

Comprehensive Plan Report

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

October 26, 2016

Greywolf ES 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

Indicator **P1-ID06 - All teams maintain official minutes of their meetings.(40)**

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 09/14/2016	
	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:	This year, we have made a building wide plan for Professional Development. Each month, teacher grade level teams or departments will meet for in-service on Eureka Math, CKLA, Lost at school or team time. It is our building plan to keep minutes for these meetings and turn them into the building principal for review and feedback, as necessary.	
Plan	Assigned to:	Chris Stevens	
	How it will look when fully met:	By the last week of October, the principal should have a file folder for each area (Eureka, CKLA, Lost at School and team time) of in-service for all teacher teams or departments. The teacher notes should make it clear that teams are discussing areas of importance within the four categories.	
	Target Date:	10/31/2016	
	Added date:		

Indicator **P1-ID07 - The principal maintains a file of the agendas, work products, and minutes of all teams.(41)**

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 09/16/2016	
	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:	The Principal will keep a working file of the agendas, working notes and minutes from all PD and team meetings. This file will be kept in the principal's office and will be a reference point for the work of the building. It will also be a tangible way for the principal to stay apprised of the work of the building. This meeting, by meeting communication will allow the principal to support, teachers, teacher teams and thus the work of the building.
Plan	Assigned to:	Donna Hudson
	How it will look when fully met:	By December there should be several PDM meeting agendas, sign-in sheets, and agendas from all K-5 team meetings. In addition to this, there should be notes from the Coaches/Title 1/Lap/SWD minutes that occur every other week within the building. These meetings are also the driving force behind support services within our building. The principal will keep an electronic file for all grade level WolfDen/Grade Level meetings as well.
	Target Date:	12/31/2016
	Added date:	

Indicator P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)

Status Full Implementation

Assess Level of Development: Initial: **Full Implementation** 09/27/2015

Evidence: GWE teachers are grouped into grade level teams. Each year they receive 3 half day releases to discuss curricular mapping and work on grade level goals. Teachers have chosen to take part in the TPEP program as grade level teams. They write their student growth goals as teams, and often meet with the principal as team level groups. Through out the school year, PDM sessions will be taught by GWE teachers. Also, PDM time is given to grade level teams when they have a need to plan or review curricula. This year the district has two imbedded professional development days in which GWE teams will meet to review our new CKLA materials.

Added date:

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 Objective Met 1/13/2016 10/26/2016

Assess Level of Development: Initial: **Limited Development** 08/28/2015

Objective Met - 01/13/2016 10/26/2016

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:	The principal will meet with both SWD teachers and the school psychologist and counselor to look at the 2014-15 data for all students as compared to the data for SWD. The goal of the initial meeting will be to see if the SWD data correlates with what staff know about the students within their case load. The information gained from this activity will allow us, as a team, to begin to develop a plan for classroom support and specially designed instruction for this year. I hope to use strand data to identify areas of strength and weakness in the students within the caseload. Also, and important part of this meeting will be to begin to identify and implement a new focus for the SWD program at our school.	
Plan	Assigned to:	Donna Hudson	
	How it will look when fully met:	The principal will meet bi-weekly with the SWD staff during September and October to review and discuss data from state and building assessments(fully implemented). Principal is scheduled bi-weekly with school psychologist/counselor to discuss IEP progress and goals either prior to or immediately following the IEP meetings if the principal is unable to attend. The principal will ask the case managers to review or make available the minutes of the Thursday team meetings (fully implemented). On Thursdays, once the building intern is known to the students and parents of GWE, the intern will be asked to attend to the principal's morning duties so that the principal can attend the I-team meetings weekly. Schedule has been set (9/3/15) and the principal will meet with both SWD teachers, the school psychologist/counselor, the elementary teaching and learning coach every other week, on Mondays, beginning 9/14/2015)(On-going).	
	Target Date:	12/18/2015	
	Tasks:		
	1. Calendar bi-weekly meetings with the SWD teachers. -Principal Extrapolate data from DIBELS, MAP and SBA to be discussed at the meetings using NWEA or School Data Solutions. -Mrs. Lamb, Mrs. Chatters Establish the skillset SWD would benefit from focusing on. - SWD staff Invite Counselor, psychologist and curricular coach to meeting as well.		
	Assigned to:	Donna Hudson	
	Added date:	08/28/2015	
	Target Completion Date:	09/30/2015	
	Frequency:	twice monthly	
	Comments:	Principal promotes a school wide philosophy of joint responsibility for all students and ensuring that necessary structures (e.g., discussions about inclusion as part of professional learning communities, sufficient time for collaboration among teachers who work with the same students, etc.) are in place to facilitate the inclusion of students with disabilities, this statement reminded me of our SWD conversation at our meeting last week, we're certainly moving in the this directions.	
	Task Completed:	9/30/2015 12:00:00 AM	

		2. Meet with SWD team to discuss MAP/SBA student data.	
		Assigned to:	Donna Hudson
		Added date:	08/28/2015
		Target Completion Date:	09/30/2015
		Frequency:	four times a year
		Comments:	Pull ALL student data and discuss/compare SWD outcomes on SBA and 2014-2015 assessments.
		Task Completed:	10/27/2015 12:00:00 AM
		3. Additions to plan: 1. Principal has set aside one PDM per month for teams to work on CKLA curricula (Oct. 1, 2015).	
		Assigned to:	Donna Hudson
		Added date:	10/28/2015
		Target Completion Date:	10/01/2015
		Comments:	This task has been fully implemented as of Oct. 1, 2015 Leadership Teams can do the heavy lifting required by the new standards by creating cogent, focused transition plans that identify specific steps, including timelines, professional development initiatives, and accountability structures. In regards to the CCSS, I believe Greywolf has fully made the transition to the new standards and are improving their teaching practices around the standards to improve learning for all students.
		Task Completed:	10/1/2015 12:00:00 AM
		4. 2. SWD Teachers were part of District-wide Professional training on new curricula (Oct. 12, 2015).	
		Assigned to:	Pam Landoni
		Added date:	10/28/2015
		Target Completion Date:	10/12/2015
		Comments:	This task was fully implemented on Oct. 12, 2015
		Task Completed:	10/12/2015 12:00:00 AM
		5. 3. Principal and SWD team discussed WA-AIMS testing and identified two student to receive this assessment on Oct 1, 2015)	
		Assigned to:	Donna Hudson
		Added date:	10/28/2015
		Target Completion Date:	10/01/2015
		Comments:	This task was fully implemented on Oct. 1, 2015
		Task Completed:	10/5/2015 12:00:00 AM
		6. 4. Principal and SWD team reviewed student accommodations for IBA assessment and case managers have furnished accommodation lists to the head of District Assessment Coordinator.	
		Assigned to:	Donna Hudson
		Added date:	10/28/2015
		Target Completion Date:	10/28/2015
		Comments:	This task is fully implemented as of Oct. 28, 2015
		Task Completed:	10/28/2015 12:00:00 AM

		7. 5. Principal demonstrates that she values input, dialogue, and honesty, and solicits information actively on what is going right and what needs attention.
		Assigned to: Donna Hudson
		Added date: 10/28/2015
		Target Completion Date: 09/01/2015
		Comments: This is an on-going point of emphasis for the principal.
		Task Completed: 10/1/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	1/13/2016 10/26/2016
	Experience:	1/13/2016 Currently, the principal meets with the SWD team and the curriculum coaches every other week. The results of these meetings has truly been transformational to our SWD program. Our K-2 students are now 95% fully included in their general education classrooms. The SWD teacher and our para-educators go into the classroom and offer support and specially designed instruction within the classroom setting. Almost no students are pulled out for resource services. This is a direct outcome of the conversations with our coaches and our SWD team meetings. We have developed ways to use the curricula to differentiate a meet all of our students within the classroom setting.
	Sustain:	1/13/2016 We will continue to meet this year and in future years. This has been one of the best partnerships that I have been involved with within my time as an administrator.
	Evidence:	1/13/2016 Our K-2 students are now 95% fully included in their general education classrooms. The SWD teacher and our para-educators go into the classroom and offer support and specially designed instruction within the classroom setting. Almost no students are pulled out for resource services. This is a direct outcome of the conversations with our coaches and our SWD team meetings. We have developed ways to use the curricula to differentiate a meet all of our students within the classroom setting.
Indicator	P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected,TitleITA)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 08/28/2015

Evidence:	<p>2014-15 SBA and MAP data presented to staff during first faculty PD.</p> <p>Data carousel will be presented during initial PDM. Data reviewed and discussed during the year and during PD Mondays will include: test range scores to identify curriculum alignment at each grade level, DIBELS screening data, strand data from MAP and SBA, DIBELS winter and Spring comprehensive scores, grade level reading assessment data, Interim SBA test data, SBA block assessment data, Danielson state Criterion 3.1 (small group), 6.1 (whole class) 8.1 (professional collegiality) student growth goals, pre and post module assessments in both math and ELA, F&P running record data, Wolf Den LAP reading data, individual student reading level growth.</p> <p>Data is collected, interpreted and discussed among staff and between staff and administration. Last year we implemented EUREKA as our math curricula. We will continue to monitor pacing for the curricula, focus on fidelity in the teaching of the curricula and continue in the shepherding of the teaching and learning cycle of EUREKA math at GWE.</p> <p>This year we have implemented a new ELA curricula. CKLA is highly aligned to the CCSS language curricula. The implementation of this curricula allows a skilled teaching staff to focus their efforts in language arts on teaching students instead of securing the materials needed to teach students. Monitoring the pacing of the new curricula, fidelity to teaching the curricula, using assessment to inform our instruction and then also offering release time with the curricular and literacy coaches to gain understanding of the use of the curricula.</p>		
		Added date:	
Indicator	P1-IE13 - The principal offers frequent opportunities for staff and parents (families, community members and community organizations) to voice constructive critique of the school's progress and suggestions for improvement.(3063)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/16/2016	
	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:	This has been an ongoing area of interest for the principal. This year, our school is implementing a monthly parent engagement night. The topics, initially, are focused around school systems, CKLA, and Eureka; our adopted ELA and math curricula. As the parent nights continue, we have left three open for parents to decide what they are interested in learning about. At the end of each parent night there is a parent feedback sheet that the principal reviews. The principal host monthly Building Council Meetings in which all departments have a time to share needs and successes. Every Monday we have professional development which is driven by teacher input of the information that they feel a need to learn. Routinely, Greywolf sends out Survey Monkey surveys to our parents to solicit input on a variety of events such as Back to School Nights, Conferences, etc. At various times the district will solicit our community to come into the schools and tour them. In addition to all of these options, the principal has a very open door policy and teachers know that if the door is open, they are welcome to come in and meet and talk about needs and concerns.
Plan	Assigned to:	Erin Gray
	How it will look when fully met:	When it is fully implemented, Greywolf will quickly initiate systems to meet the needs and concerns of their major stakeholders.
	Target Date:	12/15/2016
	Added date:	

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	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 08/28/2015
	Evidence:	May 28, 2015 when surveyed, 87.1% of teachers found they were interested in receiving ELA training as we are implementing a new ELA curricula. Other areas of interest are Math (32.26%), Digital Library (32.26%), Skyward Grade book (16.13%), Microsoft Office (25.81%), Outlook (9.68%). By May of 2016 teachers will receive Professional Development in each area. One PDM per month will focus on CKLA and ELA. Professional Development will be proportionate to the areas the teachers express in survey.
	Added date:	
Indicator	P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)	
Status	Objective Met 11/9/2015	
Assess	Level of Development:	Initial: Limited Development 09/21/2015
		Objective Met - 11/09/2015

	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:	As of 9/21/2015- Principal plans professional development schedule by collaborating with District instruction and literacy coaches. Provide a year long calendar for PD. One third of the PDM will be taught internally by our own staff. Meeting different grade level targets offering multiple professional development opportunities each Monday in two places.	
Plan	Assigned to:	Alex Ogilvie	
	How it will look when fully met:	Greywolf will have a year long PD calendar with at least a third of it's sessions taught by Greywolf staff members. Every effort will be made to have at least two professional development options for staff based on grade level and learning level of their students. Grade level chairs will go to their colleagues and secure 4 to 8 volunteers to offer PD to staff. At the end of every year staff will be surveyed as to the Professional Development they would like to see next year. After each PD session a survey will be sent to staff to see how useful the session was; survey will also give the opportunity for staff to request PD from specific staff members.	
	Target Date:	06/01/2016	
	Tasks:		
	1. Principal will meet with Mrs. Ogilvie to set parameters for staff led PD training by Oct. 30, 2015		
	Assigned to:	Maribeth Stewart	
	Added date:	10/28/2015	
	Target Completion Date:	12/02/2015	
	Comments:	Principal met with Mrs. Stewart and Mrs. Ogilvie and established protocol to sign teachers up. Our goal is that 1/3 the calendar is signed up with teacher trainers by Dec. 2, 2015.	
	Task Completed:	10/29/2015 12:00:00 AM	
	2. Office staff will develop and send out Survey Monkey questionnaire requesting staff input on future PDM offerings.		
	Assigned to:	Darcy Lamb	
	Added date:	10/28/2015	
	Target Completion Date:	11/09/2015	
	Comments:	We will use the Survey Monkey we established June of 2015. New Survey monkey was written after meeting with Mrs. Ogilvie and Mrs. Stewart. Staff completed it today.	
	Task Completed:	11/9/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	11/9/2015	

Experience:	11/9/2015 Mrs. Stewart and Mrs. Ogilvie were in charge of the plan. Met with school wide team, read the Wise Ways brief, and felt like this principle wasn't fully met. After further discussion, the team decided to create a goal with tasks. In November, Principal met with team leaders to develop a PDM calendar and survey questions to poll staff on Professional Development needs for high quality, ongoing, job imbedded, and differentiated professional development. Today, November 9th, the entire Greywolf teaching staff took the PD survey which included a place for them to sign up as session instructors.
Sustain:	11/9/2015 PD sessions need to be calendared with dates, instructors, and topics assigned. Principal will meet with Mrs. Stewart and Mrs. Ogilvie to finalize the calendar.
Evidence:	11/9/2015 We will upload staff-led calendars and survey monkey questionnaire.

Indicator P2-IF13 - The school offers an induction program to support new teachers in their first years of teaching.(2881)

Status Full Implementation

Assess Level of Development: Initial: **Full Implementation** 09/14/2016

Evidence: Beginning last year, the principal offered new teacher training several times through the school year. Key meetings occurred before report cards came out, before recognition assemblies, during the year to work on the TPEP processes of artifact uploads, student growth goals and observation reviews. Staff who took part in the meetings felt they were very beneficial. During the school year even staff who were not new to the building came to several of the meetings. This year we also developed a staff handbook which will share building culture and information that might allow new staff to better understand their new building and feel more comfortable within the building.

Added date:

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 11/9/2015

Assess Level of Development: Initial: **Limited Development** 09/27/2015

Objective Met - 11/09/2015

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:	As of 9/21/2015- Principal plans professional development schedule by collaborating with District instruction and literacy coaches. Provide a year long calendar for PD. One third of the PDM will be taught internally by our own staff. Meeting different grade level targets offering multiple professional development opportunities each Monday in two places.
Plan	Assigned to:	Maribeth Stewart
	How it will look when fully met:	Greywolf will have a year long PD calendar with at least a third of it's sessions taught by Greywolf staff members. Every effort will be made to have at least two professional development options for staff based on grade level and learning level of their students. Grade level chairs will go to their colleagues and secure 4 to 8 volunteers to offer PD to staff. At the end of every year staff will be surveyed as to the Professional Development they would like to see next year. After each PD session a survey will be sent to staff to see how useful the session was; survey will also give the opportunity for staff to request PD from specific staff members.
	Target Date:	03/25/2016
	Tasks:	
	1. Principal will meet with building leadership team to develop year-long calendar.	
	Assigned to:	Alex Ogilvie
	Added date:	10/28/2015
	Target Completion Date:	12/02/2015
	Comments:	Because this is a new system and initial meeting will be held on Oct. 30, 2015 but meetings and conversation will continue throughout the winter months and we hope to have the calendar complete as soon as possible.
	Task Completed:	11/9/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	11/9/2015
	Experience:	11/9/2015 Mrs. Stewart and Mrs. Ogilvie were in charge of the plan. Met with school wide team, read the Wise Ways brief, and felt like this principle wasn't fully met. After further discussion, the team decided to create a goal with tasks. In November, Principal met with team leaders to develop a PDM calendar and survey questions to poll staff on Professional Development needs for high quality, ongoing, job imbedded, and differentiated professional development. Today, November 9th, the entire Greywolf teaching staff took the PD survey which included a place for them to sign up as session instructors.
	Sustain:	11/9/2015 The principal will meet with Mrs. Ogilvie and Mrs. Stewart to finalize the topics, instructors, and dates for PD.
	Evidence:	11/9/2015 We plan to upload completed calendar and survey monkey questionnaire.

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,TitleITA)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 10/05/2015
	Evidence:	<ul style="list-style-type: none"> • Meet face to face with each family: Open House and Conferences, school board meetings • Send families materials each week on ways to help at home: Classroom newsletters, homework letters, website links and letters from websites guiding parent access, school supply lists, school-wide newsletters, class handbooks, report cards • Telephoned routinely with news about how their children were doing –not just when there is a problem: email, beginning of the year notes, • Class Meetings: curriculum nights and monthly curriculum letters <p>H. Walberg - School takes initiatives in establishing partnerships: * Admin. provides resources/adjust schedules so that teachers can hold curriculum nights. * Early readers – parents are welcome * Parent volunteers in the classroom and on field trips * Book fair & Drama Night</p>
	Added date:	

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 Full Implementation

Assess	Level of Development:	Initial: Full Implementation 09/21/2015
	Evidence:	Five years ago Greywolf with a vote of 34 to 1 changed it's bell schedule and academic programs by transforming the master schedule for the school. Areas modified: Specialist schedule, Lap & Title services, recess, lunch, and added core support instruction. We also went from a pull-out to a push-in program for Special Services. In the years since we have added many changes that accommodate teacher driven ideas for delivery of instruction. We also added family reading morning program, Opportunity to Excel which is an extended school day for 3,4,5 grade students. Co-curricular program offers opportunities for extended learning program after school.
	Added date:	

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 Full Implementation

Assess	Level of Development:	Initial: Full Implementation 09/28/2015
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Evidence:		<p>We feel like this is a strength at Greywolf as far as team implementation and building wide systems for structure and collaboration among all teachers with specific duties and time for instructional planning. At Greywolf the teachers are collaborating by:</p> <ul style="list-style-type: none"> • Wolfden and classroom teachers have set collaboration times to discuss and review progress monitoring data and collaboratively plan next instructional steps. • Some grade level teams meet weekly, before and after school. • Three half days are given for team collaboration and instructional planning. • First and second year teachers that are new to the district meet weekly with the principal for training and support. • The elementary literacy specialist provides a LAP update with the district P.D. specialist to the building principal. This is done bi-weekly, to determine staff support, resources, training needs, etc. • Teams meet to set common grade level goals and focus on looking at the data to drive instructional needs. <p>At Greywolf we feel that we are fully implemented in this area, however, the one area that seems to be deficit is specific time set for instructional planning, we feel this is fairly solved by giving teachers one PDM a month for team collaboration .</p>
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		Added date:	
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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	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 09/28/2015

	Evidence:	<ul style="list-style-type: none"> -With our two new purchased curricula, Eureka Math and CKLA, they provide a built in pacing guide that correlates to the CCSS -Grade level teams meet, plan and discuss how to implement assessments and differentiated instruction -We don't watch videos of each other teaching lessons, but we do watch Eureka math videos. We watch videos as needed-pausing, stopping and discussing when needed -1st & 2nd grade teachers meet with librarian to see what extension activity can be taught in the library on Fridays -Eureka Math & CKLA professional development training will be provided 2 days-one in October and one in January -1 Monday PDM a month is dedicated team time to discuss and collaborate for Eureka and CKLA <p>Special Education Students:</p> <ul style="list-style-type: none"> -Built in remediation -Individual reading groups through Guided Reading (Strategies & implementation based on reading assessment) -Modify & accommodate # of problems/homework in math to match skills -Using different strategies for different abilities when solving math work -IXL, Ten Marks, Sum Dog: Computer software that provides additional skills at child's present level of performance <p>English Language Learners:</p> <ul style="list-style-type: none"> -Even though our ELL population is low, we do have support and collaboration time with our ELL facilitator, Sonja Younger -Facilitator pulls kids and supports classroom needs/skills
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	Added date:	
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Indicator	P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)(TitleISW)	
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Status	Full Implementation	
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Assess	Level of Development:	Initial: Full Implementation 10/05/2015
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	Evidence:	<p>With Greywolf's two new purchased curriculums, Eureka Math and CKLA, they provide a built in pacing guide that correlates to the CCSS</p> <ul style="list-style-type: none"> -Builds on one another so there is no overlapping or questioning if the previous years' teacher already/did not teach it -State standards are written and objectives are stated for each unit/module -Both are aligned to state standards -It was determined that our School wide goal for this year will be: Criterion 1: Centering instruction on high expectations for student achievement.
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	Added date:	
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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)	
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Status	Objective Met 1/13/2016		
Assess	Level of Development:	Initial: Limited Development 09/28/2015	
		Objective Met - 01/13/2016	
	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:	Develop student growth goals around multiple measures for Eval Regularly collaborate with Wolf Den coordinator, Krista Chatters	
Plan	Assigned to:	Chris Stevens	
	How it will look when fully met:	Goal The grade level teams will regularly monitor student needs during professional development meeting times in collaboration with their leadership team. They will evaluate multiple assessment data (DIBELS, Star testing, F & P, SBAC, MAO, Eureka, CKLA assessments and others) identifying student needs and adjusting core instruction. Need Time: Monthly PDM time to evaluate data PDM time to evaluate assessments and align with core instruction PDM time to use and implement Homeroom	
	Target Date:	05/09/2016	
	Tasks:		
		1. Principal will set aside one PDM per month to allow teachers allocated time to work on this indicator.	
		Assigned to:	Chris Stevens
		Added date:	09/28/2015
		Target Completion Date:	10/05/2015
		Frequency:	monthly
		Comments:	Four sessions have calendared the dates are/were: Oct. 19, 2015; Nov. 2, 2015; Dec. 14, 2015; Jan. 4, 2015 Future dates will be scheduled after the new year.
		Task Completed:	10/19/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	1/13/2016	
	Experience:	1/13/2016 Throughout the first two months of the school year the principal met with the building council team. We discussed the goal of P4-IIA03. It was decided that the principal would set aside one PD Monday each month for staff(in their grade level teams) to meet and discuss their core instruction and the needs of particular students.	
	Sustain:	1/13/2016 Our K-4 teachers meet bi-weekly with our LAP reading teacher to discuss the needs of their Tier two students, they meet with the instructional coach each week to discuss the curricula and ways they can use it more effectively for all students. We are currently in the process of hiring a Title 1 teacher to offer staff support in the are of math.	

Evidence:

1/13/2016 We will upload our mid year data in the areas of ELA and Math in all grade levels K-5.

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in assessing and monitoring student mastery

Indicator P4-IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team. (93)(SWD)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 09/16/2016	
	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:	This year, Monday morning training time is set aside for teachers to receive training and meet as teams to discuss their assessment data in both ELA and math. This is a new, deeper level of discussion about student work and student learning. Many of the classes will be taught by our Title 1 math teacher and our Building Literacy coach. These staff will also meet with classroom teachers every week to every other week to review this data and recalibrate the students with whom they will work. With this data, we feel sure that our instructional practices will be informed in ways that will improve student learning.	
Plan	Assigned to:	Teresa Iversen	
	How it will look when fully met:	Teachers will use this discussion and meeting time to discuss the data. They will take minutes during those meeting and those minutes will go to the principal. This collaboration around data will strengthen our connections with our standards and make teachers more and more aware of their students learning needs. Data from those meetings will be used to inform support staff in LAP, SWD and Title 1. These conversations then support our Tier 2 students in addition to the report that they already receive in their general education classrooms.	
	Target Date:	03/31/2017	
	Added date:		

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 In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 09/16/2016	
	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:	The data collected, from the individualization of instruction, of pre and post tests, offers our support staff clear and specific direction in to which students they must work with and which areas each individual child needs extra work. Our building-wide goal this year is State Criterion Student Growth Goal 3.1 This goal focuses on special populations who may not be reaching their full academic potential. It is the goal of our building and staff to make sure all students are successful academically. Our Professional development Monday's will focus on Math, ELA, SEL and will be agenda based teaching or work sessions.	
Plan	Assigned to:	Karla Wiker	
	How it will look when fully met:	Our LAP and Title 1 staff will review and discuss the student's exit slips and assessment data. They will be able to show academic improvement for each targeted student. Also, they will have entrance and exit data based on the assessment information.	
	Target Date:	04/28/2017	
	Added date:		
Indicator	P4-IIB05 - All teachers re-teach based on post-test results.(95)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/16/2016	
	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:	Our staff do not reteach materials in the traditional way. Our curricula is highly aligned to the state standards and it is also a spiraling curriculum. What this means is that multiple lessons cover the same materials. Because of this, all concepts are reviewed and repeated. The great thing about the way we teach is that our support staff in Title1/SWD/LAP pull pre and post data, exit ticket data, and assessment data so that students are not being retaught general information that they do not understand, they are being reintroduced to the concepts that they do not understand by trained staff in a one on one or small group settings. Support staff will is CKLA's pausing points and Eureka's application problems to enhance classroom lessons.	
Plan	Assigned to:	Maribeth Stewart	
	How it will look when fully met:	Daily/weekly communication between support staff and classroom staff. Open discussions about student learning and academic tasks take place among all staff and principal. During the course of the year tier 2 students grow academically.	

	Target Date:	04/28/2017
	Added date:	
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	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 09/28/2015
	Evidence:	<p>All Greywolf teachers differentiate student instruction and the tasks the students complete based on the results of both formal and informal performance indicators and assessments. Before instruction begins in September, most teachers study the previous year's MAP data to identify strengths and weaknesses for the incoming group. Once instruction begins, teachers utilize data from daily Exit Tickets, personal white board interactions, and Mid-Module and End of Module assessments. Students are grouped based on this data and receive individualized instruction using our math para-professional and special services departments.</p> <p>In reading, teachers utilize running records, and F & P reading assessments, Dibels, and MAP data in order to individualize the reading instruction to meet each child where they are and grow from there. Students can use RAZ Kids to work independently at their level. As an ongoing assessment the teacher can assign the student to orally read a passage. Additional reading support includes, Wolf Den, Parent volunteers, Special Services and ELL support. Our new curriculum for ELA, Core Knowledge, has assessments embedded with suggestions for differentiation throughout each unit.</p>
	Added date:	

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	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 10/05/2015

Evidence:		<p>There are a variety of ways that grade levels at Greywolf record students' progress towards standards based objectives some examples are:</p> <ol style="list-style-type: none"> 1. Skyward online gradebook 3rd-5th grade 2. Kindergarten sends home a weekly newsletter that says specific targets that they are focusing on that week. 3. 1st Grade sends home a weekly newsletter and an individual student progress report when they reach their reading goal and math target. Homework folders are send home weekly. 4. 2nd grade teachers individually send home newsletters with objectives on it. Send quarterly progress reports home that has space for parents to respond. Homework is sent home individual teacher preference. 5. 3rd grade: Conferences with families with any students are not reading at grade level. Teachers have to create a plan of support for those failing students. Send home test data such as map, star, end of unit assessments with a parent signature. 6. 4th grade: 4th grade send home newsletter and curriculum parent letters, plus they also send home test data such as map, star, end of unit assessments. 7. 5th grade: Learning objectives sent home weekly that parents sign and return. Map data and unit assessments, intervention opportunities for students through OTE. 8. Greywolf sends home a standards based report card three times a year. This report card is based on Washington State Standards and breaks standards down by mastery of all standards ELA & Math. 9. In October we have parent teacher conferences to report student data and progress. During the conference teachers speak to parents about student educational progress and explains where their child is in relation to mastery of the goals. 10. Each month GWE sends out a parent newsletter to inform families of school news and data. Each newsletter has a message from the Principal in reference to testing, curricular issues, and current school happenings.
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		Added date:	
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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 Full Implementation

Assess	Level of Development:	Initial: Full Implementation 10/05/2015
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	Evidence:	Greywolf grade level teams analyze formal assessments (such as MAP, running records, WAKids, AR, IXL, SBAC, DIBELS) data to determine baseline for students and make reasonable growth goals for areas where improvement is needed based on curriculum pacing guides. Each grade level team collaborates to determine an appropriate grade level goal based on the analysis of data, which are then approved by the building administrator. The year-long student growth goals are assessed by grade level, classroom, and targeted subset of students. Grade levels and the Principal collaborate frequently to measure progress between at least two different points in time (example, fall-spring) using multiple assessments.
	Added date:	
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,TitleITA)	
Status	Tasks completed: 5 of 5 (100%)	
Assess	Level of Development:	Initial: Limited Development 10/05/2015
	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:	Every year Greywolf teachers give placement recommendations to the school psychologist/counselor for the following year's placement. Grade level teams share feedback with next year's teachers regarding reading levels, math scores, writing assessments, and behavior needs. The fifth grade team meets with the middle school counselors to give information that will help with the students' transition to middle school. There is currently limited information shared from pre-K to Kindergarten. Greywolf holds a kindergarten registration and screening night in May to collect information about incoming kindergartners. There is a transition meeting scheduled each year to discuss students moving on from the developmental preschool. We have a transitional document in place for the pre-K students but it has never been distributed to local preschools. • The transitional document needs to be distributed to the preschools by March of 2016. • WaKIDS also requires early learning collaboration time to align practices of early learning professionals and kindergarten teachers to support smooth transitions for children. • A collaboration plan needs to be set by December with local preschools. • Continued collaboration needed with the developmental preschool team to refine the transition process.
Plan	Assigned to:	Kelli Mishko

	How it will look when fully met:	1. The transitional document needs to be distributed to the preschools by March of 2016. 2. WaKIDS also requires early learning collaboration time to align practices of early learning professionals and kindergarten teachers to support smooth transitions for children. 3. A collaboration plan needs to be set by December with local preschools. 4. Continued collaboration needed with the developmental preschool team to refine the transition process. 5. School counselor seeks input from grade level teachers for placing students in next grade level. 6. School counselor meets with Middle School counselors to discuss individual student transition needs. 7. Middle school counselors visit GWE and host 5th grade parent night at Middle School.
	Target Date:	06/01/2016
	Tasks:	
	1. 1. The transitional document needs to be distributed to the preschools by March of 2016.	
	Assigned to:	Kelli Mishko
	Added date:	10/29/2015
	Target Completion Date:	03/15/2016
	Comments:	This work will be completed through the WAKIDS publications and kinder newsletters. As of today 3-17-16, we have communicated transition meetings for 5th graders to the Middle school for students and parents, we have connected with local preschools. They will attend a meeting on April 26 with all of Kindergarten teachers, district staff and coordinators. On 3-16-16, District, Kinder teachers, and administrators from both elementary buildings met with our local ESD 114 to review full day kindergarten and plan for next year.
	Task Completed:	3/17/2016 12:00:00 AM
	2. 2. WaKIDS also requires early learning collaboration time to align practices of early learning professionals and kindergarten teachers to support smooth transitions for children.	
	Assigned to:	Donna Hudson
	Added date:	10/29/2015
	Target Completion Date:	09/01/2015
	Comments:	Kindergarten students began school 3 days after 1-5 students. Teachers had 3 contracted days to meet with all incoming students and families. Kinder teachers received training and learning collaboration time each of the last two summers to align their teaching practices with those of early learning professionals through WAKids.
	Task Completed:	9/3/2015 12:00:00 AM
	3. 3. A collaboration plan needs to be set by December with local preschools and our district developmental preschool.	
	Assigned to:	Kelli Mishko
	Added date:	10/29/2015
	Target Completion Date:	12/15/2015
	Comments:	Kindergarten staff will work with District staff to establish preschool collaboration plans.

		Task Completed:	12/15/2015 12:00:00 AM
		4. 5. School counselor seeks input from grade level teachers for placing students in next grade level.	
		Assigned to:	Cheryl McAliley
		Added date:	10/29/2015
		Target Completion Date:	04/15/2016
		Comments:	School counselor will give 2016-17 class lists to teachers. Teachers will give input based on student ability and student performance data.
		Task Completed:	4/13/2016 12:00:00 AM
		5. 6. School counselor meets with Middle School counselors to discuss individual student transition needs and offers opportunities for Middle school counselors to visit GWE and host 5th grade parent night at Middle School.	
		Assigned to:	Cheryl McAliley
		Added date:	10/29/2015
		Target Completion Date:	05/31/2016
		Comments:	Mrs. McAliley has these events calendared and will ensure their completion. 5th graders took a tour of the Middle School on June 1, 2016
		Task Completed:	6/1/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 09/13/2015	
	Evidence:	The GWE staff test students within the first week of school using the DIBELS reading screener. Staff then work with our literacy coach to select students for "in addition to" services. As soon as the district sets the rosters, all 1-5 students will take MAP tests in math and reading. Staff will use the data to check understanding in areas that have been taught using Eureka math and CKLA. Also, at the end of every module in both Math and ELA, staff will look at pre and post module data to check for understanding. The goal will be to reteach weaknesses in the curricula. Lastly, we will use the SBA block assessments to check student understanding of state standards. We will assess which areas of our curricula is strong or ways we can teach it better.	
		Added date:	
Indicator	P5-IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)(SWD)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/16/2016	
	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:	This year, our building-wide goal is State Criteria 3.1 for student growth. This goal is for students who may not be meeting their full academic potential. Every teacher in the building will be writing goals for the students in their classes who are not performing at grade level. This could mean they are below grade level. It could also mean students who are achieving above their grade level, but are not improving academically. Common, high quality assessments will include, but not be limited to, the DIBELS screener, F&P testing, Eureka exit tickets, Running records, AR/STAR testing, CKLA pre and post assessments, MAP, CKLA ARG, SBA IAB assessment tools, etc.	
Plan	Assigned to:	Sheri Burke	
	How it will look when fully met:	When this goal is achieved, all teachers will have turned their student growth goals into the principal. These goals will be achievable, specific, and focused on key instructional points.	
	Target Date:	11/30/2016	
	Added date:		
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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/05/2015	

Evidence:	<p>Greywolf Elementary has adopted Eureka Math and Core Knowledge Language Arts as our everyday curricula. These curricula were purchased because they are highly aligned with Washington State and Common Core Standards. Below are the strategies used for math, reading, and writing.</p> <p>Math – Exit Tickets and Mid-Module Assessments are used to measure understanding and identify individual students and/or whole class who need reinforcement of taught concepts. Those individual students who have been identified receive small group instruction with our math Paraprofessional Support Team and individual help from his/her teacher at OTE – our after school program. For those who have mastered the content based on the above measures, enhanced learning opportunities are imbedded within each activity.</p> <p>Reading – All students are pre-assessed with running records, F & P reading assessments, MAP testing, and Dibels. Based on this data, students who perform below our predetermined target receive additional reading support through Wolf Den, Read Right (grades 4-5), and in-class support. Students who qualify, may receive intensive support through our Special Services Departments. Students who exceed our predetermined target are challenged by their classroom teacher in guided reading, RAZ Kids, AR (Accelerated Reader), library support in concepts and book choice, and reading volunteers.</p> <p>Writing- Students take a prewriting baseline for each topic taught – narrative, expository, and opinion writing. Teachers evaluate the writing baseline pieces to focus and guide individual and whole group instruction.</p>		
		Added date:	
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: 1 of 2 (50%)		
Assess	Level of Development:	Initial: Limited Development 09/13/2015	
	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 are in the second year of a new math curricula (Eureka) and we are in the first year of a new ELA curricula (Core Knowledge). It will be a primary goal of our staff to assess their students progress against the state standards. Using this data, we along with our curricular coach, will compare student mastery of state standards against standards taught in our new curricula. Academic adjustments will be make accordingly.	
Plan	Assigned to:	Pam Landoni	

	How it will look when fully met:	After students complete MAP review and and/or SBA tests, principal will collect results. Principal and Coach Landoni will analyze data regarding student growth. Mrs. Landoni will look into strand data and meet and discuss this data with teachers. Teachers will collect and analyze student and strand data to discuss with Coach Landoni. Department Chairs/Building council reps will meet with Principal during monthly meetings (when data is available)	
	Target Date:	05/11/2016	
	Tasks:		
	1. Students test Principal/ Secretary print out results once testing is complete Principal and coach meet to analyze data Coach meets with teachers Teachers meet with Prinicipal		
	Assigned to:	Darcy Lamb	
	Added date:	09/13/2015	
	Target Completion Date:	05/11/2016	
	Frequency:	three times a year	
	Comments:		
	2. During the Monday coaches and SWD meetings, data will be reviewed and discussed with teachers. Teachers have Nov. 2, 2015 collaboration time to review data. Mrs. Landoni will visit teacher teams as well.		
	Assigned to:	Pam Landoni	
	Added date:	10/29/2015	
	Target Completion Date:	11/23/2015	
	Comments:	Follow up will occur Nov. 16, 2015 at the coaches and SWD meeting. Coaches with furnished with teacher feedback from concerning completion of units.	
	Task Completed:	11/23/2015 12:00:00 AM	
Implement	Percent Task Complete:	50%	
Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health			
School and classroom culture			
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/18/2016	
	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:	This year our staff is taking one day each month and spending our professional development Monday time to During this study our school counselor will share with our staff various ways to build teams within the class. Also, the school counselor will go into every classroom teaching lessons on SEL topics. Our school has a bucket filler program, in which students share acts of kindness with their peers.
Plan	Assigned to:	Cheryl McAliley
	How it will look when fully met:	In order for students to feel support and reach their optimum success in school, they must feel school and their classroom are safe places. Building relationships with all of our students will allow us to continue to improve in this area. Most teachers will learn new skills when dealing with students with lagging skills.
	Target Date:	06/08/2017
	Added date:	
Indicator	P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)	
Status	Objective Met 2/9/2016	
Assess	Level of Development:	Initial: Limited Development 09/13/2015
		Objective Met - 02/09/2016
	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:	In June the GWE staff chose Charlotte Danielson's Criterion #1: Centering instruction on high expectations for student achievement. A key component for this domain is 3a: Communicating with students: expectations for learning, directions and procedures, explanations of content, use of oral and written language This is an area of pride with the GWE staff, classroom systems and procedures will be worked on everyday for the fist month of school. Hall way procedures, fire drill procedures, lunch procedures, classroom procedures We use the Greywolf CARES as our school-wide model. It is posted in every classroom with each letter representing an expectation (C-cares, A-positive attitude, R-respectful and responsible, E-quality effort, and S-safety). We use PAW prides to reinforce positive behavior. Students can get an award when they collect enough. Monthly counselor visits focusing on different social skills. 2nd step used by some teachers. Think times – when students need to go to another teacher’s room to think about their behavior. CARES room – Students can go to finish work in a quiet environment or problem solve by talking with someone.
Plan	Assigned to:	Chris Stevens

	How it will look when fully met:	By December, all staff will be observed, at least one time by principal with a focus on State Criterion #1. Also, a Survey Monkey will be administered to all teachers asking them to analyze and comment on their classroom rules and procedures.
	Target Date:	01/25/2016
	Tasks:	
	1. A survey monkey will be administered to all teachers asking them to analyze their classroom procedures. by the end of December, all teachers will have received one formal evaluation, the major focus of the observations is 3a Communicating with students.	
	Assigned to:	Darcy Lamb
	Added date:	09/13/2015
	Target Completion Date:	12/18/2015
	Comments:	The survey was sent to staff and completed in December. The results show that 27/28 staff responded. They were asked two questions, 1) How do you reinforce classroom rules with your students, and 2) How do you positively teach the rules throughout the year? Staff answered and shared their practices, expectations and encouragement to their students. Most also incorporated the building-wide CARES system into their classroom procedures.
	Task Completed:	12/16/2015 12:00:00 AM
	2. All teachers bring one piece of evidence of classroom rules and procedures. Survey will go out by Nov. 25, 2015 asking teachers analyze and comment on their classroom rules and procedures.	
	Assigned to:	Donna Hudson
	Added date:	10/29/2015
	Target Completion Date:	01/25/2016
	Comments:	Mrs. Lamb will create Survey Monkey with principal and counselor.
	Task Completed:	1/14/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	2/9/2016
	Experience:	2/9/2016 Each member of our teaching staff took a survey monkey and shared data about their continual efforts to improve, revisit and implement classroom rules and support building level behavior expectations. Each staff member also supplied the office with their initial back to school letter which addresses behavioral expectations.
	Sustain:	2/9/2016 This is an ongoing goal. Teachers support the expectations daily.
	Evidence:	2/9/2016 The forms are uploaded into P6-IIIC13 All teachers reinforce classroom rules and procedures by positively teaching them. This is also uploaded into Title one folder #2. School-wide plan.
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	

Assess	Level of Development:	Initial: Full Implementation 09/28/2015
	Evidence:	<p>Greywolf's school-wide expectations directly relate to creating a safe and supportive environment (Greywolf CARES: C is for being cooperative, A is for having a positive attitude, R is for being respectful and responsible, E is for quality effort in my work and behavior, S is for safety, yours, and mine). School-wide expectations are reinforced using Paw Pride tickets. Students earn paw tokens through daily drawings and certificates during monthly recognition assemblies. Our monthly recognition assemblies are important for reinforcing student effort and achievement in academic and social skills.</p> <p>The school psychologist/counselor conducts class lessons on various social/emotional skills including Bucket Filling, Stop and Think, and Kindness. Also offered to teach and reinforce prosocial skills are friendship/social skills groups and positive behavior plans. Buddy benches on the playground encourage students to include others who need a playmate and "Mix It Up" lunches encourage students to sit by new friends during lunch. Also contributing to students' feeling of security are programs to provide needs such as clothing, weekend meals, free breakfasts and lunches, backpacks, school supplies, and toys for the holidays. Parents are given information on social/emotional topics through a monthly newsletter.</p> <p>Greywolf has clear procedures for responding to misbehavior to create a safe and secure school environment. Teachers use Think Time for reminders about school expectations. The office CARES room is a safe space for students to work quietly and become ready to rejoin their classrooms. Clear expectations for common areas (halls, lunchroom, recess) also contribute to our safe and secure school.</p> <p>Before and after school times have clear safety procedures including staff supervision, communication on radios, clear guidelines about when and where parents can enter the building, and bus line procedures. Other safety activities include staff training in safety topics and identification badges for all staff.</p>
	Added date:	

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 [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 09/28/2015
	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:	Currently in place:Grade levels seek parent feedback,School Board meetings,PTA,Open House, Movie Night, Early Readers, Eval/IEP process seeks parent input and holds them as team members to serve the students Parents on curriculum adoption committee, Rdg. Tutor Training, Online survey, Hi-Cap survey, Newsletters Following the WebWise Indicators: Deciding In Place – PTA allocates resources for co-curricular events - School Board makes decisions about curriculum, instruction and schedules - Eval/IEP Process includes parent input and team participation Organizing In Place – - PTA is present and gives input regarding Open House at Greywolf, they also help fund reading nights and supply dinner. Engaging In Place – Parent volunteers in classrooms/Literacy trainings - Parents support field trips Educating In Place – literacy training/ Math night – parents trained to understand their children’s testing - Online survey/Hi-Cap survey - Newsletter provides websites that are informative regarding Eureka and CKLA - PTA planned booths showcasing co-curricular events and back-to-school nights Advocating and Connecting In Place – Working with entities in the community to help provide food and clothing for needy families. (Boys & Girls Club, Smile Mobile, vision screenings and glasses donated by local doctors, health screenings led by parents, picture day, field day volunteers with parents)
Plan	Assigned to:	Sheri Burke
	How it will look when fully met:	Areas we'd like to focus on during the school year: - Curriculum Nights – Surveys to provide input to critical school decisions - Send the School Board agenda in a newsletter so parents know the topics of discussion for the night. – Survey parent input regarding the effectiveness of the evening Overall Goal for P7IVO1: Provide surveys and newsletters to increase communication for everything that is already in place.
	Target Date:	05/09/2016
	Added date:	
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	
Assess	Level of Development:	Initial: Full Implementation 09/28/2015

Evidence:	At Greywolf we distribute our school district policies handbook at the beginning of the year. We also have the Greywolf Pledge which sets guidelines for parent, teacher and student responsibilities. The pledge is handed out and signed by all parties during parent teacher conferences. Translators are available to families when requested. Additionally, many parent guidelines are posted around the school in Spanish and English, such as classroom visit procedures. Teachers individually send home homework policy guidelines. Curriculum newsletters are given for each unit of study. There is also a Greywolf monthly newsletter which is written by our principal which communicates important information to our families about our school. Teachers are informed about all school policies during weekly professional development meetings.
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Added date:	
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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)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 09/28/2015
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Evidence:	Greywolf has developed a parent, student, teacher, and administrator compact that includes responsibilities and expectations that communicate what parents/families can do to support and develop their students’ learning at home. This agreement strives to increase student academic skills so that all students can have a better chance at being proficient and successful. This pledge is discussed and signed at teacher/student/parent conferences to insure maximum participation.
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Added date:	
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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)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 09/19/2016
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	Evidence:	<p>At GWE, we work very hard to communicate with our parents. For the last several years, we have been very consistent in sending out monthly newsletters, updating our website at least weekly, we have parent conferences in either October or November and have over 90% of our families attend, we offer both math and reading parent/family nights, and send home family connection information at the beginning of every new math and ELA unit. We survey our parents several times a year using Survey Monkey and our district sends our parents a comprehensive survey each year.</p> <p>This year we have made a commitment, as a building, to support our parents and families by offering parent involvement evenings every month this year. During these evenings topics covered include school systems, Eureka Math, CKLA, parent conferences, summer slide, etc.</p>	
		Added date:	
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/19/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	<p>At GWE, we work very hard to improve communication with our parents. For the last several years, we have been very consistent in sending out monthly newsletters, updating our website at least weekly. Among the information that we post: both math and reading information, parent/family nights, family connection information at the beginning of every new math and ELA unit, parent surveys, and our district sends our parents a comprehensive needs assessment survey each year. This year we have made a commitment, as a building, to support our parents and families by offering parent involvement evenings every month this year. During these evenings topics covered include school systems, Eureka Math, CKLA, parent conferences, summer slide, etc. The agendas and PowerPoint information from these events will also be posted in our parent section. We do not allow our parents to post items on our website.</p>	
Plan	Assigned to:	Darcy Lamb	

	How it will look when fully met:	This is a goal that is always complete and never complete. We always feel that the parent section of our website is complete and at the same time we always look for things to add and upgrade our website. Discussion with our staff will lead to an updated page for parents on the website for family involvement night. Parents who do not have access to the school website, we offer paper copies and we have a binder at the public library that has all the correspondence that Greywolf offers to our families. Sequim School District has a parent kiosk available for families.
	Target Date:	05/31/2017
	Added date:	

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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/27/2016	
	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:	<p>This year, we wrote and received a grant which combines three components; parent engagement, readiness to learn resources for our students, and education to close the gap between socially skilled students and students with lagging social or educational skills. First, research shows parent engagement/ partnership, communication and education is a needed area for growth in our building. Two main premises under which these class are established are: Parenting practices. Conducting workshops about getting children to school, making home visits, and using contracts to commit parents to high rates of children’s school attendance. Communication practices. Conducting parent orientations to explain attendance policies and expectations; sending home newsletters with the names of students with excellent attendance; giving families information on how to contact the school; and providing access to children’s attendance information on the Internet. Often, parents often lack the 21st century skills to help their children in the areas of academic and emotional learning. Other times, parent may lack the knowledge of school systems and expectations that would allow them to communicate more effately with their students. These classes would offer parents support by teaching them skills to best support their child(ren). Scheduled topics include: understanding school systems, attendance, how to study, What is family involvement at Greywolf Elementary?, How to help your child be a better reader, Pre-Conference Front Loading, How to help your child with Math, SBAC Testing Information for families of grades 3-5 students, Preventing Summer Slump. Parents will be polled each month with a list of possible topics. Some classes will be offered based on parent input. The second phase of the grant supports Maslow’s hierarchy of needs. Shoes, socks, pants, shirts, coats, school supplies and health needs such as dental or vision support. We strongly believe if the basic needs of students are not met, they fundamentally cannot benefit from highly aligned academic instruction. Lastly, our building of has made an investment in training of SEL with our students. Our school counselor/psych received training in Collaborative and Proactive Solutions. We purchased the book Lost at School for our entire staff and have made a commitment to monthly trainings on SEL. We have purchased the classroom curricula written by Michelle Garcia-Winner called “Social Thinking.” We feel this training allows us to involve staff, parent and student stakeholders into the discussion and instruction of ‘lagging skills’ within our school.</p>
Plan	Assigned to:	Jennifer Lopez

	How it will look when fully met:	We have 4 topics this year for professional development, one of the topics is "Lost at School" this work is the focus on SEL research about he needs to build relationships with and support our students. This work will be ongoing and information about lagging skills will be shared with our parents as well. Also, we currently have planned one parent meeting each month to take place after school. September 12: What is family involvement at Greywolf Elementary? October 5: How to help your child be a better reader November 8: Pre-Conference Front Loading January 5: How to help your child with Math February 2: Topic TBD March 2: SBAC Testing Information for families of grades 3-5 students April 12: Topic TBD May 3: Topic TBD May 31: Preventing Summer Slump	
	Target Date:	05/02/2017	
	Added date:		
Indicator	P7-IVA09 - The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children.(3078)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/20/2016	
	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:	This year Greywolf will offer a parent involvement activity one night each month. The topics will include school systems, how to help your child in math and reading, school conferences, and other areas of interest to parents. School provided newsletters have sections written by the school counselor which cover developmental and social issues and information on parenting classes, the librarian has a column on reading levels. We try and use our newsletter to encourage our parents and give them important dates and useful tips. Teachers also communicate with their families through Skyward Message Center, newsletters, flyers, emails, phone calls, and personal interactions.	
Plan	Assigned to:	Jennifer Lopez	
	How it will look when fully met:	This goal will be fully implemented when the school has responsive and fluid systems that share useful information with parents. In this system parents will know where to look for school information and how to share and communicate it with their children. The goal is to establish a new paradigm in which parents communicate with their kids about the importance of school as much, if not more, then their kids communicate to them. The goal will allow parents and students to have educational and personal conversations that are based on understanding the students work at school. This will remove emotion, frustration, confusion from the communication between parents and children. The hope is that it will also generally improve familial communication.	
	Target Date:	03/30/2017	

		Added date:	
Indicator	P7-IVA10 - The school provides parents (families) with practical guidance to establish a quiet place for children’s studying at home and consistent discipline for studying at home.(3079)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/27/2016	
	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:	<p>This year, we wrote and received a grant which combines three components; parent engagement, readiness to learn resources for our students, and education to close the gap between socially skilled students and students with lagging social or educational skills. First, research shows parent engagement/ partnership, communication and education is a needed area for growth in our building. Two main premises under which these class are established are: Parenting practices. Conducting workshops about getting children to school, making home visits, and using contracts to commit parents to high rates of children’s school attendance. Communication practices. Conducting parent orientations to explain attendance policies and expectations; sending home newsletters with the names of students with excellent attendance; giving families information on how to contact the school; and providing access to children’s attendance information on the Internet. Often, parents often lack the 21st century skills to help their children in the areas of academic and emotional learning. Other times, parent may lack the knowledge of school systems and expectations that would allow them to communicate more effefely with their students. These classes would offer parents support by teaching them skills to best support their child(ren). Scheduled topics include: understanding school systems, attendance, how to study, What is family involvement at Greywolf Elementary?, How to help your child be a better reader, Pre-Conference Front Loading, How to help your child with Math, SBAC Testing Information for families of grades 3-5 students, Preventing Summer Slump. Parents will be polled each month with a list of possible topics. Some classes will be offered based on parent input. The second phase of the grant supports Maslow’s hierarchy of needs. Shoes, socks, pants, shirts, coats, school supplies and health needs such as dental or vision support. We strongly believe if the basic needs of students are not met, they fundamentally cannot benefit from highly aligned academic instruction. Lastly, our building of has made an investment in training of SEL with our students. Our school counselor/psych received training in Collaborative and Proactive Solutions. We purchased the book Lost at School for our entire staff and have made a commitment to monthly trainings on SEL. We have purchased the classroom curricula written by Michelle Garcia-Winner called “Social Thinking.” We feel this training allows us to involve staff, parent and student stakeholders into the discussion and instruction of ‘lagging skills’ within our school.</p>
Plan	Assigned to:	Jennifer Lopez

	How it will look when fully met:	We have 4 topics this year for professional development, one of the topics is "Lost at School" this work is the focus on SEL research about he needs to build relationships with and support our students. This work will be ongoing and information about lagging skills will be shared with our parents as well. Also, we currently have planned one parent meeting each month to take place after school. September 12: What is family involvement at Greywolf Elementary? October 5: How to help your child be a better reader November 8: Pre-Conference Front Loading January 5: How to help your child with Math February 2: Topic TBD March 2: SBAC Testing Information for families of grades 3-5 students April 12: Topic TBD May 3: Topic TBD May 31: Preventing Summer Slump	
	Target Date:	05/02/2016	
	Added date:		
Indicator	P7-IVA11 - The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.(3080)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/27/2016	
	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:	<p>This year, we wrote and received a grant which combines three components; parent engagement, readiness to learn resources for our students, and education to close the gap between socially skilled students and students with lagging social or educational skills. First, research shows parent engagement/ partnership, communication and education is a needed area for growth in our building. Two main premises under which these class are established are: Parenting practices. Conducting workshops about getting children to school, making home visits, and using contracts to commit parents to high rates of children’s school attendance. Communication practices. Conducting parent orientations to explain attendance policies and expectations; sending home newsletters with the names of students with excellent attendance; giving families information on how to contact the school; and providing access to children’s attendance information on the Internet. Often, parents often lack the 21st century skills to help their children in the areas of academic and emotional learning. Other times, parent may lack the knowledge of school systems and expectations that would allow them to communicate more effetedly with their students. These classes would offer parents support by teaching them skills to best support their child(ren). Scheduled topics include: understanding school systems, attendance, how to study, What is family involvement at Greywolf Elementary?, How to help your child be a better reader, Pre-Conference Front Loading, How to help your child with Math, SBAC Testing Information for families of grades 3-5 students, Preventing Summer Slump. Parents will be polled each month with a list of possible topics. Some classes will be offered based on parent input. The second phase of the grant supports Maslow’s hierarchy of needs. Shoes, socks, pants, shirts, coats, school supplies and health needs such as dental or vision support. We strongly believe if the basic needs of students are not met, they fundamentally cannot benefit from highly aligned academic instruction. Lastly, our building of has made an investment in training of SEL with our students. Our school counselor/psych received training in Collaborative and Proactive Solutions. We purchased the book Lost at School for our entire staff and have made a commitment to monthly trainings on SEL. We have purchased the classroom curricula written by Michelle Garcia-Winner called “Social Thinking.” We feel this training allows us to involve staff, parent and student stakeholders into the discussion and instruction of ‘lagging skills’ within our school.</p>
Plan	Assigned to:	Jennifer Lopez

	How it will look when fully met:	We have 4 topics this year for professional development, one of the topics is "Lost at School" this work is the focus on SEL research about he needs to build relationships with and support our students. This work will be ongoing and information about lagging skills will be shared with our parents as well. Also, we currently have planned one parent meeting each month to take place after school. September 12: What is family involvement at Greywolf Elementary? October 5: How to help your child be a better reader November 8: Pre-Conference Front Loading January 5: How to help your child with Math February 2: Topic TBD March 2: SBAC Testing Information for families of grades 3-5 students April 12: Topic TBD May 3: Topic TBD May 31: Preventing Summer Slump	
	Target Date:	05/01/2017	
	Added date:		
Indicator	P7-IVA12 - The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors.(3081)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/27/2016	
	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:	<p>This year, we wrote and received a grant which combines three components; parent engagement, readiness to learn resources for our students, and education to close the gap between socially skilled students and students with lagging social or educational skills. First, research shows parent engagement/ partnership, communication and education is a needed area for growth in our building. Two main premises under which these class are established are: Parenting practices. Conducting workshops about getting children to school, making home visits, and using contracts to commit parents to high rates of children’s school attendance. Communication practices. Conducting parent orientations to explain attendance policies and expectations; sending home newsletters with the names of students with excellent attendance; giving families information on how to contact the school; and providing access to children’s attendance information on the Internet. Often, parents often lack the 21st century skills to help their children in the areas of academic and emotional learning. Other times, parent may lack the knowledge of school systems and expectations that would allow them to communicate more effetedly with their students. These classes would offer parents support by teaching them skills to best support their child(ren). Scheduled topics include: understanding school systems, attendance, how to study, What is family involvement at Greywolf Elementary?, How to help your child be a better reader, Pre-Conference Front Loading, How to help your child with Math, SBAC Testing Information for families of grades 3-5 students, Preventing Summer Slump. Parents will be polled each month with a list of possible topics. Some classes will be offered based on parent input. The second phase of the grant supports Maslow’s hierarchy of needs. Shoes, socks, pants, shirts, coats, school supplies and health needs such as dental or vision support. We strongly believe if the basic needs of students are not met, they fundamentally cannot benefit from highly aligned academic instruction. Lastly, our building of has made an investment in training of SEL with our students. Our school counselor/psych received training in Collaborative and Proactive Solutions. We purchased the book Lost at School for our entire staff and have made a commitment to monthly trainings on SEL. We have purchased the classroom curricula written by Michelle Garcia-Winner called “Social Thinking.” We feel this training allows us to involve staff, parent and student stakeholders into the discussion and instruction of ‘lagging skills’ within our school.</p>
Plan	Assigned to:	Jennifer Lopez

	How it will look when fully met:	We have 4 topics this year for professional development, one of the topics is "Lost at School" this work is the focus on SEL research about he needs to build relationships with and support our students. This work will be ongoing and information about lagging skills will be shared with our parents as well. Also, we currently have planned one parent meeting each month to take place after school. September 12: What is family involvement at Greywolf Elementary? October 5: How to help your child be a better reader November 8: Pre-Conference Front Loading January 5: How to help your child with Math February 2: Topic TBD March 2: SBAC Testing Information for families of grades 3-5 students April 12: Topic TBD May 3: Topic TBD May 31: Preventing Summer Slump
	Target Date:	05/02/2017
	Added date:	
Indicator	P7-IVA13 - The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 09/21/2015
	Evidence:	Greywolf along with medical and dental partners currently offers shoes, clothes, weekend lunches, glasses, medical & dental check up to students in need. We also provide educational resources such as backpacks, school supplies. Teacher's send home newsletters to parents support our curricula in both Math and ELA. This year we will begin sending home daily homework to support parents via email, so that parents can support student with tonight's homework. GWE partnered with many community organizations and business: Soroptimists Book Club, Boys and Girls Club for homework support and school supplies, Koenig Subaru for 1st grade school supplies, Sequim Food Bank and Nazarene Church for Friday Food Program which offers meals to 50 students in need. We also take field trips to many community sites: Fiero Marine Lab, Laurel Lanes Bowling Alley, Olympic Game Farm, North Olympic Library System, Point Defiance Zoo, Salt Creek, Dungeness River Center and Audubon Society, Peabody Creek, North Olympic Ranger Park, Master Gardeners, Green Crow, Merril & Ring and Alta Forest Products. Along with PTA sponsored family events and assemblies such as Math Night & Spaghetti Dinner, Book It Theater, District Wide Family Reading Night, and Port Angeles Symphony. We also offered transportation for Greywolf students to the summer reading program at our local library. We will also collaborate with The S'Klallam Tribe to implement the sovereign nation curriculum.
	Added date:	