transitions support and make recommendations for refinement/change (as needed) to processes to maximize successful transitions.		
		Assigned to:	Karen Estes	
		Added date:	06/06/2014	
		Target Completion Date:	02/27/2015	
		Comments:		
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)	
Indicator	**P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD)**			
Status	Tasks completed: 3 of 8 (38%)			
Assessment	Level of Development:		Initial: Limited Development 10/28/2013	
	Index:		6	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Teachers use data from MAPS and DIBELS in addition to MSP and classroom based assessments to create intervention plans for students. Teachers also use the data to create TPEP goals for benchmark growth for groups of students. Teachers work with Teacher Assistance Team (TAT) to provide info on strengths and weaknesses of students building academic, social/emotional, and/or behavioral plans and refer to additonal intensive programs if needed such as 504 or Special Education.	
Plan	Assigned to:		Karen Estes	
	How it will look when fully met:		If we do use student data to assess our effective implementation of curriculum and instructional strategies, then we impact student learning, that results in at least one year growth for for all students in moving closer to meeting benchmark standard on testing. Evidence: -Schoolwide assessment tracking spreadsheet -TPEP goal setting form -Teacher Intervention Plans -PLC Meeting Minutes -TOSA Meeting Minutes -Teacher Reflection forms	
	Target Date:		05/30/2014	
	Tasks:			
		1. Principal will set aside Priority dollars for teachers to meet outside of regular business hours to reveiw data, share intervention ideas, create intervention plans, and review effectiveness of plans. Teachers will be allowed 1-2 hours monthly to meet and be compensated. Principal will need to complete supplemental contracts for teachers to be paid.		
		Assigned to:	Karen Estes	
		Added date:		

		Added date:	11/05/2013
		Target Completion Date:	11/29/2013
		Frequency:	monthly
		Comments:	Principal worked with grant manager to budget for teachers and paras to work extended hours for compensation. Forms and protocols have been established. Supplemental contracts have been completed and approved by the school board.
		Task Completed:	11/29/2013
	2. Principal will requests and partner with ESD Reading TACSE, Marsha Moore, to complete the following: • Comprehension Strategy Knowledge - Grades K-6 • Mathematics, Reading/ELA, Special Education, English Language Development: Creating an Effective Learning Environment • Reading: K-5: Getting More from the Reading Core • Reading: Modeling Lessons • Reading and Mathematics: Differentiated Instruction • All Content Areas: Using Multi-Tiered Instructional Materials Effectively • All Content Areas: Effective Instructional Strategies • Training and implementation of using Fountas and Pinnell materials for intervention		
		Assigned to:	Marsha Moore
		Added date:	11/05/2013
		Target Completion Date:	09/30/2013
		Comments:	Principal has scheduled time with Marsha on 11/25-11/26, 2/27-28, 3/27-3/28, 4/17-4/18, and 5/28-5/29. Marsha has assisted the school in implementing Fountas and Pinnell, reading interventions, metacognition, and gradual release models focused on skill building with core reading concepts.
		Task Completed:	09/30/2013
	3. Principal will requests and partner with ESD Math TACSE, Linda Dugger, to complete the following: • Comprehension Strategy Knowledge - Grades K-6 • Mathematics, Reading/ELA, Special Education, English Language Development: Creating an Effective Learning Environment • Math: K-5: Getting More from the Math Core • Math: Modeling Lessons • Mathematics: Differentiated Instruction • Math: Using Multi-Tiered Instructional Materials Effectively • Math: Effective Instructional Strategies		
		Assigned to:	Linda Dugger
		Added date:	11/05/2013
		Target Completion Date:	09/30/2013
		Comments:	Principal has scheduled work with Linda on 11/21-11/22, 1/27, 2/26, 4/24-4/25, and 5/29-5/30. The work this year has been focused on Common Core, Smarter Balanced Assessment, and differentiation of instruction.
		Task Completed:	09/30/2013
	4. Teachers and paras need to develop a system for progress monitoring and collaboration of results to inform and plan new instruction and/or internvention plans.		
		Assigned to:	Karen Estes
		Added date:	11/06/2013
		Target Completion Date:	10/31/2014
		Comments:	

		5. Coaches will work with paras to provide PD with Reading, Math, and GLAD best teaching practices.	
		Assigned to:	Karen Estes
		Added date:	11/06/2013
		Target Completion Date:	06/30/2015
		Frequency:	three times a year
		Comments:	TOSA has met with paras on 10/31 and 1/24. On 10/31 TOSA completed a reading PD. On 1/24 TOSA completed training on interventions. Next meeting is on 4/4. OSPI coaches will facilitate these trainings for 2014-2015
		6. Principal to create an instructional binder with pacing guides, standards, and collection of data (walkthroughs and student benchmark testing) to provide specific feedback in keeping instruction on track and developmentally appropriate throughout the year.	
		Assigned to:	Karen Estes
		Added date:	11/06/2013
		Target Completion Date:	08/26/2014
		Comments:	
		7. Each teacher will volunteer to conduct at least four CWT on other teachers (peer walk) once a month.	
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	06/30/2015
		Frequency:	monthly
		Comments:	
		8. Analyze the implemented math and reading Tier II and Tier II diagnostic and progress monitoring data at least every six weeks to support progress and fluidity of movement between groups.	
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	06/30/2015
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 3 of 8 (38%)
Indicator	**P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected)**		
Status	Tasks completed: 0 of 13 (0%)		
Assessment	Level of Development:		Initial: Limited Development 11/03/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Staff have created pacing guides, but their use of data/student learning regarding the mastery of standards beyond benchmark testing is unknown.
Plan	Assigned to:		Karen Estes
	How it will look when fully met:		If all teachers monitor and assess student mastery of standards-based

How it will look when fully met:

objectives, then appropriate curriculum adjustments can be made to increase student achievement to a "one year plus one" by the end of the school year as measured by DIBELs, MAPs, and SBAC. Specifically, by defining a data system of screening, progress monitoring, and formative and summative content assessments, identification of struggling students can be made very timely and adjustments to curriculum/programming can be immediate.

Target Date:	05/29/2015

Tasks:

1. Leadership team along with PLCs will evaluate core math and reading pacing guides for alignment and impact on a quarterly basis.

Assigned to:	Karen Estes
Added date:	06/06/2014
Target Completion Date:	06/30/2015
Frequency:	four times a year
Comments:	

2. Continue support and refinement of use via data analysis of COMPASS/United streaming for math and reading

Assigned to:	Karen Estes
Added date:	06/06/2014
Target Completion Date:	12/15/2014
Comments:	

3. Assess via survey teachers and instructional paraeducator on knowledge and comfort of Tier II and Tier II math and reading materials and intervention strategies to support struggling students

Assigned to:	Karen Estes
Added date:	06/06/2014
Target Completion Date:	09/30/2014
Comments:	

4. Review data at each grade level to determine needs for independent reading materials and practices

Assigned to:	Marsha Moore
Added date:	06/06/2014
Target Completion Date:	09/30/2014
Comments:	

5. Evaluate independent reading materials and strategies on a quarterly basis for refinement.

Assigned to:	Marsha Moore
Added date:	06/06/2014
Target Completion Date:	06/30/2015
Comments:	

6. Conduct an audit of instructional time spent on all 5 key components of mathematics and the 5 key components of reading.

Assigned to:	Karen Estes
Added date:	06/06/2014
Target Completion Date:	10/30/2014

	Comments:	

7. Create and conduct a instructional staff survey on knowledge and comfort level of the 5 key components of math and the 5 key components of reading.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	10/30/2014
	Comments:	

8. Evaluate all instructional strategies being used at least once a month for refinement (CWTs, coaching reviews, observations) specifically in math and reading (use CWT subject filter).

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	06/30/2015
	Frequency:	monthly
	Comments:	

9. Identify and evaluate use of success criteria for Daily Learning objectives for success celebrations with students

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	06/30/2015
	Frequency:	monthly
	Comments:	

10. Leadership team will design a master assessment calendar for math and reading as well as other known state subject area tests and disseminate to all staff members and publish for publish. This calendar will also define the purpose of each assessment for the parent/community members.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	08/27/2014
	Comments:	

11. Principal will designate a building assessment coordinator to support the consistency of implementation and dissemination of testing materials.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	08/29/2014
	Comments:	

12. Leadership team will design a resource tool with all reading and math assessments, rules, and responsibilities within the assessment system. This tool will also have an overview that defines the assessment, how often it is given, the purpose, and roles/responsibilities.

	Assigned to:	Karen Estes
	Added date:	06/06/2014
	Target Completion Date:	09/30/2014
	Comments:	

13. Teachers will identify a process/protocol to work with students on setting goals and action plans for growth in math, reading, and behavior.

	Assigned to:	Karen Estes

	Added date:	06/06/2014
	Target Completion Date:	06/30/2015
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 13 (0%)

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health

School and classroom culture

Indicator	**P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)(Expected)**
Status	Tasks completed: 5 of 11 (45%)

Assessment	Level of Development:		Initial: Limited Development 10/28/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Staff have worked to create a positive behavior rubric for school-wide behavior known as PRIDE. At the beginning of each year and after long vacation breaks school staff provide students an orientation of teach-to's regarding rubric behavior and guidelines. Students earn PRIDE cards when exemplifying the behavior on individual basis or PRIDE points for their classroom on a group basis. Individual awards are given on a lottery basis every Friday. A PRIDE trophy, the Golden Eagle, may earned every 2-4 weeks with special privileges. Teachers are constantley reteaching behavior expectations and positively reinforcing through PRIDE cards and points.

The school coordinates and implements a monthly assembly teaching to the new month's Character Trait of the Month. Then, the teachers use GLAD strategies to create a "T-Chart" for social skills to teach to the trait for the entire month. Each assembly, students of the month are recognized in relation to the trait of focus along woth perfect attendance.

GLAD strategies regarding classrooms rules and procedures are utilized in the classroom. Teachers focus on the core 3 rules and use "Scout" awards with weekly incentives to use the awards in the classroom.

Teachers make use of lunch intervention to have studetns complete reflections and student work not completed in class. | |
| **Plan** | Assigned to: | Karen Estes | |
| | How it will look when fully met: | If we do reinforce classroom rules and procedures in a positive and proactive manner, then we impact student learning, that results in at least a 30% decrease in discipline referrals and at least a 20% decrease in absenteeism.

Evidence:
-Classroom Walkthrough data
-Attendance reports
-Attendance intervention referrals and court plans
-TAT referrals and intervention plans
-Counselor intervention tracking spreadsheet
-Home/School Liaison intervention tracking spreadsheet
-Discipline referrals and Skyward discipline reports
-Reflection/Think Times forms
-Positive referrals and/or notes and calls home
-PRIDE points tracking sheet
-PRIDE card tracking sheet
-Student of month tracking sheet
-Perfect attendance awards tracking sheet
-PRIDE Rubric
-PRIDE Orientation
-Classroom letters/newsletters
-School newsletter
-OLWEUS surveys
-Pictures of posters and bulletin boards
-"Teach to" videos | |
	Target Date:	05/29/2015	
	Tasks:		
	1. Decide on a set of school-wide, classroom-wide rules the entire staff buys into and will post in		

classroom and all common areas agreeing to implement and hold accountable. (ie. 3 GLAD rules)

	Assigned to:	Karen Estes
	Added date:	11/06/2013
	Target Completion Date:	02/28/2014
	Comments:	Staff completed as they planned and coordinated for PRIDE orientation on 8/28 and a review on 1/15. Staff reviewed expectations when instituting PRIDE points to earn monthly trophy.
	Task Completed:	02/28/2014

2. Principal to complete classroom walkthroughs focused on classroom management and provide staff both specific and trend data feedback.

	Assigned to:	Karen Estes
	Added date:	11/06/2013
	Target Completion Date:	05/29/2015
	Frequency:	monthly
	Comments:	

3. Principal provide resources to staff and dedicated time at common prep to share and gain new ideas for positive classroom management.

	Assigned to:	Karen Estes
	Added date:	11/06/2013
	Target Completion Date:	09/30/2014
	Comments:	

4. Principal to work with support staff in weekly meetings to track and then share attendance and discipline data with the staff to allow for either celebrations and/or action plans to improve practice system-wide.

	Assigned to:	Karen Estes
	Added date:	11/06/2013
	Target Completion Date:	09/30/2014
	Frequency:	weekly
	Comments:	

6. Principal to ensure the outline of discipline expectations and protocols address appropriate and developmentally appropriate use of systematic interventions such as: reflection sheets, lunch intervention, referral to counselor, etc.

	Assigned to:	Karen Estes
	Added date:	11/06/2013
	Target Completion Date:	10/31/2014
	Comments:	

7. Principal, TOSA, and counselor will work to put on paper the guidelines for positive interventions such as: PRIDE points with the traveling trophy and PRIDE cards.

	Assigned to:	Karen Estes
	Added date:	11/06/2013
	Target Completion Date:	02/28/2014
	Comments:	Principal created and has shared with staff. PRIDE points have been implemented and used regularly. PRIDE Trophy is awared each month at the assembly.
	Task Completed:	

		Task Completed:	11/30/2013
	8. Create a schedule for and implement the PRIDE Orientation throughout the year aligned with times data indicates discipline is at a peak to prevent clusters of referrals. (ie. Before and after long breaks)		
		Assigned to:	Karen Estes
		Added date:	11/06/2013
		Target Completion Date:	02/28/2014
		Comments:	PRIDE Orientation completed on 8/28 and 1/15. Next review is on 4/14 following Spring Break.
		Task Completed:	02/28/2014
	9. Create "teach to" videos with our 5th Grade Leadership teachers can use throughout the year.		
		Assigned to:	Mihoko Patterson
		Added date:	11/06/2013
		Target Completion Date:	11/28/2014
		Comments:	
	10. Create and hang up around the building in common areas the "teach to's" for the PRIDE rubric as reminder.		
		Assigned to:	Mihoko Patterson
		Added date:	11/06/2013
		Target Completion Date:	11/28/2014
		Comments:	
	11. Establish a PRIDE bulletin board in a visible common area and assign a staff member the job of coordinating and updating the points.		
		Assigned to:	Karen Estes
		Added date:	11/06/2013
		Target Completion Date:	11/29/2013
		Comments:	Counselor and a para created and manage PRIDE board weekly/monthly.
		Task Completed:	11/29/2013
	12. Principal to set aside Priority dollars for an established 5th Grade Leadership. The 5th Grade Leadership will have 2 staff advisors and who will train and develop 5th graders leadership capacity through camps and workshops, design and implement school wide "teach to's" dedicated to positive behavior and choices as it relates to bully prevention, and coordinating and presenting skits for students to learn about the new character trait of the month at monthly assemblies.		
		Assigned to:	Karen Estes
		Added date:	11/06/2013
		Target Completion Date:	09/30/2013
		Comments:	Principal worked with grant manager to set-aside dollars for Leadership Group supervisors. Work began in November and continues 1-2 times monthly.
		Task Completed:	09/30/2013
Implement	Percent Task Complete:		Tasks completed: 5 of 11 (45%)
Indicator	**P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)**		
Status	Tasks completed: 0 of 1 (0%)		

Assessment	Level of Development:		Initial: Limited Development 11/03/2013	
	Index:		4	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The school does not currently have a specific and dedicated leadership team. Counselor, Home/School Liaison, and admin have collected and analyzed data regarding attendance as well as sharing data with Tribal TANF partner to do early intervention reagrding attendance issues. Data on social/emotional factors have not been consistently collected and/or utilized.	
Plan	Assigned to:		Karen Estes	
	How it will look when fully met:		If the school leadership team ensures the school environment is safe and supportive, then behavior referrals will decrease and attendance will increase as measured attendance and behavior reports. More specifically, the leadership team will help guide a school-wide effort that promotes an emotionally safe and optimal environment for learning. To do so, norms, values, expectations that support people feeling emotionally and physically safe need to be articulated, taught, supported, and monitored for consistency.	
	Target Date:		06/30/2015	
	Tasks:			
		0. School leadership team and/or sub group will review existing PBIS model to analyze the levels of implementation of all researched based components of a true PBIS. Included in this review will be discipline referrals/process, support systems to decrease/deescalate behavior issues, and clear attendance protocol. After analysis, recommendations will be presented to the principal then whole staff to close the gap on current practice with PBIS researched model components.		
		Assigned to:	Karen Estes	
		Added date:	06/06/2014	
		Target Completion Date:	06/30/2015	
		Comments:		
Implement	Percent Task Complete:		Tasks completed: 0 of 1 (0%)	

Student and School Success Principle 7: Family and community engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/03/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parents are invited to communicate with staff and administration on a consistant basis. The district host a monthly Educational Advisory Committee (EAC) meeting. The EAC is an open forum for families and community to attend and participate in. EAC allows for sharing of ideas and concerns to create solutions and action steps.	
Plan	Assigned to:	Karen Estes	
	How it will look when fully met:	If parent/family representatives advise the School Leadership Team on matters related to family-school relations, then a focus on student learning increase, parent/community trust increases, and unites the effort of parent, teachers and students so that all children establish a solid foundation of reading, math, and study habits in order to meet standard to support a growth model of a "year plus one." Evidence: parent/teacher compact, parent participation on signing off weekly homework, attendance sheets of Title I PAC gatherings	
	Target Date:	05/15/2015	
	Tasks:		
	0. Communicate, create, and implement a Title I PAC group		
	Assigned to:	Karen Estes	
	Added date:	06/20/2014	
	Target Completion Date:	04/30/2015	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	**P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077) (Expected)**		
Status	Tasks completed: 3 of 8 (38%)		
Assessment	Level of Development:		Initial: Limited Development 10/28/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		District registration packets include Parent Involvement Policy, Parent Teacher Compact, and Mission Statments. Each year families are expected to review, sign, and update registration information for each student. At the beginning of each year, teachers recieve and send home to families a Student Handbook. In addition, teachers provide families with back to school letters and then weekly/monthly newsletters to parents of their students. Principal provides families with a monthly newsletters and works with district and school staff to coordinate and implement Open House and other family acitivities providing infomration reagrding school expectations. The Superintendent provides an anuual report of information and expections for the community.
Plan	Assigned to:		Karen Estes
	How it will look when fully met:		If we do ensure our key documents are well communicated with all stakeholders, then we impact student learning, that results in a predictable and safe environment as well as a well informed staff and community creating positive, proactive, and sustainable partnerships. Evidence: -Key documents, newsletters, Facebook page, Rawhide, Webpage, flyers, student files, daily operations binder, meeting agendas/minutes
	Target Date:		05/30/2014
	Tasks:		
	1. Principal to create, publicize, and maintain Facebook page for elementary school.		
		Assigned to:	Karen Estes
		Added date:	11/08/2013
		Target Completion Date:	02/28/2014
		Comments:	Principal has created and maintained the Facebook page.
		Task Completed:	02/28/2014
	2. Principal to work with district IT to redesign district webpage to include more efficient access to district forms, policies, and elementary web page that includes a file folder for shared documents teachers can access and utilize.		
		Assigned to:	Karen Estes
		Added date:	11/08/2013
		Target Completion Date:	11/28/2014

	Comments:	

3. Principal to work with elementary teachers/5th grade leadership students to determine a coordinator/liaison for working with local Rawhide newspaper, then a schedule for classes and students to submit monthly summaries for publishing.

	Assigned to:	Mihoko Patterson
	Added date:	11/08/2013
	Target Completion Date:	09/30/2014
	Comments:	

4. Principal to work with office staff to establish a binder of key documents for access to any stakeholder or reviewer at anytime.

	Assigned to:	Karen Estes
	Added date:	11/08/2013
	Target Completion Date:	06/30/2015
	Comments:	

5. Priincipal to work with elementary office staff and district records manager to transfer all elementary records to elementary building for the purpose of more efficient organization and streamlining access and use of important information for all stakeholders regarding key documents, health info, and special academic information (ie. IEPs, 504s, etc).

	Assigned to:	Erica Hernandez
	Added date:	11/08/2013
	Target Completion Date:	02/28/2014
	Comments:	Transfer of files completed during christmas break. New registration forms, packets, and student file checklist have been created. Next steps are to get final feedback and approval from district office, then create protocols and begin registration by mid-April.
	Task Completed:	02/28/2014

6. Principal to work with office staff to create a daily operations binder and building handbook for protocols and systems to be documented, accounted, and easily utlized for all stakeholders.

	Assigned to:	Karen Estes
	Added date:	11/08/2013
	Target Completion Date:	06/30/2015
	Comments:	

7. Principal to set aside Priority dollars to ensure the cost of supplies are covered to do 2-4 parent involvement activities throughout the year dedicated to communicating with parents regarding key documents and embedded literacy and numeracy Title activities/info.

	Assigned to:	Karen Estes
	Added date:	11/08/2013
	Target Completion Date:	09/30/2013
	Comments:	Principal worked with grant manager to set aside dollars. First activity was a literacy breakfast on 10/4. Principal shared reading strategies on a bookmark for parents to take home along with information to launch school-wide Book It! program. Principal also shared newsletter detailing more information about reading with kids at home. Over 70 community members attended the event.
	Task Completed:	09/30/2013

8. Principal to set up parent advisory group per Title and best practice for the purpose of keeping parents

		informed of key initiatives and documents as well as gathering insight and suggestions. Parent advisory group will meet at least monthly and may take place at the elementary building or rotate to youth centers to engage more participation.	
	Assigned to:	Karen Estes	
	Added date:	11/08/2013	
	Target Completion Date:	10/31/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 3 of 8 (38%)	
Indicator	**P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071) (Expected,TitleISW)**		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/03/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School's Compact is provided within the district registration packet and student handbook that is provided every year to all returning and incoming families. Teachers provide additional information for parents in back to school letters and weekly/monthly newsletters. Teachers review previously mentioned information in the Fall and Spring parent teacher conferences.	
Plan	Assigned to:	Karen Estes	
	How it will look when fully met:	If we take the time to intentionally review the Parent Compact with our student's families at conferences and annual review meetings, then we impact student learning, that results in increasing communication between school and home, which will increase parents knowledge, access to, and utilization of learning support services for their students by 10% from each previous school year.	
	Target Date:	05/30/2014	
	Tasks:		
	1. Families will be provided access to the Title I Parent Involvement Policy in a binder in the school office. School will do an announcement to the community to make them aware of this binder.		
	Assigned to:	Karen Estes	
	Added date:	05/06/2014	
	Target Completion Date:	09/30/2014	
	Comments:		
	2. Elementary will establish a parent education advisory group to meet and discuss needs and celebrations of the school/students to inform and improve practice. This group will be publicly advertised as well as by special invitation. This group should meet at least once a semester (preferably after benchmark testing to growth data can be shared).		
	Assigned to:	Karen Estes	
	Added date:	05/06/2014	
	Target Completion Date:	09/30/2014	
	Frequency:		

		Frequency:	twice a year
		Comments:	
	3. Parents and elementary staff will conduct at least one annual Title meeting to review the Parent Involvement Policy, Parent Compact, and Title Plan.		
		Assigned to:	Karen Estes
		Added date:	05/06/2014
		Target Completion Date:	10/31/2014
		Frequency:	once a year
		Comments:	
	4. Elementary teachers will review Parent Compact with families at fall conferences.		
		Assigned to:	Karen Estes
		Added date:	05/06/2014
		Target Completion Date:	10/31/2014
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Student and School Success Principle 7: Family and community engagement

Providing two-way, school-home communication linked to learning

Indicator	**P7-IVA05 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(3075)**		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/06/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently there is minimal and inconsistent communication with parents about expectation home curriculum and support.	
Plan	Assigned to:	Karen Estes	
	How it will look when fully met:	By the school regularly communicating with parents(families) about expectations of them and the importance of the curriculum of the home, then parent involvement and partnership will increase which will result in student learning growth as measured by DIBELs, MAPs, and SBAC. A parent is the child's first teacher. In order to support struggling students, the desire to have parents stress the academic skill at home that is being taught in the classroom is imperative to advancing the students to 85% mastery on the state assessment by the year 2017. Regular communication not only supports academic growth, but home curriculum also encourages appropriate behavior, study habits, gratification postponement, encouragement of leisure reading, and oral vocabulary practice and language.	
	Target Date:	09/11/2014	
	Tasks:		
	1. Create partnership with parents to support struggling learners with Thursday take home packets and		

		books with family involvement "family fun" activities embedded with directions and ideas for home literacy and numeracy practice.	
		Assigned to:	Cheryl Brown
		Added date:	06/06/2014
		Target Completion Date:	09/11/2014
		Frequency:	weekly
		Comments:	Send out on Thursday, collect on Wednesday, track with a parent signature sheet connected to packet practice/review literacy and numeracy games/activities to do with family
		2. Meet with every parent/guardian in person no later than the first semester.	
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	01/15/2015
		Comments:	
		3. Establish a calendar regional school events in the community (ie. meet the teacher night, math night, literacy/numeracy cultural night) in order to move community into the school	
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	04/15/2015
		Comments:	
		4. Coordinate two math nights and two reading nights within the school year with make it/take it activities (board games) to support parent knowing literacy and numeracy strategies.	
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	05/29/2015
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

Student and School Success Principle 7: Family and community engagement			
Educating parents to support their children's learning and teachers to work with parents			
Indicator	**P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)(Expected)**		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/03/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, there are no parent/community representatives serving on the School Leadership team.	
Plan	Assigned to:	Karen Estes	
	How it will look when fully met:	If the school engages parents/community in the transformation process, then parent engagement and buy in will increase by 20% as measured by parent participation on leadership team, parent surveys (CEE), parent participation in school training events (sign in), and parent communication signatures on Thursday homework packets.	
	Target Date:	01/15/2015	
	Tasks:		
	1. Engage two parents/tribal members on the School Improvement Leadership Team		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	09/10/2014
		Comments:	Advertise a "role description" for a parent/tribal member so they know what they are committing to do, understand the role
	2. Create a monthly newsletter to share updates on the school improvement process (print/electronic)		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	09/10/2014
		Frequency:	monthly
		Comments:	
	3. Create a section on the website that include school improvement action focus areas and update monthly		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	09/10/2014
		Frequency:	monthly
		Comments:	
	4. Create an avenue for a monthly communication with tribal leadership on school improvement progress		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/15/2014

		Frequency:	monthly
		Comments:	
	5. Create and disseminate a parent friendly brochure with assessment calendar and purpose for each assessment		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	10/30/2014
		Comments:	
	6. Create and communicate a brochure for the parents/community regarding the exit/entry skills at each grade level in math and reading (CCSS in parent friendly terms)		
		Assigned to:	Karen Estes
		Added date:	06/06/2014
		Target Completion Date:	11/03/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 6 (0%)