School Improvement Plan
2016-17 School Year

Action Plan: Implement College & Career Readiness and Assess Its Effectiveness

School Improvement Goal: All students will successfully complete every course (they are enrolled in) and grade level and will demonstrate proficiency on local, state, and national assessments.

Strategy 1.1: Fully implement College & Career Readiness and assess its effectiveness

Rationale: Students benefit in all subjects from consistent, systematic monitoring and support as they move through the grades.

Activities to Achieve this Strategy: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monitoring Effectiveness** What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Increase teacher understanding of: • Purpose • Goals • Plan	In-service on College and Career Readiness Common planning time for grade bands	On going	Support of College and Career Readiness Scheduling	Administration Administration/ College and Career Readiness Leadership Team	Assess student-led conferences. Informal assessment of staff regarding comfort level with College and Career Readiness / Peer support among staff
Provide curriculum training and resources, pacing guides on a scheduled, ongoing basis: Where are you? What do you need? What are the challenges?	Re-establish College and Career Readiness Leadership Team to facilitate training and resources	On going	College and Career Readiness curriculum Bridges software	Administration Leadership Team	Working College and Career Readiness curriculum Student portfolios

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Plan for fall and spring student-led conferences using the implementation checklist and or key elements used at all grade levels.	Discuss positive outcomes of student-led conferences Brainstorm ideas for future conferences	Ongoing	Evaluate and edit conference forms	Leadership Team	Conference participation counts and conference evaluations Parent feedback
Career Day	Learn from other schools who already implement Career Day	Spring	Partner with the business community	Leadership Team	Students demonstrate more interest in exploring career options

School Improvement Plan
2016-17 School Year

Action Plan: Develop and Implement System of In-school Interventions to Meet Student Needs

School Improvement Goal: All students will successfully complete every course and grade level and will demonstrate proficiency on local, state, and national assessments.

Strategy 1.2: Develop and implement a system of in-school interventions to meet the diverse needs of all students.

Rationale: Struggling students need additional academic support during the school day in order to assure that they successfully complete every course and grade level and can demonstrate proficiency on local, state, and national assessments.

Activities to Achieve this Strategy: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monitoring Effectiveness** What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
CARE Team process will develop a variety of intervention options. These will include: • Multi-level intervention checklists • Intervention classes	As needed.	Weekly by Grade band	Educational Service District Outside consultants	CARE Team Dean of Students	Weekly notes Assessment data Request for assistance form (detailed packet)
Assure that LAP (Learning Assistance Program) and Title I funds are used for intervention for students who have not passed the state assessments and/or district-wide assessments	N/A	Ongoing	Student assessment data OSPI (Office of Superintendent of Public Instruction)-Title I/LAP Dept.	Title I / LAP Director Administration	Title I / LAP Director assurances and expenditure reports Progress Monitoring Review Budget

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Explore options for providing support to high achieving students.	Highly Capable (HCP) Training Differentiated Instruction	On going	HCP Program funds District PD funds Running start	All staff	Progress monitoring
District maintains a Title I / LAP advisory/support team (Committee of Practitioners Workshop)	N/A	Ongoing	OSPI ESD (Educational Service District) District	Title I / LAP Director and Administration	Sign in sheet

School Improvement Plan
2016-17 School Year

Action Plan: Accessing Achievement Data

School Improvement Goal: Eliminate the gaps in student achievement that are connected to English Language acquisition, socioeconomic status, and gender.

Strategy 1.3: Develop and implement a system for collecting, storing, and accessing achievement data

Rationale: An effective system for storing and accessing achievement data is prerequisite to using that data to increase learning.

Activities to Achieve this Strategy: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monitoring Effectiveness** What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Monitoring student progress using state and local assessments in math, reading, and science	Ongoing training to staff members to deepen their understanding of data	Ongoing	OSPI (Office of Superintendent of Public Instruction) Educational Service District NWEA (Northwest Evaluation Association) subject area tests and on-line tutorials	Committee of Practitioners Workshop Team Special Programs Director All Staff MLA (Math Leadership Alliance) Leadership Team Science Leadership Network	Consistent improvement in test results. WELPA, AMAO (Annual Measurement Achievement Objective), and State assessments

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Revisit system of assessments: • Consistent basis • Whenever consideration is given to adding or taking away assessments.	N/A	Ongoing	N/A	Administration / Leadership Team	
Review student attendance, refine monitoring system and share with parents	Work with support staff, teachers and administration to implement and monitor the system consistently	Annually	Skyward, Newsletter, and Email	Dean of Students, Title I Director, and Principal	School Report Card, Skyward Report

School Improvement Plan
2016-17 School Year

Action Plan: Common Instructional Practices

School Improvement Goal: Eliminate the gaps in student achievement that are connected to English language acquisition, socioeconomic status, and gender.

Strategy 2.1: Select and implement common effective instructional practices and assess their impact on student learning

Rationale: Consistent use of commonly agreed upon effective instruction practices assures that all students receive equitable instruction.

Activities to Achieve this Strategy: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monitoring Effectiveness** What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Monitoring student progress Implement strategies learned at GLAD/ELL trainings	Provide ongoing training to staff to deepen their understanding of these strategies	Ongoing	OSPI (Office of Superintendent of Public Instruction) North Central ESD	Special Programs Director Bilingual Director All Staff	Fall, Winter, and Spring Consistent improvement in test results. Parent feedback
Implement strategies from the Marzano Instructional Framework	Provide ongoing training to staff to deepen their understanding of these strategies	Ongoing	OSPI (Office of Superintendent of Public Instruction) North Central ESD	Administration All Staff	Consistent improvement in test results. Principal Observation

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Increase student engagement in all content areas	Provide ongoing training to staff to deepen their understanding of these strategies	Ongoing	OSPI (Office of Superintendent of Public Instruction) North Central ESD	Administration All Staff	Consistent improvement in test results. Principal Observation
Provide access to most rigorous curriculum	Provide ongoing training to staff to deepen their understanding of these strategies	Ongoing	OSPI (Office of Superintendent of Public Instruction) North Central ESD	Administration All Staff	Consistent improvement in test results. Principal Observation

School Improvement Plan
2016-17 School Year

Action Plan: Staff members work collaboratively to eliminate achievement gaps

School Improvement Goal: Eliminate the gaps in student achievement that are connected to English language acquisition, socioeconomic status, and gender.

Strategy 2.2: Staff members work collaboratively to eliminate gaps in student achievement.

Rationale: Developing the staff's capacity to work collaboratively to address questions about student learning is the most promising strategy for helping all students learn at high levels.

Activities to Achieve this Strategy: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monitoring Effectiveness** What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Continue to train new staff on GLAD strategies.	Attend GLAD trainings offered by NCESD and/or neighboring school districts	June 2015 throughout the 2015-16 school year.	District professional development funds	All Staff Administration	Improvement in AMAO (Annual Measurement Achievement Objective), State assessments and WELPA results
Staff members use the late start days to learn and apply the skills of effective collaboration to increase student learning.	Ongoing training and reflection on working effectively in a learning community	Ongoing during late starts	Washington Ed. Assoc. Learning Communities Initiative, Professional Learning Communities literature	Staff, Administration	Notes from collaboration meetings Evidence of impact in collaborative work

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Present achievement gap data to educate teachers.	NWEA Tutorials	Fall, Winter, and Spring	Data regarding socioeconomic tied to achievement Attendance data	Title I Director, Administration, NWEA MAP Trainer/consultant	Accessible data for staff (WELPA, NWEA, and State assessment)
Identify more time to meet as professional learning community groups regarding individual students.		Ongoing	Late starts, buddy classrooms, etc.	Administration Care Teams	Structure in place

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2016-17 School Year

Action Plan: Staff members work collaboratively to eliminate achievement gaps

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Strategy 2.3: Staff members work collaboratively to increase Parent Involvement opportunities.

Rationale: Parent involvement is a key component to increasing student achievement eliminating the achievement gap.

Activities to Achieve this Strategy: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monitoring Effectiveness** What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Review and Implement the District Title I Parental Involvement Policy (4130) and Procedures (4130P)	N/A	Every 4 years (4130) (beginning December 2014) Annually (4130p)	Washington State School Directors Association (WSSDA), NCESD, OSPI	Staff, Administration, and Board of Directors	Notes from collaboration meetings Board Minutes
Team reviews current parent involvement opportunities and recommends strategies to increase participation	N/A	Fall/Winter	Parent Involvement Plan, Title I Parental Involvement Policy and Procedures (4130 & 4130P), Calendar	Title I Director, Administration,	Participation Notes from collaboration meetings Parent Survey

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Continue comment/suggestion cards for parents to be able to provide input	N/A	Ongoing	Comment Cards, Website	Paraeducators, Care Teams, Parents and Administration	Structure in place Parent feedback

School Improvement Plan
2016-17 School Year

Action Plan: Implement Tier I Positive Behavior Interventions/Supports and Assess Its Effectiveness

School Improvement Goal: Provide all students with the social experiences that support them in becoming responsible, productive citizens.

Strategy 3.1: Fully implement Tier I Positive Behavior Interventions/Supports

Rationale: Students benefit when they are provided with clear and high expectations with systematic support to reach those expectations.

Activities to Achieve this Strategy: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monitoring Effectiveness** What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Continue to fully implement the reward/recognition program	**Ongoing staff training**	**Continuous**	**PRIDE Matrix** **Raffle Drawings** **Celebrations (monthly/quarterly)**	**All staff does work and rewards** **Administration leadership**	**Listen – student feedback** **Teacher buy in** **Referrals (review and compare quarterly)**
Provide ongoing training in PBIS (Positive Behavior Interventions/Supports) to: • Substitutes • New hires • Paraprofessionals	Inservice training Mentor teacher	Ongoing Yearly	PRIDE Matrix Staff Inservice	Administration	Follow-up and feedback

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Establish checkpoints and list of considerations and adjustments. Review these at least monthly at staff meetings.	Inservice	Ongoing	PRIDE Matrix	All staff Administration	Follow-up and feedback Discipline data
Review the training plan for the year.	August Learning Improvement Day each year	Ongoing	Staff/peers	All Staff	Follow-up and feedback

School Improvement Plan
2016-17 School Year

Action Plan: Develop and Implement Tier II/III Positive Behavior Interventions/Supports

School Improvement Goal: Provide all students with the social experiences that support them in becoming responsible, productive citizens.

Strategy 3.2: Develop and implement PBIS Tier II and Tier III interventions

Rationale: Students benefit when they are provided with clear and high expectations with systematic support to reach those expectations.

Activities to Achieve this Strategy: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monitoring Effectiveness** What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Continue to obtain resources for implementation of Tier II and III interventions	PBIS (Positive Behavior Interventions / Supports) Team continues to implement Tier II, III interventions. / Tier II, III workshop	Ongoing	Trained teachers PBIS team- PBIS Team will need to debrief remaining staff and parents	PBIS Team,/ Care Team Administration, parents	Behavior contracts PBIS Team Administration Parents
Continue to attend PBIS conferences and/or professional development opportunities	Attend conferences as funding and schedules allow	Ongoing	Send a small team to PD event. Return and debrief full PBIS Team and faculty	Administration	Implementation of strategies gained at the conference. Assess results. PBIS/Care/Leadership Team Administration, parents

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