

Detailed Report of Objectives Included in Plan

A list of all objectives, index scores, target dates, and team members assigned, as well as a description of what the fully implemented objectives will look like.

February 09, 2016

Napavine Elementary School NCES - na

Napavine School District

Student and School Success Principle Indicators

Key Indicators are shown in **RED**

Student and School Success Principle 1: Strong leadership

Team structure

P1-ID11 -	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)		
	Index:	9	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Paul Lewis	
	Target Date:	10/01/2015	
	How it will look when fully met:	At least monthly grade level teams will meet to review student data, set goals, plan and adjust instruction and intervention. They will keep a written record of meetings to monitor student progress as a team. This record should included benchmarks towards the goals, formative assessments to be reviewed as a team and a schedule for follow up, review and reflection. This is an important part of the Marzano framework (Goal Setting 8.1).	
Tasks:			
	1. Inform staff of annual expectations during Fall staff development.		
	Assigned to:	Paul Lewis	
	Target Completion Date:	09/14/2015	
	Comments:	This was completed at our first school staff meeting before school began. There have also been follow up emails relaying expectations.	
	Task Completed:	09/02/2015	
	2. Meet as grade levels and create written plans and submit to principal.		
	Assigned to:	Paul Lewis	
	Target Completion Date:	10/01/2015	
	Frequency:	monthly	
	Comments:	Grade level teams have a dedicated monthly time and have started meeting.	
	Task Completed:	10/20/2015	
Implement:	Percent Task Complete:	100%	
	Objective Met:	11/24/2015	
	Experience:	11/24/2015 Regular meeting time with notes submitted provided for accountability but micromanagement. Helps teachers to keep more intentional focus.	
	Sustain:	11/24/2015	

Sustain:	Continue to provide and hopefully expand time for collaboration built into school schedule and professional development (Wavier days)
Evidence:	11/24/2015 Expectations have been presented and each grade level is meeting on a consistent basis to discussion student progress and brainstorm supports.

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

Professional development

P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)

Index:	6	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Cathy May
	Target Date:	06/17/2016
	How it will look when fully met:	TPEP team and building leadership team will work to create applicable training for all staff, including Special Education, specialists and intervention services.
Tasks:		

1. Review professional development opportunities and ensure that para-educators have consistent access the assignment specific professional development.

Assigned to: Diana Telders

Target Completion Date: 10/28/2016

Comments:

2. Assess need and research professional development options related to training staff and students in implementing school behavior management system/approach (i.e. PBIS, Love and Logic, etc.).

Assigned to: Paul Lewis

Target Completion Date: 06/23/2017

Comments:

3. Regularly survey staff with particular attention to varying staff groups (specialists, Special Ed teachers, primary, intermediate, subject specific, etc.) To determine building needs for additional training and present these findings to TPEP and Building Leadership Team to be incorporated into professional development times.

Assigned to: Paul Lewis

Target Completion Date: 11/30/2017

Comments:

4. Discuss professional development needs at part of content leadership teams. When practical have content leadership teams plan and present professional development to other staff members.

Assigned to: Paul Lewis

Target Completion Date: 03/31/2016

Comments:

Implement: Percent Task Complete: 0%

P2-IF14 - The school sets goals for professional development and monitors the extent to which

it has changed practice.(3378)(Expected,TitleISW,TitleITA)		
	Index:	4 (Priority Score x Opportunity Score)
Plan:	Assigned to:	Paul Lewis
	Target Date:	02/26/2015
	How it will look when fully met:	Content teams will meet regularly to discuss how current practice relates to best practice. They will develop and provide ongoing professional development for staff meetings as well as for dissemination during grade level team meetings. The school leadership team will also collaborate with content teams and the District Office around setting priorities.
Tasks:		
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Student and School Success Principle 3: Expanded time for student learning and teacher collaboration		
Expanded time for student learning and teacher collaboration		
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)	
	Index:	9 (Priority Score x Opportunity Score)
Plan:	Assigned to:	Darcy Eliason
	Target Date:	06/30/2016
	How it will look when fully met:	Our LAP and Title 1 representative will monitor and present annually to the BLT on the effectiveness of intervention and other extended learning opportunities. The BLT will use this information to modify school policy and practice as appropriate. Students in intervention groups are progress monitored on a regular basis (at least every other week). Data on the progress of groups is reported in a grade level team meeting after each progress monitor so the team can make adjustments to groupings and interventions to better meet student needs.
Tasks:		
	1. Bi-weekly progress monitoring is completed by intervention team and results are provided to grade level teams.	
	Assigned to:	Darcy Eliason
	Target Completion Date:	10/30/2015
	Frequency:	twice monthly
	Comments:	Students receiving LAP and Title 1 interventions in reading and math currently are progress monitored on a weekly or bi-weekly basis with result given to classroom teachers and discussed as part of regularly grade-level intervention meetings.
	Task Completed:	12/18/2015
	2. Intervention teachers establish bi-weekly meeting with each grade level team.	
	Assigned to:	Darcy Eliason

	Target Completion Date:	10/30/2015
	Frequency:	twice monthly
	Comments:	These are currently scheduled at all grade levels to monitor student progress and make adjustments to interventions based on student data.
	Task Completed:	12/18/2015
Implement:	Percent Task Complete:	100%
	Objective Met:	01/27/2016
	Experience:	1/27/2016 Scheduling and access to data were challenges, but use of MAP testing and regular DIBELS and curriculum based progress monitors have given us multiple data points to discuss student progress and make changes to groups and interventions as needed.
	Sustain:	1/27/2016 Regular meeting times will need to be maintained. We will also need to continue training for those who complete progress monitoring as well as those who use the data to make instructional decisions.
	Evidence:	1/27/2016 Grade level teams meet at least twice each month with intervention specialists to review data. Groups are update based on student performance. These groups also make decisions about referring students for additional support through the school based Child Assistance Team (CAT) if interventions are shown not to be creating adequate progress.

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in aligning instruction with standards and benchmarks

P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89) (TitleISW)

	Index:	3	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Paul Lewis	
	Target Date:	06/30/2017	
	How it will look when fully met:	Every teacher will align each unit to appropriate standards and will use activities and assessments aligned to that standard as the basis for making instructional decisions and evaluating student progress.	
Tasks:			
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Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound instruction in a variety of modes

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)

	Index:	6	(Priority Score x Opportunity Score)
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Plan:	Assigned to:	Paul Lewis
	Target Date:	06/17/2016
	How it will look when fully met:	Teachers regularly establish baselines of student understanding for major units. They use this data to determine how best to serve students during the teaching of the unit.
Tasks:		
	1. Participate in professional development to increase teacher skill and knowledge of differentiation best practices across grade levels.	
	Assigned to:	Cathy May
	Target Completion Date:	09/30/2015
	Comments:	Waiver day or prior to the school year.
	Task Completed:	08/26/2015
	2. Determine major units and skills to monitor and assess in grade level teams.	
	Assigned to:	Leah Schutz
	Target Completion Date:	01/29/2016
	Comments:	Provide time during waiver days to work on this step.
	3. Create or identify pre-assessment tools for identified units.	
	Assigned to:	Joey Easley
	Target Completion Date:	04/15/2016
	Comments:	
Implement:	Percent Task Complete:	33%

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound homework practices and communication with parents

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)

	Index:	4	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Paul Lewis	
	Target Date:	06/30/2017	
	How it will look when fully met:	Our school reports will be aligned with standards in ways that are consistent and accessible to parents. Teachers will use standards for the basis of evaluation of student progress.	
Tasks:			
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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

P5-IID05 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(ELL,TitleISW)

	Index:	1	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Paul Lewis	

	Target Date:	06/29/2018
	How it will look when fully met:	We will have a shared understanding of the data used to track student progress and set goals. Our leadership team members will lead their grade level teams in annual review of student data and will share their findings as part of a BLT transition meeting. The BLT will plan building level and individual supports to help students successful transition and will monitor the effectiveness of these supports.
Tasks:		
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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)		
	Index:	2 (Priority Score x Opportunity Score)
Plan:	Assigned to:	Leah Schutz
	Target Date:	06/20/2018
	How it will look when fully met:	Each grade level will create and pass on relevant data to next years teacher. The school will provide time for each grade level to meet with staff the year above and below to discuss academic trends and needs.
Tasks:		
1. Provide examples of transition worksheets and discussion these transition sheets as a leadership team, brainstorming the needed information for effective transitions.		
	Assigned to:	Cathy May
	Target Completion Date:	02/25/2016
	Comments:	This used to be a practice. Some grade levels found the process more cumbersome and less helpful than others. Starting from past forms will give us a starting point to discuss what data will ultimately help us serve student most effectively. The group expressed that information about interventions received, include ending curriculum and lessons for the year would help us start interventions more quickly the following year.
2. Finalize and distribute grade level student transition sheets to all teachers to assist with class placement and to provide to the next year's teacher as a baseline.		
	Assigned to:	Cathy May
	Target Completion Date:	03/24/2016
	Comments:	
Implement:	Percent Task Complete:	0%

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)		
	Index:	6 (Priority Score x Opportunity Score)
Plan:	Assigned to:	Paul Lewis

	Target Date:	06/17/2016
	How it will look when fully met:	Grade level and content teams will meet regularly using clear goals and processes to guide review of curriculum, practice and results. This ongoing review will result in adjustments to system-wide, classroom, target group and individual instruction and support.
Tasks:		
	1. Establish set times/dates for teams to meet.	
	Assigned to:	Paul Lewis
	Target Completion Date:	10/30/2015
	Comments:	Each grade level meets monthly during collaboration time after school to review student data and make plans to support struggling students and to adjust instructional practices to meet student needs. In addition, grade level teams meet with intervention specialists on a regular basis to monitor and adjust the effectiveness of interventions and make adjustments as needed.
	Task Completed:	09/25/2015
	2. Provide training and guidance for staff around the goals of team meetings and the procedures and guiding questions to be used.	
	Assigned to:	Paul Lewis
	Target Completion Date:	09/02/2015
	Comments:	Procedures and expectations for team meeting time were laid out by the principal as part of our before school staff meeting. Reminders of these expectations are sent out each month prior to the meeting.
	Task Completed:	09/02/2015
	3. Teams will meet to establish protocols and initial goals.	
	Assigned to:	Paul Lewis
	Target Completion Date:	10/30/2015
	Comments:	Grade level teams met during our first collaboration meeting in October, reviewed available student data, identified students in need of support and created initial goals and plans to help them achieve grade level expectations.
	Task Completed:	10/29/2015
	4. Teams will submit monthly summaries of their data, goals and adjustments made to the Principal.	
	Assigned to:	Paul Lewis
	Target Completion Date:	11/30/2015
	Frequency:	monthly
	Comments:	Grade level teams meet monthly to review student progress and set goals and create supports for identified students. Notes from each meeting are submitted to the principal.
	Task Completed:	11/26/2015
Implement:	Percent Task Complete:	100%

Student and School Success Principle 7: Family and community engagement

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

P7-IVA01 -	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)	
	Index:	6 (Priority Score x Opportunity Score)
Plan:	Assigned to:	Paul Lewis
	Target Date:	06/17/2016
	How it will look when fully met:	Parent representatives are identified and are regularly invited(at least twice per year) to attend leadership team meetings to review parent communications, engagement and outreach.
Tasks:		
	1. Decide as a leadership team the number of parent representatives and how they will be selected.	
	Assigned to:	Paul Lewis
	Target Completion Date:	10/30/2015
	Comments:	We will invite three parents from three different grade levels to attend a meeting to provide their ideas on our plan and their experience as parents at our school. This will take place annually.
	Task Completed:	10/22/2015
	2. Recruit and invite parent representatives to BLT meetings where family engagement will be a focus.	
	Assigned to:	Paul Lewis
	Target Completion Date:	12/18/2015
	Comments:	
Implement:	Percent Task Complete:	50%