

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.

11/17/2016

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Sequim School 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-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	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 10/22/2016	
	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 have a building council that consists of grade level chairs. This has not been a venue for an academic leadership team. I added another team member to last years's academic leadership team and created a schedule of days and times to meet. We developed thoughts on how to monitor and implement the current plan.	
Plan	Assigned to:	Becky Stanton	
	How it will look when fully met:	The academic leadership team will consist of 1 member from each grade level, specialty group (SPED, specialists, etc.) and the math and reading interventionists. Meetings would have agendas, minutes, and meets 2x/month for at least one hour. The focus of the meetings would be on current school goals of 86% of students reading at grade level, and all teachers loving big via PBIS and teaching small using differentiated instruction. Data monitoring would be included at each meeting.	
	Target Date:	10/31/2017	
	Tasks:		
	1. Add members so that each grade level team and specialty groups are represented.		
	Assigned to:	Becky Stanton	
	Added date:	10/22/2016	
	Target Completion Date:	10/31/2017	
	Comments:		
	2. Set a year long schedule for meeting days and times.		
	Assigned to:	Stephanie Grotzke-Nash	
	Added date:	10/22/2016	
	Target Completion Date:	11/04/2016	
	Comments:		
	Task Completed		

Task Completed: 11/02/2016

3. Get a staff member to be the process manager to help with minutes, agendas, uploads so that team members can focus on the meeting.

Assigned to: Becky Stanton

Added date: 10/22/2016

Target Completion Date: 10/31/2016

Comments: Linda Dolan for uploads, Crystal Smith for recording minutes.

Task Completed: 11/02/2016

Implement Percent Task Complete: Tasks completed: 2 of 3 (67%)

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,TitleITA)

Status Tasks completed: 3 of 4 (75%)

Assessment Level of Development: Initial: Limited Development 08/14/2015

Objective Met - 10/12/2016

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: monthly meetings with math and reading interventionist(no prior agendas or meeting minutes), fluid groups based on data, monitoring by interventionist using data.

Plan Assigned to: Becky Stanton

How it will look when fully met: Grade level teams will schedule weekly or bi/weekly academic planning meetings with administrators. There will be an administrator at each grade level meeting on a weekly basis. Agendas with action plans. Principal will use LAP and Title and WAKids Data, classroom walkthrough data.

Target Date: 10/25/2016

Tasks:

1. Building administrators will select grade levels to work with.

Assigned to: Russ Lodge

Added date: 09/11/2015

Target Completion Date: 09/30/2015

Comments: Russ - 1,2, 5
Becky- K,3,4

Task Completed: 09/25/2015

2. Administrators will attend weekly grade level team meetings at least 2x/month.

Assigned to: Russ Lodge

Added date: 02/22/2016

Target Completion Date: 11/20/2015

	Frequency:	twice monthly
	Comments:	Administrators will help focus discussion on instructional improvement and using data to do so.
	Task Completed:	02/15/2016
3. Administrators will set up weekly meetings with Title and LAP teaches.		
	Assigned to:	Allyson Cundiff
	Added date:	10/22/2016
	Target Completion Date:	10/31/2016
	Comments:	
	Task Completed:	11/02/2016
4. Administrators will develop classroom student growth goal checkpoints as well as other data checkpoints.		
	Assigned to:	Becky Stanton
	Added date:	10/22/2016
	Target Completion Date:	02/28/2017
	Comments:	Use Homeroom to monitor data. Use district assessment calendar to help determine checkpoint dates.
Implement	Percent Task Complete:	
	Objective Met:	10/12/2016
	Experience:	10/12/2016 We were able to attend most to all grade level team meetings each week.
	Sustain:	10/12/2016 Continue to attend meetings on a weekly basis. Common grade level planning time.
	Evidence:	10/12/2016 Grade level team meeting minutes and agendas.

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,TitleITA)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 08/14/2015	
	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 don't have a PD survey to inform our 15-16 decisions. We have a new ELA Curriculum. Need to review and align pacing for Eureka	
Plan	Assigned to:	Stephanie Grotzke-Nash	
	How it will look when fully met:	Using student performance data and data from a professional development needs survey we will align the Monday professional development calendar to meet identified needs. Teacher leaders will provide some professional development. Staff will have PD that meets their needs. A culture of collaboration across grade levels and subject	

		areas will be promoted. Leadership will provide regular feedback to teachers in order to improve professional practice. We will monitor the effectiveness of the PD via walk-through data and surveys.
	Target Date:	11/17/2017
	Tasks:	
	1. Examine student outcome data via the academic leadership team to determine professional development needs.	
	Assigned to:	Allyson Cundiff
	Added date:	10/22/2016
	Target Completion Date:	11/17/2017
	Comments:	math, ela, sel, and teacher survey data. Potentially use teacher self-assessment data in eVal.
	2. Add PD to 16-17 and 17-18 professional development calendar.	
	Assigned to:	Becky Stanton
	Added date:	10/22/2016
	Target Completion Date:	08/18/2017
	Comments:	Have all data available, have all dates, have district assessment calendar, balance, use monthly tickler from Leverage Leadership to organize needs for each month/topic.
	3. Determine best practices for regular and effective feedback for teachers regarding the provided professional development.	
	Assigned to:	Teresa Thorson
	Added date:	10/22/2016
	Target Completion Date:	06/15/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 08/14/2015
	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:	Paras receive high quality job embedded
Plan	Assigned to:	Stephanie Grotzke-Nash
	How it will look when fully met:	Staff will have professional development needs met. PD will be differentiated based on staff needs assessment data. The PD will use best practices for adult learners and will be on-going and aligned to the SIP.
	Target Date:	06/15/2018
	Tasks:	
	1. Use data gathered from work on indicator P2-IF11 to determine PD and how to differentiate.	
	Assigned to:	

	Assigned to:	Stephanie Grotzke-Nash	
	Added date:	10/22/2016	
	Target Completion Date:	06/30/2017	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW,TitleITA)		
Status	Objective Met 2/22/2016		
Assessment	Level of Development:	Initial: Limited Development 08/14/2015	
		Objective Met - 02/22/2016	
	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:	changing practice system	
Plan	Assigned to:	Becky Stanton	
	How it will look when fully met:	weekly attendance by administrator at GLT meetings, monitor the goals to meet CCSS, look at pre and post assessments, monitor and facilitate conversations amongst team members. Admin walk through data walk. Agendas at GLT meetings, data walk template, 2 district Core knowledge trainings, evidence includes exit slips and Title Math using those exit slips to monitor instruction, classroom charts that explain strategies and provide working memory for students, teacher survey monkey about extent to which it has changed their practice. Observational data by principal collected at GLT meetings referring to professional development growth for Eureka and Core Knowledge.	
	Target Date:	05/13/2016	
	Tasks:		
	1. Develop PD pre/post-assessment via survey monkey for each Core Knowledge district training day.		
	Assigned to:	Becky Stanton	
	Added date:	09/29/2015	
	Target Completion Date:	10/09/2015	
	Comments:	staff take by 10/9/15 and then take it after the training on the 12th. Core knowledge website, google CKLA PD assessment questions. Do you understand all the components of CKLA and what are the priorities. 1-4 What's your understanding of the vertical alignment of the curriculum? 1-4 Talk to trainer ahead of time to develop assessment tool - Pam has trainer #	
	Task Completed:	10/05/2015	
	2. Develop data walk template		
	Assigned to:	Becky Stanton	
	Added date:		

	Added date:	09/29/2015
	Target Completion Date:	09/30/2015
	Comments:	
	Task Completed:	09/25/2015
3. get common agenda from Indistar and message via Grade level chair.		
	Assigned to:	Russ Lodge
	Added date:	09/29/2015
	Target Completion Date:	10/07/2015
	Comments:	talk to Ann
	Task Completed:	10/01/2015
Implement	Percent Task Complete:	
	Objective Met:	2/22/2016
	Experience:	2/22/2016 Professional development has been focused on the core curriculums, SBA prep, Interim Assessments and using data to inform instruction.
	Sustain:	2/22/2016 Commitment of administrators to attend grade level team meetings in order assess effectiveness of Professional Development, grade level PLC planning and to meet the timelines for this task.
	Evidence:	2/22/2016 Professional Development Schedule, agendas for PD and grade level team meetings, template for data walks

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,TitleITA)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 09/25/2015	
	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 are informal collection mechanisms for some extended learning time opportunities.	
Plan	Assigned to:	Becky Stanton	
	How it will look when fully met:	Afterschool learning opportunities use assessment data to determine best opportunity for each child. A written rationale for each opportunity will be available and located in a central location. The review will look at social, academic, and behavior growth throughout the opportunity to determine effectiveness. Determine equity of money spent and it's effectiveness in improving social, academic, and behavior goals. Reviews of programs are flexible and ongoing. Collection of data three times a year. Take attendance at each OTE to provide compiled data which can be analyzed as the plan is completed.	
	Target Date:	05/27/2016	
	Tasks:		

	1. Create OTE handbook that includes attendance, written plan expectations, and student selection criteria/rationale.	
	Assigned to:	Allyson Cundiff
	Added date:	10/07/2015
	Target Completion Date:	06/15/2017
	Comments:	Program that is effective and increases positive outcomes for students.
	2. create other sections of OTE handbook - data collection expectations, and other parameters yet to be identified.	
	Assigned to:	Allyson Cundiff
	Added date:	10/07/2015
	Target Completion Date:	06/30/2017
	Comments:	
	3. Review the total dollars spent for equity parameters.	
	Assigned to:	Becky Stanton
	Added date:	10/07/2015
	Target Completion Date:	02/28/2018
	Comments:	
	4. Gather information from teachers teaching OTE about how they are currently monitoring their instruction.	
	Assigned to:	Becky Stanton
	Added date:	10/22/2016
	Target Completion Date:	04/24/2017
	Comments:	what students are targeted, what data is used, how is learning being measured?
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (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,TitleITA)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 08/26/2015
	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 have a team structure and time for instructional planning. Grades K, 1, 2, 3 currently plan instruction weekly, share strategies that work, align instruction and lessons to standards, and examine student work regularly.
Plan	Assigned to:	Becky Stanton
	How it will look when fully met:	All grade levels will plan instruction weekly, share strategies that work, align instruction and lessons to standards, and examine student work and data regularly. The level of collaboration will be open, each teacher will have specific duties to help the team structure. This collaboration opens practice to other learners and improves student outcomes at each grade level.
	Target Date:	10/31/2017

		Tasks:	
		1. Share wise ways for this indicator with grades 4 and 5.	
		Assigned to:	Becky Stanton
		Added date:	10/22/2016
		Target Completion Date:	06/16/2017
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/25/2015	
	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:	Easier this year than past years because of current team structures, leadership attendance at grade level meetings and standards based curriculum.	
Plan	Assigned to:	Not yet assigned	
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,TitleITA)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2015	
	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:	Newly established leadership team. Developing the SIP. CKLA provides progress monitoring tools, Eureka has assessments too. The leadership team is meeting weekly. Data systems are in place to examine data.	
Plan	Assigned to:	Becky Stanton	
	How it will look when fully met:	Formative assessment will be a regular practice in classrooms and the examination of it will occur regularly at grade level team meetings and academic leadership team meetings. The formative data will examine subgroups in order to help modify and differentiate instruction. The monitoring and adjusting of core instruction should take place each week at grade level team meetings. The academic leadership team will set goals, assess the curriculum and evaluate instruction and assess whether this monitoring has had an impact on teaching and learning.	
	Target Date:	03/30/2018	
		Tasks:	

	1. Provide professional development of what formative assessment is in an elementary classroom.	
	Assigned to:	Becky Stanton
	Added date:	10/22/2016
	Target Completion Date:	04/28/2017
	Comments:	
	2. Share formative assessment examples at pdms.	
	Assigned to:	Teresa Thorson
	Added date:	10/22/2016
	Target Completion Date:	06/16/2017
	Comments:	
	3. Provide protocol for looking at formative assessment data linked to current math and ela curriculum.	
	Assigned to:	Stephanie Grotzke-Nash
	Added date:	10/22/2016
	Target Completion Date:	06/16/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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,TitleITA)	
Status	Tasks completed: 2 of 6 (33%)	
Assessment	Level of Development:	Initial: Limited Development 09/25/2015
	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:	Instructional Rounds dates in place, data walks scheduled, grade level meetings, flexibility for classroom observations, professional development scheduled, Book study foundations (Teach Like a Champion).
Plan	Assigned to:	Rachel Oden
	How it will look when fully met:	Teachers have access to an intervention bank of strategies to help guide differentiation, academic, social, emotional. Teachers have a clear understanding of differentiation and that it's data driven.
	Target Date:	04/15/2017
	Tasks:	
	1. Use a PDM to share WiseWays document and or video about differentiation.	
	Assigned to:	Becky Stanton
	Added date:	10/07/2015
	Target Completion Date:	06/23/2017
	Comments:	

2. PDM re: teacher channel as a free resource for differentiation examples at all subjects and grade levels.	
Assigned to:	Stephanie Grotzke-Nash
Added date:	10/07/2015
Target Completion Date:	06/23/2017
Comments:	
3. Through the use of data walks we will establish differentiation building trends and report information back to teachers.	
Assigned to:	Russ Lodge
Added date:	10/07/2015
Target Completion Date:	11/30/2015
Comments:	Does info from one data walk change practice?
Task Completed:	11/30/2015
4. Establish differentiation focus for instructional rounds. Pre/Post data collection w/participant.	
Assigned to:	Becky Stanton
Added date:	10/07/2015
Target Completion Date:	05/27/2016
Comments:	Stephanie will email differentiation blurb to Becky.
Task Completed:	05/20/2016
5. Develop UDL understanding amongst Staff for the purpose of academic differentiation.	
Assigned to:	Allyson Cundiff
Added date:	10/12/2016
Target Completion Date:	05/19/2017
Comments:	Ask Ann to deliver some UDL PD to the staff. Use current academic building data.
6. Develop UDL understanding amongst staff for the purpose of differentiation for ACE students.	
Assigned to:	Carolyn Luengen
Added date:	10/12/2016
Target Completion Date:	06/13/2017
Comments:	Joan amygdala hijack, ACEs definition review, Matt Duchow to give toxic stress training to staff, currently meeting in Tier 2 re: SOC, growth mindset handbooks, offer Lost at School books to building members, possible book study - could Ann do another study? Utilize SIBBS and SRSS data.
Implement	Percent Task Complete: Tasks completed: 2 of 6 (33%)

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

Assessing student learning frequently with standards-based assessments

Indicator	P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD,TitleITA)	
Status	Objective Met 10/12/2016	
Assessment	Level of Development:	Initial: Limited Development 09/25/2015
		Objective Met - 10/12/2016
	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:	Eureka curriculum is in a position for teams to assess the strengths and the weaknesses in the curriculum. Core Knowledge curriculum is in its first year of implementation.	
Plan	Assigned to:	Becky Stanton	
	How it will look when fully met:	Curriculum is aligned to CCSS standards, use curriculum pacing guides for Eureka Math and Core Knowledge English Language Arts. CKLA data provides the baseline for 2015-2016. For intermediate grades use SBAC Interim Block Assessment data to inform pacing decisions, primary grades use map, Dibels, exit tickets, and module assessments to inform pacing decisions.	
	Target Date:	05/31/2016	
	Tasks:		
	1. Grade Level Teams reflect on 2014-2015 Eureka Pacing using SBAC data and student work and revise pacing.		
	Assigned to:	Teresa Thorson	
	Added date:	10/16/2015	
	Target Completion Date:	09/30/2015	
	Comments:		
	Task Completed:	09/18/2015	
	2. Conduct a midyear check using Fall to Winter MAP data in conjunction with interim block assessment data to set priorities for curriculum and instructional strategy decisions.		
	Assigned to:	Becky Stanton	
	Added date:	12/03/2015	
	Target Completion Date:	02/05/2016	
	Comments:		
	Task Completed:	02/22/2016	
	3. Grade level teams will review all grade level data in the spring to adjust the pacing and instructional strategies and make recommendations for the 16-17 school year.		
	Assigned to:	Stephanie Grotzke-Nash	
	Added date:	10/16/2015	
	Target Completion Date:	05/31/2016	
	Comments:	Grade level teams met in PDMs in the spring to revise and develop pacing guides.	
	Task Completed:	05/20/2016	
Implement	Percent Task Complete:		
	Objective Met:	10/12/2016	
	Experience:	10/12/2016 Grade level teams met in the spring to revise and develop pacing guides based on data.	
	Sustain:	10/12/2016 Continued focus on the use of data and pacing.	
	Evidence:	10/12/2016	

	Evidence:	Pacing guides for each grade level aligned with the district assessment pacing guide.	
Indicator	P5-IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)(SWD)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/22/2016	
	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:	About half the staff has formative assessment training and knowledge as well as strong abilities to use the data to improve student learning outcomes. There are teachers in each grade level that are strong with formative assessment and data and how to use them. Most teachers have training in instructional support. Instructional enhancement has been something that teachers have decided their own route to learning about.	
Plan	Assigned to:	Becky Stanton	
	How it will look when fully met:	Staff will use classroom assessments and formative assessment data to identify students who need support or acceleration. Teams will examine data and work together to share interventions and enhancements. Grade level meetings will have agendas that include how to support struggling students at the grade level. Grade levels will utilize intervention specialists to help support their work and students. Teachers will use pre/post tests and varied learning activities in between to help students move toward mastery.	
	Target Date:	12/22/2017	
	Tasks:		
	1. Link student growth goals and formative assessment use to monitor year long student learning goals.		
	Assigned to:	Becky Stanton	
	Added date:	10/22/2016	
	Target Completion Date:	11/07/2016	
	Comments:		
	2. Instructional Teams meet to develop instructional strategies aligned to the curriculum and to monitor student progress.		
	Assigned to:	Becky Stanton	
	Added date:	10/22/2016	
	Target Completion Date:	06/16/2017	
	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,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2015	
	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:	standards based report card, several grades have standards based assessments, grades 1-5 have had a 1 day of release time to develop pacing guides. There is a variable capacity amongst grade levels.	
Plan	Assigned to:	Stephanie Grotzke-Nash	
	How it will look when fully met:	Teachers use formative assessment to monitor mastery of standards. Teachers use summative and formative assessment data from CKLA for ELA and Eureka for math in order to make appropriate curriculum adjustments and pacing adjustments. Teachers determine through the year during grade level meetings what instructional strategies helped improve student learning.	
	Target Date:	10/31/2017	
	Tasks:	1. Determine common grade level tracking practices of student mastery.	
	Assigned to:	Carolyn Luengen	
	Added date:	10/22/2016	
	Target Completion Date:	10/31/2017	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/28/2015	
	Evidence:	Implementing for the last two years a SW - PBIS system, PBIS - leadership team established, trained staff each year before the school year starts, powerpoints to teach common area expectations, cougar call-outs to reinforce positive behaviors, tracking discipline data, cougar shout-outs for exemplary behavior, collecting classroom behavior data via SIBBS and SIRRS, sent 10 staff members to PBIS conferences, scheduled Professional development throughout the year	
Indicator	P6-IIIC14 - All teachers engage all students (e.g., encourage silent students to participate).(167) (ELL)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/22/2016	
	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:	Student engagement is an element in the Danielson framework and a component for all teachers via evaluation. Several teachers have modeled engagement strategies during instructional rounds. Mimeos are in place in all grade level classrooms. The Growth Mindset Handbook is a current book study for two grade levels - normalize error.	
Plan	Assigned to:		

Plan	Assigned to:	Teresa Thorson
	How it will look when fully met:	All teachers work toward student social emotional safety by building relationships with students and by engaging all students academically. The use of questioning, increased opportunities for each student to respond, and engaging activities is the norm in each classroom for all students.
	Target Date:	06/15/2018
	Tasks:	
	1. Include engagement as a look for on data walks and instructional rounds.	
	Assigned to:	Allyson Cundiff
	Added date:	10/22/2016
	Target Completion Date:	06/15/2017
	Comments:	
	2. Share meaningful engagement strategies within and across grade levels.	
	Assigned to:	Carolyn Luengen
	Added date:	11/09/2016
	Target Completion Date:	12/15/2017
	Frequency:	twice monthly
	Comments:	<p>Start with challenges... teachers bring issues they are having with math/ELA curriculum for a chance to problem solve with teammates.</p> <p>Matched to a component to grade level meeting</p> <p>Pick a grade level per meeting to share out strategy or success story at PDM? If you have a great idea to share email Becky? Share school improvement plan with staff- this will be part of it. Share at grade level how you are going to engage students (read out of book, PowerPoint with notes, etc.) When discussing at team level, record and later share engagement ideas.</p> <p>SBA prep --> application problem</p> <p>PDM thoughts: design cross level teams with/without plant with/without engagement strategies. Look like in your room at your grade level. What can you take away or tweak to use at your grade level. VIDEO examples of engagement.</p>
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/28/2015
	Evidence:	SW-PBIS system in place, in third year of implementation, Tier 2 supports in place for students who need it, data collection around behavior (discipline and social/emotional), Discipline flow chart for staff - leadership expectation is to communicate about discipline and supports within a day. School-wide language using the zones of

regulation to help students self-monitor their behavior.

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,TitleITA)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/28/2015	
	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:	We have parents reps on our Title Plan. Parent group meets 3 times a year to provide input on SIP and Title plans.	
Plan	Assigned to:	Becky Stanton	
	How it will look when fully met:	Parents will attend meetings each trimester and provide parent input. Parents will help with improvement efforts. Parents will communicate with other parents about the school. Parents will provide feedback on decisions and help make some school-based decisions. They can help organized, advocate, educate, engage, and connect with other parents and families in the community.	
	Target Date:	12/31/2017	
	Tasks:		
	1. Invite parents to be on advisory group.		
	Assigned to:	Becky Stanton	
	Added date:	10/22/2016	
	Target Completion Date:	12/30/2016	
	Comments:		
	2. Determine meeting dates.		
	Assigned to:	Becky Stanton	
	Added date:	10/22/2016	
	Target Completion Date:	12/31/2016	
	Comments:		
	3. Determine agenda items for meetings.		
	Assigned to:	Carolyn Luengen	
	Added date:	10/22/2016	
	Target Completion Date:	06/15/2017	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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,TitleITA)		
Status	Full Implementation		
Assessment	Level of Development:		

Assessment	Level of Development:	Initial: Full Implementation 09/28/2015	
	Evidence:	All key documents are distributed and included in our student and discipline handbooks each year and signed by parents.	
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,TitleITA)		
Status	Objective Met 9/6/2016		
Assessment	Level of Development:	Initial: Limited Development 09/28/2015	
		Objective Met - 09/06/2016	
	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:	Compact includes expected time on task for homework, how to provide a good place/time for homework, how to come ready for school, how to attend and to have students ready for school.	
Plan	Assigned to:	Becky Stanton	
	How it will look when fully met:	Use the compact template from the Wise Ways and align with our own school/community/family goals and schools Big 3 respect, responsibility, safety.	
	Target Date:	08/31/2016	
	Tasks:		
	1. Use exemplars from Wise ways to update our current compact.		
	Assigned to:	Rachel Oden	
	Added date:	10/16/2015	
	Target Completion Date:	05/01/2016	
	Comments:	indistar.org go to Wise Ways Login - WAS14826 Pass - WA1526	
	Task Completed:	08/15/2016	
Implement	Percent Task Complete:		
	Objective Met:	9/6/2016	
	Experience:	9/6/2016 We met as a team to discuss a new and updated compact and had it updated in the student handbook.	
	Sustain:	9/6/2016 Meeting again to discuss the effectiveness of the compact and the collection method.	
	Evidence:	9/6/2016 It is in our student handbook for 16-17 school year.	
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/28/2015
	Evidence:	Parenting classes, a parent advisory team, communicate sw-pbis for the last two years using school newsletters, meetings, parent nights with grade levels, sent information via email,