

# Comprehensive Plan Report

Filter: [Spotlight Indicators Only.](#)

Activity in the last 3 months

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.

11/18/2016

Sequim Middle School---F NCES - na

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

<b>Indicator</b>	<b>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)(TitleITA)</b>
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<b>Status</b>	Tasks completed: 0 of 3 (0%)
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<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/03/2015
	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 have done a small amount of data disaggregation but we need to develop better systems and tools. We would like some targeted professional development on school performance data. Based on state assessment results, our current school improvement plan on professional development is in complete alignment to address SWD achievement. 11/2/2016
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<b>Plan</b>	Assigned to:	Vince Riccobene
	How it will look when fully met:	If our teams (department, administrative/counselor, cross-curricular) utilize dis-aggregated student assessment data and aggregated classroom observation data, then we will be able to make informed decisions about school improvement and professional development as measured by iReady progress monitoring.
	Target Date:	01/27/2017

#### Tasks:

1. Provide iReady informational training for identified teachers.

	Assigned to:	Rhonda Kromm
	Added date:	11/02/2016
	Target Completion Date:	06/07/2017
	Frequency:	three times a year
	Comments:	Teachers have received the iReady training manual and been provided logins to the website. Rhonda will provide identified teachers with the link to the webinar for iReady teachers. Heather Riley will put together some continued training materials for selected teachers.

2. Department team, cross-curricular teams and administrative/counselor team will be given time that will

be dedicated to analyzing iReady data in order to determine what the professional development needs for our building. The STS team will provide options for professional development related to the disaggregated data reviewed.

Assigned to:	Vince Riccobene
Added date:	11/02/2016
Target Completion Date:	03/17/2017
Comments:	We may include some time for teams to do some of this task during the January TRI day. STS team members will help guide the teams through this task.

3. The STS team will review feedback from the teams and make decisions about professional development to be provided for school improvement.

Assigned to:	Cathy Shea
Added date:	11/02/2016
Target Completion Date:	03/17/2017
Comments:	Cathy will make online survey and share data with team.

**Implement** Percent Task Complete: Tasks completed: 0 of 3 (0%)

### 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** Tasks completed: 0 of 1 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/05/2016
	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: Currently, the administrative team attends cross-curricular meetings which include core teachers and a SWD case manager. Additionally, SWD Case reviews have started where case managers, Administrators and counselors are reviewing needs of SWD students, interventions being implemented and monitoring progress. The case managers plan to disseminate this information in team meetings weekly throughout the year. October 2016

<b>Plan</b>	Assigned to:	Vince Riccobene
	How it will look when fully met:	If the administrative team attends weekly cross-curricular team meetings and weekly special services department meetings, then the Principal will be actively participating in school teams as measured by meeting minutes and agendas.
	Target Date:	09/01/2016

#### Tasks:

1. Administrative/Counselor team will coordinate weekly team meeting attendance (cross-curricular and special services.)

Assigned to:	Vince Riccobene
Added date:	11/17/2016
Target Completion Date:	09/01/2016
Frequency:	weekly

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 1 (0%)

**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: 3 of 7 (43%)

**Assessment** Level of Development: Initial: **Limited Development** 09/29/2014

**Objective Met** - 04/20/2016

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: 28% FI; 56% LD; 17% ND  
October 19, 2016  
our district is implementation a new diagnostic assessment system this year which will drive PD and student learning. Monthly district level PD is being offered serving SEL and technology needs.

**Plan** Assigned to: Vince Riccobene

How it will look when fully met: If we create Student Growth Goals targeting special services students and using I-Ready data, then we will align our professional development with the learning needs of our students as measured by iReady progress monitoring as well as classroom based assessments.

Target Date: 06/16/2017

**Tasks:**

1. If we create Student growth goals aligned with SWD cell/student achievement data by October 1, 2014 then our student growth goals will be connected with our professional development needs as measured by a survey of our staff perception of their skill set in serving SWD.

Assigned to: Vince Riccobene

Added date: 10/08/2014

Target Completion Date: 12/12/2014

Comments: We need to survey the staff to direct our growth.

1/28/16 This is an ongoing goal.

**Task Completed:** 11/21/2014

2. If our two regional leaders in Language Arts and Math lead department professional development Monday activities, that will result in an increase in knowledge (Danielson's 1a) of the CCSS by staff members, thus increasing the the implementation in the classroom and ultimately the achievement of all students. Knowledge of Danielson 1a will be measured by an exit ticket.

Assigned to: Vicki Helwick

Added date: 10/08/2014

Target Completion Date: 04/01/2016

Frequency: twice a year

Comments: Susan & Vicki - complete fall - spring survey monkey - knowledge of

		<p>the CCSS Update: Vicki presented NEWS ELA and Close reading (done), Deb discussed vocabulary development strategies(done), Melissa discussed digital library(done), math PD is (4/20/16 done).</p> <p>*We are doing a Spring to Fall survey on CCSS instead.</p> <p>The leadership team has decided that we will get better information about our CCSS implementation needs at the beginning of the school year rather than Spring to Fall. We would like to gather data to inform our planning at the beginning of 2015.</p> <p>District will send out PD survey in April.</p>
	<b>Task Completed:</b>	<b>04/01/2016</b>
	3. If we collaborate with OSSS to schedule an instructional coach to deliver professional development to our staff aimed at strategies for differentiation for our SWD, then teachers' instructional strategies for SWD will increase. This will be measured by the Data Learning Walks/Component 3e.	
	Assigned to:	Vince Riccobene
	Added date:	10/08/2014
	Target Completion Date:	06/01/2016
	Frequency:	monthly
	Comments:	Confirm with DO that the January TRI day is building directed. Collaborate with coach to complete this task. Complete a fall self-assessment rating with 1b and 3e (Vince) Upload the survey and the results to the evidence folder.
	<b>Task Completed:</b>	<b>01/26/2015</b>
	4. Align student growth goals with special services students.	
	Assigned to:	Vince Riccobene
	Added date:	11/02/2016
	Target Completion Date:	11/30/2016
	Comments:	
	5. Monitor student growth goals at mid-year evaluation conferences with staff members.	
	Assigned to:	Rhonda Kromm
	Added date:	11/02/2016
	Target Completion Date:	02/28/2017
	Comments:	
	6. Review and evaluate end of the year student growth progress with staff members.	
	Assigned to:	Vince Riccobene
	Added date:	11/02/2016
	Target Completion Date:	06/01/2017
	Comments:	
	7. The STS team will review the CNA K-12 data and the K-12 teacher professional development survey data.	
	Assigned to:	Ann Renker
	Added date:	11/07/2016
	Target Completion Date:	03/15/2017

	Comments:	
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/20/2016
	Experience:	4/20/2016 ESD and OSSS offers very useful services and professional Development
	Sustain:	4/20/2016 We need to create supportive professional development and evaluative goals for staff that are aligned to student learning needs.
	Evidence:	4/20/2016 Tri day and PDM agendas

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

**Expanded time for student learning and teacher collaboration**

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 4 of 7 (57%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2014	
		<b>Objective Met</b> - 04/29/2015	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	22% FI; 47% LD; 31% ND  This year our after-school program under review by the district and may not be available in the 2017-2018 school year. The district has set aside funding for us to plan a summer school program this year for students in grades 6-8 who need remedy. We are not yet able to discuss the data collection system until after first semester when we will know approximately how many students will be eligible for summer school. October 19, 2016	
<b>Plan</b>	Assigned to:	Diana Piersoll	
	How it will look when fully met:	If we create a remedy process of summer school and/or a credit retrieval course in lieu of an elective for failing students, then we will provide the opportunity for staff to extend the learning time and monitor the data for academic success as measured by second semester grades and summer school enrollment.	
	Target Date:	09/30/2017	
	<b>Tasks:</b>		
		1. Staff have created local volunteer partnerships to support extended learning time. This decreases the student-adult ratio during this time thus impacting student achievement. This is monitored by reviewing our volunteer log on T/Th in the 13-14 school year compared with our 14-15 school year.	

	Assigned to:	Shannon Paselk
	Added date:	10/08/2014
	Target Completion Date:	10/01/2014
	Frequency:	monthly
	Comments:	Vince connect with Mike and Shannon to get him to request data. Update: Vince will get data for first semester volunteer hours.
	<b>Task Completed:</b>	<b>01/23/2015</b>
	2. Identified students are assigned additional math and LA courses instead of electives. This intervention increases their instructional time in reading/math by approximately 50 minutes per day. Students were assigned these courses at the start of the year based on classroom based assessment (MAPS and teacher developed grade level tests), we will measure the impact of the additional instructional time with grade comparisons (Fall - Spring).	
	Assigned to:	Shelley Langston
	Added date:	10/08/2014
	Target Completion Date:	06/17/2015
	Frequency:	twice a year
	Comments:	Assignment occurs at semester. Update: student achievement data was review and identified students were assigned to LAP, Read Right, and ELL classes at semester.
	<b>Task Completed:</b>	<b>01/27/2015</b>
	3. If we monitor the impact of the additional instructional time (OTE) by utilizing team time to track and communicate with students and families that have D's and F's, then we will impact Danielson Domains 1b, 3d, and 4c. The OTE time will be measured by tracking the grades of students that attended that (OTE)on a monthly basis.	
	Assigned to:	Vince Riccobene & Team Leaders
	Added date:	10/08/2014
	Target Completion Date:	06/17/2015
	Frequency:	monthly
	Comments:	Riccobene will provide list of D's and F's at each monthly team leader meeting. Staff has worked extensively on grading policy to connect the student learning with actual grades as a measure. Update: We completed a cycle of this and are continuing to refine the system.  We concluded that OTE impact was inconclusive for D-F students. We will continue to refine our OTE procedures.
	<b>Task Completed:</b>	<b>03/23/2015</b>
	4. If we create a pilot program of additional learning time embedded within the school day for at risk ELA or Math students then we will improve learning for those at risk students. This will be measured monitored and recorded by the At Risk dashboard of Homeroom.	
	Assigned to:	Cathy Shea
	Added date:	10/20/2015
	Target Completion Date:	06/01/2016
	Frequency:	once a year
	Comments:	Vince needs to find team/ ELA Math volunteers for this program.  We need to know how to identify students, details of how, when,

		where, why, and what.
		3/16/16 We have created a pilot program for at-risk students who have regular check-ins with specific personnel to create more individual success.
	<b>Task Completed:</b>	<b>03/01/2016</b>
	5. If we create a systemic plan for all students of additional time embedded in our school day, then we will improve learning for all students.	
	Assigned to:	Vince Riccobene
	Added date:	03/16/2016
	Target Completion Date:	06/14/2017
	Comments:	5/18/16 We have individual students in pilot programs focused on creating additional opportunities within their school day. I.E. some students are in online learning, some go to the High School, and some go to elementary schools to increase their learning opportunities. We are in the process of creating an alternative Junior High for 18-20 Tier 3 students beginning Fall of 2016.
	6. STS team will create a teacher procedure for monitoring progress, communicating with families and implement strategies for extended learning opportunities.	
	Assigned to:	Heather Riley
	Added date:	11/07/2016
	Target Completion Date:	05/31/2017
	Frequency:	four times a year
	Comments:	Heather will check with Allison about her Study Skills procedures.
	7. We will create a student perception survey to determine whether the F remedy process is having an impact on student effort.	
	Assigned to:	Cathy Shea
	Added date:	11/07/2016
	Target Completion Date:	03/15/2017
	Comments:	This will be administered in library through the ELA classes.
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/29/2015
	Experience:	4/29/2015 We discovered OTE and communicating with D-F students and families has a positive impact on some students' grades but it also had no effect on some students performance.
	Sustain:	4/29/2015 We need to continue to evaluate interventions.
	Evidence:	4/29/2015 See uploaded graph labeled OTE Grade Analysis.
<b>Student and School Success Principle 4: Rigorous, aligned instruction</b>		
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>		
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 0 of 3 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2014

	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:	17% FD; 61% LD; 22% ND Oct. 19, 2016 The concept of our leadership team is evolving at SMS. Our admin & counselor team regularly reviews data in Homeroom to match interventions with students of need.	
<b>Plan</b>	Assigned to:	Vince Riccobene	
	How it will look when fully met:	If the leadership team implements a book study on the book, WHY KIDS DON'T LIKE SCHOOL- by Willingham for the entire teaching staff, then the core instructional program will be positively impacted as measured by iReady progress monitoring.	
	Target Date:	06/16/2017	
	<b>Tasks:</b>		
	1. Vince will order enough books for the staff and will pay for it with the Focus grant.		
	Assigned to:	Vince Riccobene	
	Added date:	11/07/2016	
	Target Completion Date:	06/16/2017	
	Comments:	Some books will be ebooks/audiobooks/paper copies.	
	2. Elizabeth will establish a shared one drive folder with supplemental materials for the book study.		
	Assigned to:	Elizabeth Lawson	
	Added date:	11/07/2016	
	Target Completion Date:	12/15/2016	
	Comments:	Elizabeth will check with Vince for materials. Elizabeth will check with Joe Landoni as well, as he participated in this book study last year.	
	3. STS team will coordinate the PDM calendar to create the opportunity for the book study.		
	Assigned to:	Vince Riccobene	
	Added date:	11/07/2016	
	Target Completion Date:	11/23/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
<b>Student and School Success Principle 5: Use of data for school improvement and instruction</b>			
<b>Assessing student learning frequently with standards-based assessments</b>			
<b>Indicator</b>	<b>P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected,TitleITA)</b>		
<b>Status</b>	Tasks completed: 2 of 7 (29%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2014	
	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:	We have systems in place to collect the data regarding all students through School Data Solutions- Homeroom and iReady. Our building also has established regular team meetings for teachers to discuss student mastery and progress. We plan to increase professional development regarding the use of our data systems to improve teacher ability to access available student data. October 19, 2016
<b>Plan</b>	Assigned to:	Cathy Shea
	How it will look when fully met:	If we train teachers to access available data on their students, then we will improve their knowledge of student's mastery of the standards as well as where their curriculum needs adaptation as measured by student proficiency and growth assessments. They will utilize data as formative assessments for assisting teachers to strategize intentional scaffolded curriculum for low performing students.
	Target Date:	06/16/2017
	<b>Tasks:</b>	
	1. If we implement common assessments (Math) then we will be measuring individual standards mastery which will result in appropriate curricular adjustments as indicated by the gathered data, improving student learning.	
	Assigned to:	Susan Dywer
	Added date:	10/20/2015
	Target Completion Date:	06/01/2016
	Frequency:	four times a year
	Comments:	Math will be given time to meet to discuss common assessments and adjust curriculum. It is currently being tracked in 7th and we need to discuss it for 6th and 8th.
	<b>Task Completed:</b>	<b>03/11/2016</b>
	2. If we explore the implementation of common benchmark assessments (ELA) then we will be measuring individual standards mastery which will result in appropriate curricular adjustments as indicated by the gathered data, improving student learning.	
	Assigned to:	Vicki Helwick
	Added date:	10/20/2015
	Target Completion Date:	06/01/2016
	Frequency:	four times a year
	Comments:	Vicki and Nancy will coordinate to explore CBM's and other options to present to ELA staff.  3/16/16 Language Arts staff members implemented interim comprehensive SBA's and learned they were cumbersome and a time consuming process that was not beneficial to our student growth. We are interested in some of the district implementation (iReady Assessment System) that are coming out soon.
	<b>Task Completed:</b>	<b>03/01/2016</b>
	3. If we implement common analysis and review time for our common assessments, then we will be modifying and adjusting instruction for all students.	
	Assigned to:	Vince Riccobene
	Added date:	03/16/2016
	Target Completion Date:	

	Target Completion Date:	10/31/2016
	Comments:	4/20/16 Request for department release days to create and analyze common assessments, content specific professional development, vertical alignment, transitions, etc. sent to Dr. Renker
	4. Cathy will attend team meetings with the purpose of reviewing Homeroom and iReady data with the teachers.	
	Assigned to:	Cathy Shea
	Added date:	11/07/2016
	Target Completion Date:	12/15/2016
	Comments:	
	5. Ann will arrange for a trainer to come work with our Math and ELA teachers on iReady report access and data dis-aggregation. Vince will arrange for some roving guest teachers to cover classes.	
	Assigned to:	Ann Renker
	Added date:	11/07/2016
	Target Completion Date:	12/15/2016
	Comments:	
	6. Elizabeth will create pragmatic instructional strategies for teaching reading.	
	Assigned to:	Elizabeth Lawson
	Added date:	11/07/2016
	Target Completion Date:	01/31/2017
	Comments:	Elizabeth will create pre-reading strategies/during reading/ post-reading strategy posters for classrooms.
	7. Diana will create some pragmatic instructional strategies for all teachers to implement math and thinking vocabulary throughout lessons in other classes.	
	Assigned to:	Diana Piersoll
	Added date:	11/07/2016
	Target Completion Date:	01/31/2017
	Comments:	Diana will make copies of her math posters for the school.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 7 (29%)

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

**School and classroom culture**

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 3 of 7 (43%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2014	
	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:	Monthly, the department chair meeting has a standing safety agenda item where staff discuss issues related to the school environment. Weekly, the admin. and counselor team meets to discuss and monitor academic and behavioral at-risk students and aim to align these	

		<p>students with interventions. Moreover, admin and counselors attend weekly core team meetings addressing learning and behavioral needs. Our SMS Rocks program begins to address positive school climate.</p> <p>We had staff trained in Kids at Hope, PBIS and Lifeskills Training. All three programs are being implemented. 10/5/2016</p>
<b>Plan</b>	Assigned to:	Rhonda Kromm
	How it will look when fully met:	If we continue to implement PBIS (SMS ROCKS, Lifeskills curriculum in Wolfpack, student store) and Kids at Hope culture, then we will be addressing social emotional learning needs as measured by a reduction in behavioral referrals and CEE data.
	Target Date:	06/15/2017
	<b>Tasks:</b>	
	1. If we learn about Positive Behavioral Intervention Systems, (by having PDM presentations, attend PBIS conference) then our staff will start a collective dialogue about PBIS in our school.	
	Assigned to:	Vince Riccobene
	Added date:	10/08/2014
	Target Completion Date:	06/17/2015
	Frequency:	three times a year
	Comments:	<p>Riccobene to contact and set up PDMs and the conference attendance PDM agenda will be the evidence or measurement of the staff dialogue</p> <p>Update: 9 people are going to a PBIS Northwest conference in March.</p>
	<b>Task Completed:</b>	<b>04/20/2015</b>
	2. If our leadership team or other selected staff observe a school with PBIS, then we will learn about addressing the social-emotional needs of students. Consequently, we will have this dialogue as an entire staff at a PDM.	
	Assigned to:	Vince Riccobene
	Added date:	10/08/2014
	Target Completion Date:	03/30/2016
	Comments:	<p>Vince - needs to connect with another school and arrange for a site visit.</p> <p>Update: we will develop this plan after the PBIS Northwest conference.</p> <p>4/28/15 Update we are compiling a list of schools to visit.</p> <p>10/20/15 Update Cedar Heights Middle School would be a good place to connect with.</p> <p>3/16/16 Vince will connect with the principal and send the PBIS team in April/May.</p> <p>5/18/16 Our school has started the PBIS process with the leadership team and a new committee for Tier 1. We have started awarding positive behavior with "ROCKS" tickets. We will calendar the visit at the start of 2017.</p>
	3. If our Administration and Counselors continue to focus their weekly meeting on addressing the academic and social/emotional needs of our students, then were starting to develop a comprehensive approach to struggling students. Monthly grade reports (D, F list) and lunch groups will be used as evidence of meeting this goal.	
	Assigned to:	Vince Riccobene

	Added date:	10/08/2014
	Target Completion Date:	02/02/2015
	Frequency:	weekly
	Comments:	Vince, Cathy, and Dennis - Grade list, and lunch group documentation
	<b>Task Completed:</b>	<b>01/23/2015</b>
4. If our building initiates a book study on Lost at School (Dr. Greene) then we will build background knowledge for our PBIS implementation process.		
	Assigned to:	Ann Renker
	Added date:	03/16/2016
	Target Completion Date:	05/30/2016
	Comments:	Many groups have started this book already and we discussed ways to jigsaw the information for individual teachers. 5/18/16 Dr. Renker completed this book study with many people on the staff and in the community. Book study notes are uploaded on our district website. Our staff will enfold this into our PBIS studies and further information will follow.
5. We will provide professional development regarding trauma-informed schools & ACEs. This will involve ACEs training, showing the movie PAPER TIGERS and debriefing this with staff.		
	Assigned to:	Rhonda Kromm
	Added date:	11/07/2016
	Target Completion Date:	11/07/2016
	Comments:	Rhonda completed at PDM on 11/7/16.
	<b>Task Completed:</b>	<b>11/07/2016</b>
6. The PBIS leadership team will meet regularly to continue to reflect and identify what the needs are to grow our PBIS program.		
	Assigned to:	Rhonda Kromm
	Added date:	11/07/2016
	Target Completion Date:	11/07/2016
	Frequency:	monthly
	Comments:	
7. Vince will coordinate with the PBIS committee to identify next Kids at Hope steps.		
	Assigned to:	Vince Riccobene
	Added date:	11/07/2016
	Target Completion Date:	11/07/2016
	Frequency:	monthly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 7 (43%)

### **Student and School Success Principle 7: Family and community engagement**

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

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2014	
	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:	<p>Since last year, we have re-written our Student Agenda and the Staff Handbook addressing guidelines and policies for academic success as well as discipline policies. The Staff Handbook clarified procedures for staff including, but not limited to, our communication. Key documents including Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures are in the process of being rewritten in preparation for distribution to parents.</p> <p>October 19, 2016</p>	
<b>Plan</b>	Assigned to:	Rhonda Kromm	
	How it will look when fully met:	<p>If we ensure that key documents (Parent Involvement Policy, Compact, HW Guidelines, Classroom Visit Procedures) are and distributed annually to all families, then we will frequently communicate with teachers, parents, families and our students.</p>	
	Target Date:	09/01/2017	
	<b>Tasks:</b>		
		<p>1. If we place key documents (parent-involvement policy, mission statement, compact, HW guidelines, and classroom visit procedures) in our handbook, on our website, library binder, and share this at conferences, then we will increase communication with our families and community.</p>	
	Assigned to:	Rhonda Kromm	
	Added date:	10/08/2014	
	Target Completion Date:	09/01/2017	
	Comments:	<p>Update: This effort is in progress and will be completed before Handbooks are produced.</p> <p>5/6/15 Update: Handbook will be completed by the end of June.</p> <p>10/20/15 Rhonda, please collaborate with S. Langston and A. Renker for other documents.</p> <p>5/18/16 Ms. Kromm is in collaboration with D.O. staff to ensure key documents are updated and available. Dr. Renker has already started having documents available at our local public library and our local Boy's and Girl's Club.</p> <p>11/17/16 Revisited and updated task.</p>	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	