

# Comprehensive Plan Report

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

11/16/2015

Firgrove Elementary---N NCES - 530696001025

Puyallup SD

## Student and School Success Principle Indicators

Key Indicators are shown in RED.

### Student and School Success Principle 1: Strong leadership

#### Team structure

<b>Indicator</b>	<b>P1-ID01 - A team structure is officially incorporated into the school governance policy.(36)</b>		
<b>Status</b>	Tasks completed: 1 of 6 (17%)		
<b>Assessment</b>	Level of Development:	Initial: <span style="color: red;">Limited Development</span> 11/10/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our School Improvement team has been divided into two branches: The Management Team (incorporating Safety, Discipline, attendance issues) and The instructional Team. Each grade level has a volunteer representative on each of these teams to ensure communication and implementation. The teams meet monthly to review issues, further professional development, and review the progress of the Indistar plan. Any time beyond 3:30 needs to be compensated, making the time available tight.	
<b>Plan</b>	Assigned to:	Sam Sharpe	
	How it will look when fully met:	We would like to establish these teams in the spring so that our summer time can be utilized to its fullest. The schedule for the Management and Instructional teams will be shared via the school wide activity calendar. Minutes from these meetings will be stored on the y:/ drive so that they can be reviewed by the whole staff.	
	Target Date:	05/16/2016	
	<b>Tasks:</b>		
	1. Create a standing agenda for the Management team.		
	Assigned to:	Sam Sharpe	
	Added date:	11/10/2015	
	Target Completion Date:	12/01/2015	
	Frequency:	monthly	
	Comments:		
	2. Create a standing agenda for the instructional team meetings		
	Assigned to:	Kristen Schroeder	
	Added date:	11/10/2015	
	Target Completion Date:	12/02/2015	
	Frequency:	monthly	
	Comments:		

	3. Submit the Management team notes monthly to Gary Frentress for documentation of safety committee.		
	Assigned to:	Sam Sharpe	
	Added date:	11/10/2015	
	Target Completion Date:	12/01/2015	
	Frequency:	monthly	
	Comments:		
	4. Assign the notetaker.		
	Assigned to:	Amanda Kraft	
	Added date:	11/10/2015	
	Target Completion Date:	11/30/2015	
	Comments:		
	5. Predetermine dates for Management and Instructional team meetings		
	Assigned to:	Kristen Schroeder	
	Added date:	11/10/2015	
	Target Completion Date:	09/01/2015	
	Comments:	Electronic invitations were sent out to all staff. Make sure that late hired staff also are able to access them.	
	Task Completed:	09/01/2015	
	6. Have notetaker upload minutes from each meeting to the y: drive		
	Assigned to:	LouAnn Tamer	
	Added date:	11/10/2015	
	Target Completion Date:	01/08/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 6 (17%)	
<b>Indicator</b>	<b>P1-ID02 - Teams that include family and community members are representative of the demographics of the student population.(3060)</b>		
<b>Status</b>	Tasks completed: 0 of 7 (0%)		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 11/10/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	We are slowly gaining involvement from our families, but they are definitely still not a true representation of our student population. We have found the greatest success by communicating during our Adult ESL classes and during the pick up from our HOPE club. We would like to create more 'fun' activities that our parents feel safe participating in so that when we address more difficult things like our academic achievement, we have parents that will want to contribute.	
<b>Plan</b>	Assigned to:	Martha Buckmaster-Smith	
	How it will look when fully met:	If we partner with our family and community members that are representative of the demographics of our student population, we will impact student achievement by having increased participation and	

		engagement in our website, Facebook, and parent nights.
	Target Date:	06/10/2016
	<b>Tasks:</b>	
	1. Post Facebook pictures weekly from classrooms.	
	Assigned to:	Erin Maddux
	Added date:	11/10/2015
	Target Completion Date:	01/08/2016
	Frequency:	weekly
	Comments:	We currently have increased our likes to over 400 as of November 2015.
	2. Post information parent articles one time per week.	
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	10/09/2015
	Frequency:	weekly
	Comments:	Our bullying, homework, and learning disabilities posts were the highest reposted between August and November.
	3. Post school events on the website once a week.	
	Assigned to:	LouAnn Tamer
	Added date:	11/10/2015
	Target Completion Date:	01/08/2016
	Frequency:	weekly
	Comments:	
	4. Reference Facebook posts on reader board twice a semester.	
	Assigned to:	LouAnn Tamer
	Added date:	11/10/2015
	Target Completion Date:	01/08/2016
	Frequency:	four times a year
	Comments:	
	5. Visit adult ELL classes once a semester to talk about possible ways to improve our school.	
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	12/11/2015
	Frequency:	three times a year
	Comments:	
	6. Provide a stipend for a teacher for the liaison with PTA.	
	Assigned to:	Amanda Kraft
	Added date:	11/10/2015
	Target Completion Date:	06/17/2016
	Frequency:	once a year
	Comments:	

	7. Establish positive Watch Dogs connection. Make personal contact to confirm date and thank them for volunteering.	
	Assigned to:	Sam Sharpe
	Added date:	11/10/2015
	Target Completion Date:	12/11/2015
	Frequency:	twice weekly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 7 (0%)
<b>Indicator</b>	<b>P1-ID03 - All teams have written statements of purpose and by-laws for their operation.(37) (TitleITA)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/10/2015
	Evidence:	We currently have definitions and a tracking chart of the functions of our Instructional and Management teams. Our grade level teams have created norms and ways of holding each other accountable for the tasks that they are completing. Our mission and vision for the school has been clearly communicated as "Ensuring Achievement, Inspiring Hope". We use this as a filter for our work and if it doesn't fit that criteria, we take it off of our 'to-do' list.
<b>Indicator</b>	<b>P1-ID04 - All teams operate with work plans for the year and specific work products to produce. (38)</b>	
<b>Status</b>	Tasks completed: 0 of 6 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are addressing the work plans for the year in six week chunks, aligned with our goal cycle. Teachers will receive instruction on creating essential questions that will integrate our curriculum in a more authentic way, giving our students multiple opportunities to practice conceptual thinking. In addition, our staff will need additional instruction on depth of knowledge levels of questioning and time to create the plans.
<b>Plan</b>	Assigned to:	Kristen Schroeder
	How it will look when fully met:	If all PLC teams know clearly the tasks to be accomplished as a team, we will more clearly communicate and accomplish our goals in an efficient manner, resulting in improved and timely results for student achievement as measured by increased results on SBA and AMO annual measurements.
	Target Date:	11/10/2017
	<b>Tasks:</b>	
	1. Grade level PLC team notes will be saved on the y: drive.	
	Assigned to:	Jennifer Kylo
	Added date:	11/10/2015
	Target Completion Date:	01/08/2016
	Frequency:	

	Frequency:	monthly
	Comments:	
2. Create grade level team norm files on y: drive.		
	Assigned to:	Amanda Kraft
	Added date:	11/10/2015
	Target Completion Date:	11/10/2015
	Comments:	
3. RTI meeting agenda and notes will be saved on the y: drive		
	Assigned to:	Jennifer Kylo
	Added date:	11/10/2015
	Target Completion Date:	01/08/2016
	Frequency:	monthly
	Comments:	
4. Create PLC minute folders, for each grade level.		
	Assigned to:	Amanda Kraft
	Added date:	11/10/2015
	Target Completion Date:	01/08/2016
	Frequency:	monthly
	Comments:	
5. RTI Intervention templates charts uploaded to y: drive		
	Assigned to:	Jessica Johnson
	Added date:	11/10/2015
	Target Completion Date:	06/10/2016
	Frequency:	monthly
	Comments:	
6. Create survey monkey regarding effectiveness of PLC team meetings. Administer 3 times per year to track growth.		
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	06/10/2016
	Frequency:	three times a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 6 (0%)
<b>Indicator</b>	<b>P1-ID05 - All teams prepare agendas for their meetings.(39)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015
	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 have a standing agenda for our RTI meetings and our staff meetings. We are working on creating a standing agenda for our Instructional team and Management team meetings.
<b>Plan</b>	Assigned to:	Jessica Johnson
	How it will look when fully met:	If all teams prepare an agenda for their meetings, it will result in increased efficiency and use of limited time, which will provide increased time for instruction and focused conversations, resulting in improved academic achievement and less staff frustration.
	Target Date:	02/12/2016
	<b>Tasks:</b>	
	1. Create a RTI meeting standing agenda and meeting dates for the 2015-16 year.	
	Assigned to:	Jessica Johnson
	Added date:	11/10/2015
	Target Completion Date:	09/07/2015
	Comments:	
	3. Edit and create a common PLC meeting agenda.	
	Assigned to:	Amanda Kraft
	Added date:	11/10/2015
	Target Completion Date:	12/10/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>P1-ID06 - All teams maintain official minutes of their meetings.(40)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015
	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:	Grade level teams have been asked to save their team meeting minutes in the y: drive. This is currently happening about half of the time. The RTI meeting minutes are being shared, but could contain greater detail. There are no note takers established for the Management Team or Instructional Team meetings as of yet.
<b>Plan</b>	Assigned to:	Jennifer Kylo
	How it will look when fully met:	If all teams maintain official minutes of their meetings, it will impact more effective communication and building upon our previous trials, knowledge and action research, which will result in greater student achievement and less frustration among staff.
	Target Date:	01/15/2016
	<b>Tasks:</b>	
	1. Upload the PLC team meeting notes to the y: drive for review	
	Assigned to:	Jennifer Kylo
	Added date:	11/10/2015
	Target Completion Date:	01/15/2016

	Frequency:	monthly
	Comments:	
2. Upload the RTI Intervention Team notes to the y: drive		
	Assigned to:	Jennifer Kylo
	Added date:	11/10/2015
	Target Completion Date:	01/15/2016
	Frequency:	monthly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>P1-ID07 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 11/10/2015
	Explain why not a Priority or Interest:	The teams are keeping record of the agendas, work products and minutes of all teams on our commonly accessed y: drive, which all faculty can access.
<b>Indicator</b>	<b>P1-ID08 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)</b>	
<b>Status</b>	Objective Met 2/5/2014	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/24/2013
		Objective Met - 02/05/2014
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have separated our Leadership Team into two areas of focus: Instruction and Management. While each effects the other, the meetings from last year were often overpowered with Management issues that potentially derailed Instructional decisions. We felt that by separating the two meetings, we could ensure that Instruction stays at the forefront of our decision making.
<b>Plan</b>	Assigned to:	Kristen Schroeder
	How it will look when fully met:	If the Leadership team meets at least twice a month (one time of Instructional team and one time of Management team), then we impact our effectiveness to implement our Schoolwide plan which will result in higher teacher efficacy and greater student achievement as indicated by meeting our yearly AMO targets in all demographic categories.
	Target Date:	11/25/2013
	Tasks:	
1. Schedule Instructional and Management Team meetings for the year on the master calendar.		
	Assigned to:	LouAnn Tamer
	Added date:	11/11/2013

	Target Completion Date:	12/06/2013
	Comments:	Check to see if these meetings have been previously paid hourly for those who attend. Update: 1/6/2014: While these meetings may have been paid a few years ago, there is no record of payment during the 2012-13 school year. Fortunately, our Title I department has agreed to paying for the 45 minute meeting beyond contracted time so that we can continue to regularly meet. All meetings are currently scheduled on the master calendar for the year and will be prescheduled for the 14-15 school year by May 2014.
	Task Completed:	11/25/2013
	2. Send out reminders prior to the meetings, including agendas and tasks to be accomplished. One meeting will be focused on the Instructional lens, the other meeting will be focused with the Management lens.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	12/06/2013
	Frequency:	twice monthly
	Comments:	This is an ongoing task, but a standard agenda and communication plan has been implemented through the notes section of the outlook calendar. This way anyone involved in the meeting can read and add agenda items easily without needing another obstacle to scheduling.
	Task Completed:	11/25/2013
	3. Recruit representatives for the teams from each grade level and job-alike group to attend.	
	Assigned to:	Jeannine Medvedich
	Added date:	11/11/2013
	Target Completion Date:	12/06/2013
	Comments:	There have been many conversations taking place among the grade level teams. In addition, since we are paying for time, we have been able to get more interest. Unfortunately, contractually, there are no consequences that can be implemented if teachers do not attend. We are working on figuring out what would make these meetings more desirable and appealing for the teacher's time that is dedicated to the work.
	Task Completed:	12/18/2013
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	2/5/2014
	Experience:	2/5/2014 This was a fairly simple fix by creating a master calendar for our building. Staff members know when each team is going to be meeting for the entire year, as well as which team member needs to attend for representation.
	Sustain:	2/5/2014 We will need to build our calendar for 2014-15 this May for proactive planning.
	Evidence:	2/5/2014 Our building calendar reflects that the Instructional team meets on the second Wednesday of the month. The Management Team meets on the third Monday of the month. Whole staff meetings take place the third Tuesday of each month. The fourth late start Mondays of each



		month are designated to be professional development led by the principal.
<b>Indicator</b>	<b>P1-ID09 - The Leadership Team serves as a conduit of communication to the faculty and staff. (43)</b>	
<b>Status</b>	<b>Objective Met</b> 2/5/2014	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/28/2012
		<b>Objective Met</b> - 02/05/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Firgrove was identified as an Emerging School with a focus on Special Education. Firgrove is a Schoolwide Title I School. All teachers and para-educators meet the requirements for Highly Qualified under the Elementary and Secondary Education Act (ESEA). A principal attestation regarding highly qualified staff was sent to all Firgrove families in the fall of 2012. The work of para-educators is supervised by highly qualified certificated teachers. The Needs Assessment, as identified by the BERG group, identified the need for improved communication from leadership to the staff. In 2011 23.8% of SPED students met benchmark according to the Reading MSP scores. In 2012, 41.9% of SPED students met standard. This indicates that our Resource students are improving. Firgrove demonstrates needs in other areas (low income, ELL,two or more races) thereby this Key Indicator (ID09) is paramount for school success.
<b>Plan</b>	Assigned to:	Sam Sharpe
	How it will look when fully met:	When this objective has been achieved, we will know because we will reissue the staff survey that indicated a need for growth in this area. The BERG Needs Assessment scored Firgrove a Level II in this area. With our improved communication in this area, we hope to score a minimum of a Level III by the end of this school year.  We will take interim measures in February and April.
	Target Date:	06/01/2014
	<b>Tasks:</b>	
	<p>1. CSIP/Instructional Team WILL FOCUS ON DATA</p> <p>CSIP representatives will meet a minimum of monthly and communicate building initiatives to learning teams and/or grade levels through a two way communication mode.</p> <p>CSIP team will examine data as it is gathered and formulated. The focus will include a minimum of the following:</p> <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Common Assessments</li> <li>• Hawk Math Data</li> <li>• Walk to Read/Reading Data</li> <li>• Read-Well assessments</li> <li>• Computational fluency</li> <li>• Writing Prompt Scores</li> </ul> <p>STAR Reading/Math</p>	

Assigned to:	Melanie Martin
Added date:	11/28/2012
Target Completion Date:	09/10/2013
Frequency:	monthly
Comments:	<p>This will be an ongoing process for Firgrove Elementary School. We will implement this task immediately, however, it is likely that continued refinement will be necessary.</p> <p>Addition: Ongoing agenda item on the CSIP "Lesson Plan" (agenda) to discuss data for 5-10 minutes at each meeting.</p> <p>The structure is in place, therefore we will determine this task completed. However, it is an ongoing initiative.</p>
<b>Task Completed:</b>	<b>06/01/2012</b>

2. Teachers present data to Data Team to share progress and brainstorm strategies for improvement  
 Firgrove will conduct a minimum of three Data meetings for all teachers during each school year.

We will examine data to identify areas of disproportionality and more effectively be able to communicate the needs of students through this data review.

By January 2013, CSIP team will serve as a conduit of communication by creating a common template to be used to share data at Data meetings and grade level meetings.

This provides a transparent way to monitor efforts toward improving achievement. \*In some cases we will have an opportunity to celebrate the findings and in other cases, it will be necessary to review and refine our efforts.

Understanding what students know and still need to learn is a pre-requisite for knowing where to go next instructionally with a student to take them to proficiency on any content standard indicator.

- Identify school resources and supports from the district and community that can help support students whose data is disproportionate.
- Work with staff to develop questions that are always used when looking at data.
- Establish a set of criteria that will be the core for selecting practices/interventions – fit with need, based in experience with similar school populations, skill requirements, etc.

We will ask essential questions focused on the following:

- How do students of color perform, compared to white students?
- How do male and/or female students of color perform, compared to the same group of white students?
- How do special education students perform, compared to those in general education? (SPED is the identified category as Emerging)
- How do English language learners compare to other students?
- What implications does the data have for instruction?
- What additional or different instructional strategies do teachers need?

Assigned to:	Kristen Schroeder
Added date:	11/28/2012
Target Completion Date:	01/31/2013
Frequency:	monthly
Comments:	<p>Update: CSIP discussed adding more defined questions when looking at data.</p> <p>We are on the right track. In fact, this is going well in this area.</p>

		Systems are in place and sustainability is achievable. However, this is an ongoing task!
		Update: 2/4/2014 We have switched the data presentations to our six week goal cycle at staff meetings attended by all staff. This has seemed to be very effective as now we have an opportunity to vertical team around common issues and problem solve systemic issues that were occurring frequently during the Data Team meetings. We feel with this tweak, this task is sustainable.
	<b>Task Completed:</b>	<b>02/04/2014</b>
	3. PROVIDE OPPORTUNITIES FOR DATA CHECK POINTS	
	<ul style="list-style-type: none"> <li>• CSIP will meet monthly</li> <li>• Advisory Meetings will occur a minimum of three times a year</li> <li>• Grade Level Teams will meet weekly and focus on a minimum of the following: Hawk Math, Hawk Reading, Reading Block, Math Block, Writing (use of Late Start Mondays, traded staff meeting time). When grade level meetings occur, a minimum of one representative must bring a laptop to access data from the Y Drive.</li> <li>• Grade Level SMART goal meetings will occur on a six-week cycle</li> </ul> <p>The form the CSIP team will create in January will be used during each meeting. The form will be saved in the Y Drive in a designated folder upon closure of the meeting, as the form will be made available as an online resource and will be able to be emailed directly. The CSIP team will review the forms to identify areas for growth, necessary resources, and monitor the implementation of the process.</p>	
	Assigned to:	Melanie Martin
	Added date:	11/28/2012
	Target Completion Date:	01/03/2014
	Frequency:	four times a year
	Comments:	<p>This is ongoing.</p> <p>Update: The lesson plan (agenda) will automatically contain a time to review data at each meeting.</p> <p>While this is in place, it is ongoing. We are considering it completed to the structure being in place.</p>
	<b>Task Completed:</b>	<b>05/03/2013</b>
	4. Communication systems will be implemented and refined by March, 2013	
	<ul style="list-style-type: none"> <li>• Nuts &amp; Bolts bulletin from office secretary sent out weekly and displayed by mailboxes</li> <li>• Clearly defined representation on the CSIP team. Grade level representation is encouraged. All categories of staffing will have a representative to provide two-way communication.</li> <li>• Data will be stored on the Shared Drive so that it is easily accessible for all staff members.</li> <li>• Staff will check their email daily.</li> <li>• Vertical Teaming meetings will occur a minimum of 2 times/year.</li> <li>• Grade Level meetings will occur as stated above.</li> <li>• Family Communication in the form of classroom newsletters will occur two times per month at a minimum</li> </ul>	
	Assigned to:	LouAnn Tamer
	Added date:	11/28/2012
	Target Completion Date:	10/28/2013
	Frequency:	weekly
	Comments:	Principal will assist Office Manager in this task.

	Comments:	Update: We have switched to a weekly staff newsletter sent out on Fridays instead of the Nuts & Bolts emails. CSIP endorses this new implementation. A communication survey will be sent to staff by June 1, 2013.
	<b>Task Completed:</b>	<b>02/04/2014</b>
	5. Firgrove staff will communicate to families in the following manner at a minimum:  Teacher newsletters = Weekly School Newsletter = 1 times per month  Progress Reports DIBELS Benchmark, Imagine Learning, and/or STAR Enterprise Reading and Math information will be communicated to families in September, January and on the final report cards.	
	Assigned to:	Jeannine Medvedich
	Added date:	12/13/2012
	Target Completion Date:	09/30/2013
	Frequency:	weekly
	Comments:	
	<b>Task Completed:</b>	<b>05/03/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	2/5/2014
	Experience:	2/5/2014 This is an ongoing task, but the systems in place are now sustainable. The Leadership Team has now created an ongoing check system to make sure that the systems in place continue regardless of any administration changes.
	Sustain:	2/5/2014 As staff changes or new staff are hired, we will need to share the agreed upon protocols and procedures with them.
	Evidence:	2/5/2014 Dates for data share out are on the calendar, as well as meeting times. Teachers provide copies of their classroom newsletters to the office, and our communication protocols are outlined in the staff handbook.
<b>Indicator</b>	<b>P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)(TitleITA)</b>	
<b>Status</b>	Tasks completed: 6 of 8 (75%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have determined the data that we will continue to look at and measure throughout the year. We have added Renaissance STAR Math and Reading this year to help us evaluate the intersecting growth that we are making against a normed group. Our Instructional Leadership Team will continue to look at data as a part of our regularly scheduled

		meetings. In addition, grade level teams will be meeting with administration and teachers on special assignment to evaluate the effectiveness of our interventions once a month.
<b>Plan</b>	Assigned to:	Amanda Kraft
	How it will look when fully met:	If the school's Instructional team regularly evaluates the school performance data, then we will impact how we make decisions about our school improvement and professional development needs which will result in greater teacher efficacy and increased student achievement as indicated by meeting our yearly AMO targets in all subgroups. We will specifically look at WELPA, DIBELSnext, MSP, Computation Fluency measures, Number Corner, Reading Unit pre/post tests and STAR Enterprise Reading and Math data.
	Target Date:	06/13/2016
	<b>Tasks:</b>	
	1. Grade levels 2-6 schedule and participate in monthly assessment times to assess STAR reading and math.	
	Assigned to:	Amanda Kraft
	Added date:	11/24/2014
	Target Completion Date:	10/30/2014
	Frequency:	monthly
	Comments:	Pieces of evidence in place: monthly STAR reports.
	<b>Task Completed:</b>	<b>10/15/2014</b>
	2. Intervention progress by LAP and Title I evaluated every two weeks through classroom observation and formative assessments. Interventions planned based on student need via STAR reading/math monthly assessments.	
	Assigned to:	Martha Buckmaster-Smith
	Added date:	11/24/2014
	Target Completion Date:	10/15/2014
	Frequency:	weekly
	Comments:	Ongoing, but system firmly in place.
	<b>Task Completed:</b>	<b>11/14/2014</b>
	3. Analysis of DIBELSnext data will be completed in winter and spring to ensure intersecting growth of student progress. Each grade level will be measured for adequate progress as well as each level of instruction: benchmark, strategic, and intensive to ensure that adequate progress is being made for each subgroup of students.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	01/15/2014
	Frequency:	twice a year
	Comments:	Pieces of evidence: Intersecting growth charts from Fall-Winter, Winter-Spring, and Fall-Spring
	<b>Task Completed:</b>	<b>06/15/2014</b>
	4. Track the Computational Fluency measures, Number corner and Reading unit pre-post tests monthly. Teachers to enter data on the y: drive for analysis.	
	Assigned to:	Amanda Kraft
	Added date:	11/24/2014

	Target Completion Date:	11/01/2014
	Frequency:	monthly
	Comments:	Discussion about whether these are correlated to the CCSS and SBAC. Would time be better spent focusing on STAR and Interim tests rather than curriculum based tests that may have holes?  We have decided to focus on tracking our formative assessment data aligned to the SMART goals and proficiency scaled with appropriate Depth of Knowledge questions rather than these pre/post tests.
	Task Completed:	03/06/2015
5. Yearly analysis of state measure in August.		
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	08/30/2013
	Frequency:	once a year
	Comments:	2014- Making steady progress in all areas. Need to continue to watch SPED and Hispanic subgroups. Writing systems need to be addressed in the next year.
	Task Completed:	09/01/2014
6. Analysis of WELPA scores and evaluation of growth as compared to the previous year's score.		
	Assigned to:	Cassie Ladwig
	Added date:	11/24/2014
	Target Completion Date:	05/15/2014
	Frequency:	once a year
	Comments:	Kristen Schroeder used this data as part of her personal evaluation process for subgroup ELL Criterion 8 in 2013-14. We observed steady progress of 90% of students. Many were on track for exiting program, and Firgrove accomplished a high 'watch' list.
	Task Completed:	07/01/2015
7. Determine students who qualify for LAP and Title		
	Assigned to:	Martha Buckmaster-Smith
	Added date:	12/01/2014
	Target Completion Date:	09/30/2014
	Frequency:	monthly
	Comments:	This year we are implementing LAP service for K-4 reading. Students who qualify for LAP services are given priority placement in the LAP program.  Kindergarten through Grade Four: <ul style="list-style-type: none"> <li>• Multiple measures are used to determine which students will receive LAP/Title services. These vary by grade level but will include: CORE Phonics, Kindergarten and 1st grade Read Well assessments, DIBELS and STAR Reading Assessments.</li> <li>• Any student receiving a benchmark score on the DIBELS assessment will not receive LAP services. If the average score from the subtests is a two or lower, the student can receive LAP or Title services.</li> <li>• Students in 4th grade will be identified for LAP or Title services based on the student's scores on the most current MSP/SBAC assessment,</li> </ul>

		<p>STAR Reading and/or DIBELS assessment scores. Any student receiving a Level 1 or Level 2 score in the referred subject area may receive LAP or Title services.</p> <ul style="list-style-type: none"> <li>Any student meeting standard in the referred subject area on the MSP will not receive LAP services.</li> </ul> <p>LAP services only address K-4 Reading. Title I addresses K-6 Math and 5/6 Reading</p>
8. Determine students that need to exit Title/LAP services		
	Assigned to:	Jennifer Kylo
	Added date:	12/01/2014
	Target Completion Date:	10/17/2014
	Frequency:	monthly
	Comments:	<p>Exiting Students from LAP services Kindergarten through Grade Fourth:</p> <ul style="list-style-type: none"> <li>Students may be exited from LAP/Title if they meet standard on subsequent DIBELS tests and/or they have met benchmark on both Oral Reading Fluency and Nonsense Word Fluency on four consecutive Progress Monitor dates, and have teacher recommendation. Said student must also continue to meet benchmark on Progress Monitoring data.</li> <li>Students in K-1 will make an equivalent to at least one year's growth in reading based on DIBELS Composite scores. Students in grades 2-3 will make an equivalent to at least one year's growth based on the STAR NCE score.</li> <li>Students in grade 4,5, 6 who receive LAP/Title services may be exited based on the same criteria above, and/or based on meeting benchmark on the Reading and/or Math MSP/SBAC.</li> </ul>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 6 of 8 (75%)
<b>Indicator</b>	<b>P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)</b>	
<b>Status</b>	<b>Objective Met</b> 2/5/2014	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
		<b>Objective Met</b> - 02/05/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal has created 40 minutes of common planning time for each grade level each day within the daily schedule. This will allow teams the time within the school day to plan, evaluate student work, and decide collectively on interventions. Our struggle is using this provided time as effectively and consistently as it is intended. We believe with continued professional development on collaborative practices, we will be able to successfully accomplish this goal by the end of the year.
<b>Plan</b>	Assigned to:	Kristen Schroeder

	How it will look when fully met:	If we organize 30 minute, daily common planning time among grade level teams, then we impact teacher collaboration that will result in more effective teaching practices and higher student achievement as measured by meeting student yearly AMO targets in all demographic areas, positive teacher implementation/reflections on staff development exit tickets and increased positive staff feedback about implementation of best practices. Ongoing professional development activities include book studies, video instruction and grade level/cross grade level/instructional team discussions around PLC collaboration practices.
	Target Date:	10/30/2013
	<b>Tasks:</b>	
	1. Collaborate with staff to revise or revisit current documentation system around PLC meetings.	
	Assigned to:	Jeannine Medvedich
	Added date:	10/30/2013
	Target Completion Date:	12/20/2013
	Comments:	During our instructional team meeting, it was decided that we would use the existing PLC agenda/action guide for all teams to document their progress with PLC meetings. Each week, teams should be uploading their team notes to the shared drive so that anyone in the building can review topics of discussion and progress on goals.
	<b>Task Completed:</b>	<b>01/06/2014</b>
	2. Implement PLC tracking form for use by grade level teams.	
	Assigned to:	Amanda Kraft
	Added date:	10/30/2013
	Target Completion Date:	11/20/2013
	Comments:	During our instructional team meeting, it was decided that we would use the existing PLC agenda/action guide for all teams to document their progress with PLC meetings. Each week, teams should be uploading their team notes to the shared drive so that anyone in the building can review topics of discussion and progress on goals.
	<b>Task Completed:</b>	<b>12/02/2013</b>
	3. Establish a protocol for sharing PLC team minutes.	
	Assigned to:	Sherrie Bakke
	Added date:	10/30/2013
	Target Completion Date:	01/20/2014
	Comments:	During our instructional team meeting, it was decided that we would use the existing PLC agenda/action guide for all teams to document their progress with PLC meetings. Each week, teams should be uploading their team notes to the shared drive so that anyone in the building can review topics of discussion and progress on goals. Those teams that are struggling to adhere to the protocol have been encouraged to set goals about improving this practice.
	<b>Task Completed:</b>	<b>01/06/2014</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	2/5/2014
	Experience:	2/5/2014



		It was very difficult to arrange a common, daily 40 minute planning time for staff using the existing staffing expectations. We needed to gain support from the specialists, as well as the teachers union to make this a possibility. Staff has been very receptive to working as a collaborative team, although we still have varying degrees of effectiveness in the discussions that are taking place.	
	Sustain:	2/5/2014 As staffing changes, we will need to hire staff that will agree to support this approach to scheduling, teaming, and collaboration. In addition, the administration will continue to take changing teams to Professional Learning Communities training each summer for the next three years, until the entire building has attended. Continued examples from high functioning teams will be highlighted, in addition to possible observations of team meetings among the staff.	
	Evidence:	2/5/2014 Our master schedule, grade level team protocols, team notes, Leadership Team minutes, and staff meeting minutes provide evidence that our staff understands what collaboration at team meetings entails.	
<b>Indicator</b>	<b>P1-ID12 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)(ELL,TitleITA)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have whole days before and after the school year scheduled. We have limited blocks of time, established through our negotiated contract. Often the topics of these meetings are predetermined rather than moving our building forward with our specific initiatives.	
<b>Plan</b>	Assigned to:	Amanda Kraft	
	How it will look when fully met:	If Title I and building principal collaborate on the allocations of the budget, we impact the ability to provide training opportunities for staff which result in increased student achievement and improved instructional strategies and pedagogy.	
	Target Date:	09/15/2016	
	<b>Tasks:</b>		
	1. Schedule meeting with Traci Frank about additional funds that could be allocated for hourly pay for teachers.		
	Assigned to:	Kristen Schroeder	
	Added date:	11/10/2015	
	Target Completion Date:	01/08/2016	

	Comments:	I believe that we have some slush money still from the original Title I proposals submitted in September.
	2. Meet with John Parker and Karen McNamara to discuss needed trainings and how to abide by contract while moving the building forward.	
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	06/17/2016
	Comments:	
	3. Create long term professional development plan that is acceptable to the direction of the Chief Academic Officer so that there is no conflict regarding district directed days.	
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	08/12/2016
	Comments:	
	4. Release our Title I and LAP teacher for collaboration, planning, and analyzing student data on Mondays to work directly at building instructional skill with our staff.	
	Assigned to:	Jessica Johnson
	Added date:	11/10/2015
	Target Completion Date:	09/07/2015
	Frequency:	weekly
	Comments:	<p>Agenda RTI Monday Meeting (Six Week-end of SMART cycle)</p> <ol style="list-style-type: none"> <li>1. Reflect on results of prior goal</li> <li>2. Will we continue with this goal or can we move on? ___Yes ___ No</li> <li>3. What is the goal for the next six weeks? How was it established?</li> <li>4. What does research say about best practices around this topic?</li> <li>5. What common assessments were given? How many data points will we use?</li> <li>6. Sort students on RTI Template</li> <li>7. Who is teaching each tier? What does instruction look like at each level? DOK levels</li> <li>8. Assign tasks</li> </ol> <p>Agenda RTI Monday Meeting (Three Week-check in)</p> <ol style="list-style-type: none"> <li>1. Restate goal.</li> <li>2. Where are we at with the goal?</li> </ol> <ol style="list-style-type: none"> <li>3. What students are making progress? Shuffle students using RTI Template</li> <li>4. What students are not making progress? Why not?</li> <li>5. Do we need to change our instructional practice?</li> <li>6. Assign tasks</li> </ol> <p>Agenda RTI Monday Meeting (Initial) Expectations of Title and LAP-</p> <ul style="list-style-type: none"> <li>• Six or fewer students per intensive/strategic group. Group size dependent on student need. (ie. Three students per group)</li> <li>• LAP can only support K-4 Reading intensive and strategic students during core support or intervention time.</li> </ul>

		<ul style="list-style-type: none"> <li>Title can support 5,6 Reading and K-4 Reading only when LAP services are completely exhausted. K-6 Math during core support or intervention time.</li> <li>Data driven decisions.</li> <li>Not all grade levels will have the same amount of service time (based on need)</li> <li>Students will only be moved during an RTI meeting using data as criteria.</li> </ul> <ol style="list-style-type: none"> <li>Ideas for SMART goals.</li> <li>Ideas for intervention group time.</li> <li>Ideas for core support time.</li> <li>Sort students using RTI Template.</li> <li>Assign tasks</li> </ol>
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Task Completed: 09/08/2015

**Implement** Percent Task Complete: Tasks completed: 1 of 4 (25%)

**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 Full Implementation**

**Assessment** Level of Development: Initial: Full Implementation 11/10/2015

Evidence: The principal is the leader of the school teams. As such, she makes intentional decisions about which school team meetings to attend, and which meetings will be more productive or safe with discussions if her presence is not there. She encourages shared leadership, and communicates goals with the school team leaders regularly.

**Indicator P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected,TitleITA)**

**Status** Tasks completed: 3 of 6 (50%)

**Assessment** Level of Development: Initial: Limited Development 10/24/2013

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: Currently, the principal is only allowed one late start Monday each month for professional development. In addition, the staff meeting times are not to be used for professional development activities. Any additional professional development requested, must be on time sheets and as an optional activity for staff. The principal will need support with contract language to increase the opportunities for the whole staff to meet and work together toward our goals. According to the BERC group report in October 2013, the interview with the principal provided evidence of a focus on instructional improvement and student learning

		outcomes, citing that she will be "looking for active engagement of students and making sure that meaningful work is taking place." Ms. Schroeder has developed a six week SMART goal cycle, setting aside time on late start Mondays or a monthly staff meeting to "share the results with the whole staff and be public about the results."
<b>Plan</b>	Assigned to:	LouAnn Tamer
	How it will look when fully met:	If the principals design professional development around student engagement and meaningful work, in addition to creating six week goal check cycles and informal observation time in classrooms, then we will see evidence of the professional development implemented in the classrooms which will result in meeting our yearly AMO targets in reading and math as measured by the MSP, DIBELS, and 6 week SMART goals.
	Target Date:	10/14/2016
	<b>Tasks:</b>	
	1. LouAnn and Julie will block out informal observation time in administration calendars to allow principals to frequently visit classrooms.	
	Assigned to:	LouAnn Tamer
	Added date:	10/30/2013
	Target Completion Date:	02/12/2016
	Comments:	This has been a challenge with the behavior of a few students that we are seeing regularly. However, the time on the calendar has been set aside and a goal for priority informal observations made.
	2. Sam and Kristen identify one best practice per month to look for and provide immediate positive feedback regarding that during walk throughs.	
	Assigned to:	Kristen Schroeder
	Added date:	10/30/2013
	Target Completion Date:	06/15/2016
	Frequency:	monthly
	Comments:	This has been more difficult than it sounds! We have identified some key practices, but are finding that they need more than one week to implement and understand. We feel that identifying one best practice per month would be more manageable for our teachers to really do well.  We continue to work on this! It will be a summer project for Jeannine and myself to enter in preset look fors into the school calendar and information on edline. 5/15/2014  Yikes! This is still a challenge. Now with my assistant principal cut back to half time, and the increased demands on evaluation, we are struggling to find time to do these walk throughs together. I have invited Sam to view my observation videos and notes so that we could calibrate our thinking. 11/10/15
	3. Staff bulletin states the monthly focus of best practice that principal will be looking for during informal walk throughs.	
	Assigned to:	Kristen Schroeder
	Added date:	10/30/2013
	Target Completion Date:	06/15/2016
	Frequency:	monthly

	Comments:	As we set the look fors this summer, Jeannine and I will preprogram edline to run the staff bulletin as well. Update 11/14: Continues to be a process. However, it is in the bulletin about 75% of the time. Evidence: weekly bulletins.
	4. Mandy and Kristen, with input from the Instructional Team, will chart out topics for staff meetings and professional development areas of need.	
	Assigned to:	Kristen Schroeder
	Added date:	10/28/2013
	Target Completion Date:	06/10/2014
	Comments:	This is an ongoing task as we have many initiatives that are under way. We will be spending the remaining time with our Instructional Team this year charting out the next two years worth of meetings.  Did this in the summer of 2015 for the 2015-16 school year. 11/10/15
	<b>Task Completed:</b>	<b>05/15/2014</b>
	5. Meet with Instructional team to develop Firgrove's professional development vision/opportunities for the next 5 years.	
	Assigned to:	Jeannine Medvedich
	Added date:	10/28/2013
	Target Completion Date:	06/10/2014
	Comments:	Chart out development of 2-5 year plan of professional development. How does one activity build and enhance the next? How will we catch new hires up to date? How will we finance the professional development opportunities? We have started this discussion and will continue throughout the spring.
	<b>Task Completed:</b>	<b>05/15/2014</b>
	6. Our School Support staff will meet with grade level teams to help create and meet their short term SMART goals	
	Assigned to:	Amanda Kraft
	Added date:	11/17/2013
	Target Completion Date:	12/20/2013
	Frequency:	four times a year
	Comments:	Half day releases have been scheduled for school support staff to meet formally with grade level teams.
	<b>Task Completed:</b>	<b>12/19/2013</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 6 (50%)
<b>Indicator</b>	<b>P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)(TitleITA)</b>	
<b>Status</b>	Tasks completed: 5 of 12 (42%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, Firgrove is staffed with a full time principal and vice-principal. During the first few weeks of school, it had become clear that the behavioral needs of the students were monopolizing the

	development:	principal's available time to be present in the classrooms. The district has responded quickly and provided extra assistance so that time is available for classroom instruction. The office manager has consistent, regular blocks of time scheduled within the principal's schedule so that she may assist with curriculum and classroom instruction. In addition, with eight staff members undergoing the comprehensive evaluation process, the time in the classrooms for collecting evidence of solid instructional practice has increased.
<b>Plan</b>	Assigned to:	Kristen Schroeder
	How it will look when fully met:	If the principals monitor curriculum and classroom instruction regularly, then we impact the feedback and implementation of best practices within the classroom, which will result in greater integration of best practices within daily instruction and achievement of our yearly AMO targets.
	Target Date:	06/17/2016
	<b>Tasks:</b>	
	1. Complete first round of Comprehensive evaluations by 11/15/14 with 50% of staff participation.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	11/15/2014
	Comments:	90 day evaluations completed by Kristen Schroeder and Sam Sharpe by 11/15/14. All 90 day employees were on comprehensive evaluation. In addition, 90 day employees received specific feedback regarding their progress toward adequate collection of evidence in the 8 state criterion.
	<b>Task Completed:</b>	<b>11/15/2014</b>
	2. Second round of new employee observations completed by Feb. 20, 2014 using the Danielson framework.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	02/20/2015
	Comments:	
	<b>Task Completed:</b>	<b>02/14/2014</b>
	3. Third round of comprehensive observations completed by March 25, 2014.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	03/25/2015
	Comments:	
	<b>Task Completed:</b>	<b>03/25/2015</b>
	4. Establish a system for Comprehensive Focus employees that will allow them to document their specific areas of growth during observation cycle easily.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	10/01/2014
	Comments:	
	<b>Task Completed:</b>	<b>10/01/2014</b>

5. Implement the Danielson Framework and new Comprehensive Evaluation model with 100% of staff		
Assigned to:	Kristen Schroeder	
Added date:	11/24/2014	
Target Completion Date:	08/15/2015	
Comments:	All staff with exception of librarian and instructional coach are using the Danielson model in 2015-16, as per negotiated contract.	
<b>Task Completed:</b>	<b>09/30/2015</b>	
6. Provide staff development around the expectations and possible pieces of evidence to ease the transition into the new evaluation system.		
Assigned to:	Kristen Schroeder	
Added date:	11/24/2014	
Target Completion Date:	06/17/2016	
Frequency:	four times a year	
Comments:	Note: Biggest area of need is Lesson planning connection with standards vs. curriculum	
7. Complete first round of Danielson Comprehensive observations		
Assigned to:	Kristen Schroeder	
Added date:	11/10/2015	
Target Completion Date:	11/20/2015	
Frequency:	twice a year	
Comments:		
8. Complete first round of Danielson focused observations		
Assigned to:	Kristen Schroeder	
Added date:	11/10/2015	
Target Completion Date:	12/17/2015	
Frequency:	twice a year	
Comments:		
9. Have mid-year evaluation conferences		
Assigned to:	Kristen Schroeder	
Added date:	11/10/2015	
Target Completion Date:	01/29/2016	
Comments:		
10. Complete second round of Danielson Comprehensive Evaluations		
Assigned to:	Kristen Schroeder	
Added date:	11/10/2015	
Target Completion Date:	03/30/2016	
Comments:		
11. Complete second round of Danielson focused observations		
Assigned to:	Kristen Schroeder	
Added date:	11/10/2015	
Target Completion Date:	03/31/2016	

	Comments:	
	12. Complete final evaluation conferences, reviewing evidence of best practice and growth goals	
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	05/13/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 5 of 12 (42%)
<b>Indicator</b>	<b>P1-IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/10/2015
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Because of the high needs of the school and reduced administrative support in 2015-16, the 50% goal for classroom observations is not currently being met. Much of the administrative time during the school day is spent on management or planning for staff development. Additional assistant principal or coaching time would need to be allocated to make this goal a reality.
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>P1-IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)</b>	
<b>Status</b>	Objective Met 5/29/2014	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/24/2013
		Objective Met - 05/29/2014
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (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 has begun to have difficult conversations around general practice in the building. The BERC group protocol has been a helpful tool in providing a structure for these conversations. In addition, the Danielson evaluation framework has spurred on a common understanding of quality teaching practices. There are, however, a couple of contractual obstacles that slow the progress that we are able to make. Most of which revolve around required professional development, reading, and trainings that would refine current practice.
<b>Plan</b>	Assigned to:	Kristen Schroeder
	How it will look when fully met:	If the principals challenge and monitor unsound teaching practices and support the correction of them, we will impact the instructional decisions that are made within the classroom, which will result in meeting our yearly AMO targets.
	Target Date:	



Target Date:	06/19/2015
Tasks:	
1. Principals will provide direct instruction in the Danielson Framework for Instructional Practices.	
Assigned to:	Kristen Schroeder
Added date:	11/11/2013
Target Completion Date:	12/20/2013
Frequency:	monthly
Comments:	We will continue to review but the teacher evaluations from our professional development days indicate that they feel that the instruction received is adequate to move forward with best practices and the new evaluation system.
Task Completed:	02/19/2014
2. Principals will encourage self reflection on the Danielson rubrics for all staff members.	
Assigned to:	Kristen Schroeder
Added date:	11/11/2013
Target Completion Date:	12/20/2013
Comments:	We will continue to encourage reflection each year as a part of the evaluation process. We have formally done this rubric check with all staff members during the professional development days 2013-14.
Task Completed:	02/19/2014
3. Principals and those staff members on comprehensive evaluation will collaboratively find pieces of evidence of positive instructional practices as related to the Danielson Framework.	
Assigned to:	Kristen Schroeder
Added date:	11/11/2013
Target Completion Date:	06/02/2014
Frequency:	monthly
Comments:	We scheduled half day release times for each of the staff members that were using the comprehensive evaluation this year. This helped meet our contract requirements as well as have some protected time with each employee to have intentional collaborative conversations regarding the pieces of evidence that they provided. Both Jeannine and I had a positive experience with these meetings and feel like if this practice could be afforded each year, it would be valuable to continue. In addition to these meetings, we did meet monthly with our comprehensive staff members to discuss their progress and collection of evidence.
Task Completed:	05/15/2014
4. Principals will engage in calibration activities around the Danielson Framework and current staff member practices.	
Assigned to:	Kristen Schroeder
Added date:	11/11/2013
Target Completion Date:	06/19/2015
Comments:	Kristen has finished the Danielson certification and Jeannine has finished part 1. She plans to finish the entire process by October, 2014. In addition, we have cross observed each others' comprehensive staff members, categorizing our pieces of evidence together. We have also attended monthly district principal meetings that focused on the

		components and breaking down what that would look like in action in a classroom.
	<b>Task Completed:</b>	05/28/2014
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/29/2014
	Experience:	5/29/2014 This has been an extremely helpful experience to make sure that both Jeannine and I are approaching our evaluations in the same manner.
	Sustain:	5/29/2014 I think for those staff members who are struggling, it would be helpful for us to double team the observations sooner in the year so that the difficult conversations could come from both of our perspectives.
	Evidence:	5/29/2014 This is a process that we will be continuing next year. With the onset of many provisional staff, we will have more than 50% of our staff on the comprehensive evaluation. It will be very important that we develop a staff support group so that they feel comfortable as they delve into reflection on practice and evidence gathering.
<b>Indicator</b>	<b>P1-IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes, and shares the celebration and outcomes with families and community members.(3062)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/10/2015
	Evidence:	We regularly post on Facebook and our website about the accomplishment of our students and teacher teams. Every six weeks, our entire staff hears about the grade level team goals and the progress being made. We work as a team to celebrate and support each others' struggles. Our progress is publicly shared at all family gatherings as well.
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015
	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:	Currently, we give an annual parent, staff, and student survey during our conferencing time in October. In addition, we are looking at ways to cast a wider net so that we have more representation and voices heard about what our community would like to see and suggestions for improvement.
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>P1-IE14 - The principal provides timely, clear, constructive feedback to teachers.(1676)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	(3 - highest, 2 - medium, 1 - lowest)

	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 a part of the Danielson process and negotiated contract, our administration is required to meet with the teachers as a part of the post-observation process. Given the lengthy nature of the documentation and evaluation, we are able to give clear and constructive feedback, but often it takes approximately 5 days to get to meet with the individuals. It is our goal to tighten up this process so that we can be more efficient with our feedback.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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

### Professional development

<b>Indicator</b>	<b>P2-IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 11/10/2015	
	Explain why not a Priority or Interest:	We would need to develop a quicker collection tool that supports the Danielson model. With the focus on the Danielson model, this process is a secondary priority after that is firmly implemented. Our union would also need to agree to using the tool for general feedback.	
<b>Indicator</b>	<b>P2-IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 11/10/2015	
	Explain why not a Priority or Interest:	Summary reports of classroom observations are not currently in place nor supported by our negotiated contract.	
<b>Indicator</b>	<b>P2-IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/10/2015	
	Evidence:	We have spent a great deal of time reviewing the Danielson indicators so that our staff clearly understands what pieces of effective instruction that we are looking for in our observations. In addition, administration has offered Teachscape training for several staff members to participate in and mini-meetings regarding questions.	
<b>Indicator</b>	<b>P2-IF04 - Professional development for teachers includes non-evaluative observations by peers related to indicators of effective teaching and classroom management.(3082)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/10/2015	
	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:	This is currently just a beginning practice for those who have volunteered to participate. We would love to see this practice spread	

	Describe current level of development:	and become prescheduled that isn't dependent on substitute availability.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P2-IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/10/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A self assessment using the Danielson rubric is suggested for reflection. This self assessment is not required or required to be shared with the administration according to our current negotiated contract. We believe that as the trust between our staff and administration grows, this self assessment will become a natural part of the reflective process in goal setting.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P2-IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/10/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Through a collaborative process, the administration and teacher together are choosing a Danielson criterion to focus on based on the previous classroom observations. Our current negotiated contract does not allow the 'requirement' of this particular choice, but rather a negotiated collaborative process between teacher and administrator.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P2-IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>		
<b>Status</b>	Tasks completed: 4 of 15 (27%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/24/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	We have limited opportunity for extended professional development without creating time sheets for those attending. The professional development that we have and will be offering does align with the district initiatives and supports the Danielson framework. Those who choose to embark in further study will be able to earn clock hours and model strategies with our Instructional and Grade Level Teams.	

<b>Plan</b>	Assigned to:	Kristen Schroeder
	How it will look when fully met:	If the professional development of individual teachers includes an emphasis on the indicators of effective teaching, we will impact the quality of instruction that is integrated into daily practice, which will result in meeting our yearly AMO targets and intersecting growth evidence from STAR Enterprise Math and Reading assessments.
	Target Date:	06/17/2016
	<b>Tasks:</b>	
	1. Create the financial capacity to pay hourly for required training.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	08/01/2014
	Comments:	Using Title I money for staff development, in lieu of only staffing. Note: budget in extra hours for HOPE club that may be used for other hourly when a more definitive plan is developed.
	<b>Task Completed:</b>	<b>09/12/2014</b>
	2. Send a larger team to AVID training in San Diego to become more familiar with levels of questioning, study skills, and WICOR lesson design.	
	Assigned to:	Bobbi Jones
	Added date:	11/24/2014
	Target Completion Date:	07/29/2014
	Comments:	Team: Bobbi Jones, Karen Gonderman, Kristen Schroeder, Brian Wells, Liz Bofa
	<b>Task Completed:</b>	<b>08/02/2014</b>
	3. Attend Core Skills training with non-AVID trained teacher	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	11/20/2014
	Comments:	Kristen attends with Anne Phillips to expand the AVID plan to younger grades
	<b>Task Completed:</b>	<b>03/18/2015</b>
	4. Volunteer for GLAD, AVID modeling in successful 3rd grade classroom during math, for district level training	
	Assigned to:	Amanda Kraft
	Added date:	11/24/2014
	Target Completion Date:	11/04/2014
	Comments:	Videotape demonstration lesson to be used with struggling teachers. Have them identify the successful elements of the lesson and key choices the instructor is making during conference.
	<b>Task Completed:</b>	<b>11/07/2014</b>
	5. Use staff development as opportunity for presenters to model best practices with WICOR, AVID questioning, and GLAD strategies. Content should be related to Common Core State Standards, formative assessment, and data needs identified through STAR Math and Reading.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	

	Target Completion Date:	05/20/2016
	Frequency:	twice monthly
	Comments:	
6. Implement school wide AVID plan, accomplishing the tasks defined by the AVID team.		
	Assigned to:	Liz Bofa
	Added date:	11/24/2014
	Target Completion Date:	06/17/2016
	Frequency:	monthly
	Comments:	Check ins and monthly progress monitored as a part of the AVID team meetings.
7. Submit building wide AVID plan to district		
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	10/31/2015
	Frequency:	once a year
	Comments:	Submitted to Christine Moloney and Arturo Gonzalez
8. Attend Principal AVID meetings		
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	06/17/2016
	Frequency:	three times a year
	Comments:	Sam attended 9/15; Firgrove hosted- Kristen attended 11/15
9. Submit AVID data updates and self assessment		
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	10/31/2015
	Frequency:	once a year
	Comments:	Submitted 10/15
10. Meet with AVID team regularly		
	Assigned to:	Liz Bofa
	Added date:	11/10/2015
	Target Completion Date:	02/13/2016
	Frequency:	four times a year
	Comments:	
11. Participate in AVID classroom visits		
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	06/17/2016
	Frequency:	twice a year
	Comments:	

	12. All 3rd, 4th, 5th, and 6th grade students will utilize organizational tools daily, including the following:	
	<ul style="list-style-type: none"> <li>• Planner/Agenda</li> <li>• Binder/Folder</li> <li>• Backpack</li> <li>• 2-Column Notes</li> </ul>	
	Assigned to:	Liz Bofa
	Added date:	11/10/2015
	Target Completion Date:	05/13/2016
	Comments:	New fourth grade and multiage teachers need to be trained.
	13. All 3rd, 4th, 5th, and 6th grade students will be utilizing 2 column note-taking correctly (according to the AVID rubric) weekly.	
	Assigned to:	Liz Bofa
	Added date:	11/10/2015
	Target Completion Date:	01/15/2016
	Comments:	New fourth grade and multi-age teachers will need to be trained.
	14. All 3rd, 4th, 5th, and 6th grade students will engage in self-reflection writing events related to the learning target.	
	Assigned to:	Liz Bofa
	Added date:	11/10/2015
	Target Completion Date:	05/13/2016
	Comments:	
	15. Ask GLAD trainer to model lessons for new to Firgrove teachers in literacy or math	
	Assigned to:	Amanda Kraft
	Added date:	11/10/2015
	Target Completion Date:	03/11/2016
	Comments:	Follow up with Jennifer Torgerson to see that these lessons happen before March. Initial email sent to Jennifer on 11/10/15.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 4 of 15 (27%)
<b>Indicator</b>	<b>P2-IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)(ELL)</b>	
<b>Status</b>	Tasks completed: 3 of 6 (50%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As required of Schoolwide Title I school, all of our teachers and para educators fulfill the requirements for Highly Qualified under the Individuals with Disabilities Education Act (IDEA). Paras' work with students is supervised by Highly Qualified certificated staff. The administration works with central office to ensure that teachers who are recruited to work at Firgrove are highly qualified to work with the most at-risk students. The Puyallup School District supports the school

		<p>by actively recruiting highly qualified staff through college partnerships and regional job fairs. The recommendations from the BERC group included a need for more focused professional development in the areas of newly introduced curriculum and serving English Language Learners and students of poverty. The BERC needs assessment report of classroom observations and our current reading and math AMO data indicate a need for continued staff development in effective practice related to Latino and low income populations and for the "All Students" category.</p> <p>Even though we are identified as an Emerging School related to Special Education, we did meet our reading and math AMOs in that area in 2012. Professional Development will be designed to continue to address learning improvement related to Special Education students but also to our Latino, low income, and "All Students" categories.</p>
<b>Plan</b>	Assigned to:	Kristen Schroeder
	How it will look when fully met:	When this indicator has been met, our professional development will provide timely and effective training for staff so that they are using research-based high yield strategies consistently that will improve students' learning as measured by state and classroom assessment data. Our goal is for every subgroup to meet or exceed our reading and math Annual Measurable Objectives on the state assessments and for every student to meet or exceed aim lines to be on target to meet grade level standards in the classroom in reading and in math. During walk-throughs and in formal observations, the principal will be observing for and giving feedback to staff on high-yield research-based instructional strategies. The Danielson instructional framework will be used to provide specific language and guidance for feedback to teachers. We will use district level training resources as well as assistance from Title I set aside funds to provide the professional development opportunities needed for our building to move forward.
	Target Date:	09/16/2016
	<b>Tasks:</b>	
	<p>1. Staff already attended one session in August on use of the Journeys reading curriculum. This training included the use of effective small group instruction in reading. The staff has been applying the strategies shared and will participate in a second follow-up training in February. The principal and CSIP team will follow up with teachers to ensure they have the materials and support they need to apply the strategies learned in this training.</p>	
	Assigned to:	Christine Moloney
	Added date:	12/06/2012
	Target Completion Date:	02/19/2013
	Comments:	<p>The CSIP follow-up will take place in Feb. and March of 2013.</p> <p>Update: training took place on February 19, 2013</p>
	<b>Task Completed:</b>	<b>02/19/2013</b>
	<p>2. The CSIP team will continue to plan and revise the staff development component. The team has identified several areas of building specific staff development related to student achievement:</p> <ul style="list-style-type: none"> <li>*Brain Research</li> <li>*Poverty</li> <li>*ELL</li> <li>*Danielson Framework</li> <li>*How to understand data</li> </ul> <p>The CSIP team will work to prioritize this list and develop plans, timelines, and expected results</p>	
	Assigned to:	Amanda Kraft



	Added date:	12/06/2012
	Target Completion Date:	06/17/2016
	Frequency:	monthly
	Comments:	Update: 5/17/13 All classroom teachers and paras who support classroom instruction have been GLAD trained. This will continue to be an ongoing task. A small group of staff will be attending a PLC Conference in August 2013. We will continue to add to the formally trained staff throughout next year. These trained staff will provide ongoing informal professional development for the staff as a whole during monthly staff meetings, acting as an internal resource. Brain Research PD and Danielson framework should be a focus for the 2013-2014 school-year.
	<b>Task Completed:</b>	<b>05/15/2014</b>
	3. Once the priorities, timelines, and expected results have been outlined, the CSIP team will develop an action plan to put a comprehensive staff development plan into place.	
	Assigned to:	Sara Deaver
	Added date:	12/06/2012
	Target Completion Date:	06/17/2016
	Frequency:	monthly
	Comments:	More information will be added to this task and this indicator as plans are developed.  Update: 5/17/2013 PD Priorities: GLAD Training (first round completed 5/2013) PLC Traininig (conference planned for August 2013) Danielson Framework (training dates 8/12, 9/12 (goal setting document), 10/12...small group meeting, 1/13 Torgerson connected GLAD to Framework, 2/19 Supp Day, Focus on Domain 3, emails) Brain Research (begin exploring options fall of 2013)  While it is completed as far as tasks, the work continues.  Update 9/2013: With new staff hires and turnover of principal, we will continue to explore PLC practices and Danielson connections throughout the 2013-14 school year so that everyone feels comfortable with the TPEP evaluation transition.  Update 11/15: Continued focus on PLC practices, Danielson connections, and RTI intervention blocks
	4. Oversee the implementation of Firgrove's Professional Development time line. Dates for PD will be established and evidence of consistency and alignment with vision will be a continued focus.	
	Assigned to:	Kristen Schroeder
	Added date:	05/17/2013
	Target Completion Date:	06/17/2016
	Frequency:	monthly
	Comments:	Summer 2015: Developed time line for 2015-16 for all staff meetings, instructional team meetings, management meetings, and staff development days.

	5. All staff new to Firgrove will attend GLAD full training or refresher training depending on prior experience.	
	Assigned to:	Jessica Johnson
	Added date:	10/30/2013
	Target Completion Date:	05/15/2014
	Comments:	This was accomplished for 2013-14 and we have a plan for new staff to be trained inn 2014-15. In addition, we have given priority consideration to teaching candidates (new hires) that have an ELL endorsement or a fluent second language.  2015: Continue to need to revisit this as new staff are hired.
	<b>Task Completed:</b>	<b>05/15/2014</b>
	6. Based on walkthroughs and observations, administrators will identify best practices to highlight and demonstrate at professional development days.	
	Assigned to:	Kristen Schroeder
	Added date:	10/30/2013
	Target Completion Date:	08/12/2016
	Comments:	As the administrator determine the look fors during the summer, these will be prescheduled as notices into edline for the 14-15 school year.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 6 (50%)
<b>Indicator</b>	<b>P2-IF09 - Teacher evaluation examines the same indicators used in professional development.(73)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/10/2015
	Evidence:	Our teacher evaluation system uses the Danielson model which we incorporate as we are talking about best practices in the professional development. Every agenda and registration for professional development indicates which part of the Danielson model that is being addressed.
<b>Indicator</b>	<b>P2-IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have made plans for teachers to observe each other in their strength areas, as well as share what has worked well for them during their intervention times. These release days have been extremely valuable for staff members so that they can see best practices in action. In addition, the administration has planned for staff members to take part in the "Trainer of trainers" model, sharing what they have learned from larger conferences.
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected,TitleITA)</b>	
<b>Status</b>		

<b>Status</b>	Tasks completed: 5 of 6 (83%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	According to the BERC group report of October 2013, it was not clear to the researchers that professional development aligns with identified needs based on staff evaluation and student performance. More likely, with the adoption of new core curriculum, the limited professional development was based on specific curricula. According to reports, much of the professional development in the past focused on understand the new curriculum. To meet the expectations of the bigger district system, as well as the needs of the school, there may be the need for additional money for pay, contract requirements, and resource support.	
<b>Plan</b>	Assigned to:	Martha Buckmaster-Smith	
	How it will look when fully met:	If we coordinate our internal talents, prioritize with our Instructional Team, and seek out professional development based on student performance data, then we impact teachers' ability to actively implement coordinated strategies with peer support that result in intersecting growth as measured by AMO, STAR and DIBELS data.	
	Target Date:	11/11/2016	
	<b>Tasks:</b>		
	1. Identify the internal strengths and weaknesses of the staff via staff survey.		
	Assigned to:	Kristen Schroeder	
	Added date:	10/30/2013	
	Target Completion Date:	12/20/2013	
	Comments:	Create a survey on Survey Monkey about what they feel their strengths are and whether they are willing to teach others.	
	<b>Task Completed:</b>	<b>12/11/2013</b>	
	2. Have leadership team prioritize strengths of staff to offer professional development that is high impact for creating intersecting growth.		
	Assigned to:	Jeannine Medvedich	
	Added date:	10/30/2013	
	Target Completion Date:	01/10/2014	
	Comments:		
	<b>Task Completed:</b>	<b>01/30/2014</b>	
	3. Develop a professional development schedule based on the internal talents of our current staff.		
	Assigned to:	Amanda Kraft	
	Added date:	10/30/2013	
	Target Completion Date:	06/17/2014	
	Comments:	Amanda will meet with super stars to ask for their willingness to share their expertise. Staff team presented and shared training from OSPI CCSS workshop on February 19th. Topics included: Proficiency	

		scaling, text complexity, and planning with ELA CCSS and our adopted reading curriculum.
	<b>Task Completed:</b>	<b>09/26/2014</b>
	4. Provide staff release time for out of class visits to gain additional strategies and practices.	
	Assigned to:	Amanda Kraft
	Added date:	11/11/2013
	Target Completion Date:	11/11/2016
	Frequency:	three times a year
	Comments:	This has been a struggle to gain the trust with the staff turnover and provide the subs necessary. We were able to provide second grade the time in October 2015, and we hope to continue to add to these experiences.
	5. Create book study group to read, try and apply Common Core State Standards lessons in Reading: Literature/Informational Text. Evaluate and critique lessons that are commonly tried so that improvements can be suggested.	
	Assigned to:	Amanda Kraft
	Added date:	11/24/2014
	Target Completion Date:	06/05/2015
	Frequency:	monthly
	Comments:	Books purchased and ready for book study after the writing book study is completed
	<b>Task Completed:</b>	<b>06/10/2015</b>
	6. Create book study on Common Core State Standards re: Writing across curriculum. Implement, Evaluate, and Analyze the success of the lessons based on teacher feedback. Create a continuum of development with writing samples through discussion of participants.	
	Assigned to:	Amanda Kraft
	Added date:	11/24/2014
	Target Completion Date:	05/15/2015
	Frequency:	monthly
	Comments:	Writing book study currently in process. Teachers report that the lessons are very valuable and are committed to trying a new area each month.
	<b>Task Completed:</b>	<b>06/10/2015</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 5 of 6 (83%)
<b>Indicator</b>	<b>P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)</b>	
<b>Status</b>	<b>Objective Met</b> 2/24/2014	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
		<b>Objective Met</b> - 02/24/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	

	Describe current level of development:	As an emerging school, we have been provided with an emerging school support staff member that is available to meet with staff and ask reflective questions regarding the common professional development that the group receives. Staff members have a wide spread of readiness for the coaching that is available, but seem to be developing trust and openness through each positive experience.
<b>Plan</b>	Assigned to:	Amanda Kraft
	How it will look when fully met:	If we provide all staff high quality, ongoing, job-embedded and differentiated professional development through our emerging school staff coach, peer observations, and clear, two way observational data with administrators, then we impact staff to be self-efficient in the implementation of strategies that result in intersecting growth as measured by STAR Enterprise Reading and Math assessments, DIBELS, as well as our yearly AMO targets.
	Target Date:	05/01/2014
	<b>Tasks:</b>	
	1. Provide staff with professional development opportunities on late start Mondays.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	12/20/2013
	Frequency:	weekly
	Comments:	*One Monday a month is a 60 minute principal directed common professional development opportunity for all certificated staff. Topics primarily focus on CCSS, Danielson Framework, and Comprehensive Evaluation evidence collection. * Optional professional development on technology will be provided by Liz Bofa. *Optional professional development on AVID strategies will be provided by Michelle Dyer *Optional professional development on GLAD strategies will be provided by Jennifer Torgerson.
	<b>Task Completed:</b>	<b>01/15/2013</b>
	2. All staff development options will be added to the master calendar.	
	Assigned to:	LouAnn Tamer
	Added date:	11/11/2013
	Target Completion Date:	11/21/2013
	Frequency:	weekly
	Comments:	
	<b>Task Completed:</b>	<b>11/06/2013</b>
	3. All staff will have electronic access to the master calendar.	
	Assigned to:	LouAnn Tamer
	Added date:	11/11/2013
	Target Completion Date:	12/20/2013
	Comments:	
	<b>Task Completed:</b>	<b>12/20/2013</b>
	4. Staff will be notified in advance of topics and objectives of professional development through the newsletter.	

	Assigned to:	LouAnn Tamer
	Added date:	11/11/2013
	Target Completion Date:	12/20/2013
	Frequency:	weekly
	Comments:	
	<b>Task Completed:</b>	<b>12/20/2013</b>
5. Professional development implementation will be evident in pre/post observation conferences as well as weekly lesson plans.		
	Assigned to:	Jeannine Medvedich
	Added date:	11/11/2013
	Target Completion Date:	12/20/2013
	Frequency:	weekly
	Comments:	During our first round of observations, the pre/post conferences indicated successful implementation of professional development around Danielson effective instruction Domain 3. All certificated staff participated in a pre/post and observation cycle with either the principal or vice-principal. Our goal is to continue this format for the spring cycles as well.
	<b>Task Completed:</b>	<b>12/20/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	2/24/2014
	Experience:	2/24/2014 Because we are using the Danielson framework to develop common language around effective instruction, this objective was easier to address than in year's past.
	Sustain:	2/24/2014 We will need to continue to encourage self-reflection in our teachers, as well as the option to video tape and focus on the common look-fors in Domain 3.
	Evidence:	2/24/2014 We plan to continue using the Danielson framework which defines levels of success through the use of rubrics. Continued discussion and calibration around how to move from level to level will be necessary for continued staff understanding.
<b>Indicator</b>	<b>P2-IF13 - The school offers an induction program to support new teachers in their first years of teaching.(2881)</b>	
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	We currently do not have a new teacher support program within the district. We have created grade level teams to informally support those who are new to the building, as well as offered new teacher classes at the beginning of the year. The building offers a new teacher orientation separate from the curriculum training. We also have a part

		time coach that checks in with staff members. However, there is no systematic approach to ensure that new staff have all of the holes filled and/or the money to require the trainings.
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW,TitleITA)</b>	
<b>Status</b>	<b>Objective Met</b> 11/24/2014	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
		<b>Objective Met</b> - 11/24/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All professional development is aligned with the district priorities and the Danielson Framework. Self reflection from the participants and follow up through our emerging school support staff/administration is being used intermittently.
<b>Plan</b>	Assigned to:	Amanda Kraft
	How it will look when fully met:	If we set goals for professional development as an Instructional Team around CCSS, Danielson Framework, and Comprehensive Evaluation, and we monitor the extent to which it has changed practice through staff surveys, exit slips to professional development days, and evaluation feedback, then we impact the implementations of instructional strategies that result in higher student achievement as measured by yearly AMO's, intersecting growth from STAR and DIBELS data.
	Target Date:	11/30/2014
	<b>Tasks:</b>	
	1. Provide Agendas with learning targets for staff identified.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	11/19/2013
	Frequency:	twice monthly
	Comments:	Facilitator of the meeting with submit district agenda with alignment identified to Danielson framework. This is ongoing, but a requirement not only for district clock hours, but also to be turned in to the Chief Academic Officers.
	<b>Task Completed:</b>	<b>11/19/2013</b>
	2. Create exit slip protocol	
	Assigned to:	Amanda Kraft
	Added date:	11/11/2013
	Target Completion Date:	11/20/2013
	Comments:	
	<b>Task Completed:</b>	<b>11/19/2013</b>

3. Staff participates in self reflection "exit task" at conclusion of each professional development activity.	
Assigned to:	Amanda Kraft
Added date:	11/11/2013
Target Completion Date:	11/19/2013
Frequency:	twice monthly
Comments:	Exit ticket protocol: 1) Complete exit ticket. 2) Return exit ticket to facilitator of the professional development opportunity within 24 hours. Two templates are available: one from district administration and one created from the leadership team. Either are acceptable protocols for professional development activities at Firgrove.
Task Completed:	11/19/2013
4. Teams will create standing agenda item for team meetings for reflection and implementation of professional development during PLC collaboration time.	
Assigned to:	Sherrie Bakke
Added date:	11/11/2013
Target Completion Date:	02/18/2014
Frequency:	weekly
Comments:	See grade level team protocols in the Title I plan.
Task Completed:	11/19/2013
5. Survey Monkey to all certificated teachers will be given three times a year to see which professional development opportunities are having the greatest impact on instructional decisions in the classroom.	
Assigned to:	Kristen Schroeder
Added date:	11/17/2013
Target Completion Date:	06/16/2014
Frequency:	three times a year
Comments:	
Task Completed:	10/15/2014
<b>Implement</b>	Percent Task Complete:
	Objective Met:
	Experience:
	Sustain:
	Evidence:



strategies that have been modeled.

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

**Staff Recruitment, Evaluation, Reward, and Replacement**

<b>Indicator</b>	<b>P2-IG01 - The school operates with a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(2882)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our current contract values seniority within the district. Being clear about our school's direction, has allowed me to find staff members that are willing to buy into our vision. In addition, the administration has formed valuable relationships with local universities, participating in job fairs, and leading mock interviews to find the best possible candidates in the area.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P2-IG02 - The school provides non-monetary staff incentives for performance.(2883)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/10/2015	
	Explain why not a Priority or Interest:	We function as a professional learning community and clearly understand that one win, is the team win. As a staff we do not want to create a divide. We do celebrate our teams progress every six weeks in a share out. We also frequently write notes to each other and share 'good things' at every staff meeting.	
<b>Indicator</b>	<b>P2-IG03 - The school provides several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems).(2884)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	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:	Difficult conversations and capitalizing on individual strengths with the needs of the district have been extremely important. We have clearly defined our school direction and what needs to be happening within classrooms. Our district is very large and has many opportunities for staff members to find a school that they feel would be a better fit. As an administrator, I have been able to highlight the strengths of the individual that is wishing to move.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P2-IG04 - The school communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning.(2885)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:		

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/10/2015	
	Evidence:	As evidenced from last year, the district provided an independent coach as well as continued support from the building coach and evaluator for a struggling employee. The evaluator also color coded the pieces of Danielson evidence so the individual could understand if the evidence was positive or negative. The evaluator made specific suggestions and defined expectations. The evaluator came into observe for extended periods of time, every three weeks, rather than the required two during the year. The administrator created a tracking system so that our Human Resources department could easily see if there was a pattern of behavior	
<b>Indicator</b>	<b>P2-IG06 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.(1671)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/10/2015	
	Evidence:	As a part of the PSD evaluation cycle, we have 2-30 minute observations required to go through the Danielson process. Teachers participate in a pre-observation, planning of lesson, and reflection for post observation. We use a district created spread sheet to collect pieces of Danielson evidence, specifically in Domain 2 and 3.	
<b>Indicator</b>	<b>P2-IG07 - The principal includes evaluation of student outcomes in teacher evaluation.(1672)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/10/2015	
	Evidence:	As a part of the adopted evaluation system for Washington state, we are able to use words such as most student, limited students, or few students when making progress statements. However, as a staff we use concrete percentages and measures for our six week goal cycle. Teachers may choose to keep the percentages in for the evaluation if they would like.	
<b>Student and School Success Principle 3: Expanded time for student learning and teacher collaboration</b>			
<b>Expanded time for student learning and teacher collaboration</b>			
<b>Indicator</b>	<b>P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)(TitleISW,TitleITA)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have been able to provide opportunities for the school community to meet, however, we haven't had a huge amount of attendance (with the exception of reading night).	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P3-IVD03 - The school creates and sustains partnerships to support extended learning.(3056)(TitleITA)</b>		
<b>Status</b>	Tasks completed: 8 of 12 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012	
		<b>Objective Met</b> - 05/17/2013	

	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:	The school has begun an outreach program where staff members go to a clubhouse in a mobile home community where many low income and Latino families live. They are providing on-site tutoring and outreach to families. Families have reported that they appreciate this outreach, but we have not had staff members who speak Spanish and the implementation of this program has been limited. We have also provided English classes in the evenings for parents but have not used this venue as an outreach to find out more about what families need to help support their students.	
<b>Plan</b>	Assigned to:	Sam Sharpe	
	How it will look when fully met:	We have a well-developed tutoring/outreach program at the apartment complex and will partner with parents in the English language classes to determine what families need to support their students' success in school. We will enlist the assistance of local businesses to help provide needed support to our school families. We will have Spanish speaking staff who can communicate well with our Spanish speaking families. We currently have the ability to translate written materials into Spanish and will continue to provide all written communication in both Spanish and English. We also have started a "Firgrove Family Room" where parents can access resources to help their students be successful. We will measure our success on this indicator via our BERC parent survey. Our goal is to have 90% or more of our parents indicating that the school supports their families' needs in support of their student's learning.	
	Target Date:	06/17/2016	
	<b>Tasks:</b>		
	1. We will hire at least one Spanish-speaking staff member as a liaison with our Spanish speaking families.		
	Assigned to:	Lisa Russell-Nolan	
	Added date:	12/06/2012	
	Target Completion Date:	12/31/2012	
	Comments:		
	<b>Task Completed:</b>	<b>11/16/2012</b>	
	2. We will work to refine the outreach at the Hidden Glen Mobile Home Park to include our Spanish speaking staff.		
	Assigned to:	Dorothy Wilgus	
	Added date:	12/06/2012	
	Target Completion Date:	01/31/2012	
	Comments:	Our next goal is to have our Hidden Glen residents feel welcome and involved at school for support.	
	<b>Task Completed:</b>	<b>11/16/2012</b>	
	3. We will have a staff member at the English language classes who will talk with families about their needs and communicate these needs to the appropriate school staff (e.g., counselor, principal, Title I teacher, Special Ed teacher etc.)		

	Assigned to:	Marlene Miller
	Added date:	12/06/2012
	Target Completion Date:	01/31/2013
	Comments:	This program has moved to the Pierce County Library and we will no longer use support staff for this event.
	<b>Task Completed:</b>	<b>03/15/2013</b>
4. Create family opportunities for Hidden Glen residents where they are fully integrated and comfortable attending family support classes at Firgrove rather than just within the mobile complex.		
	Assigned to:	Kristen Schroeder
	Added date:	10/28/2013
	Target Completion Date:	03/17/2014
	Comments:	The transition from serving families at Firgrove rather than at Hidden Glen will be difficult. We will need to keep in mind possible transportation issues. However, the school community and feedback from PTA groups is that our outreach efforts need to be inclusive of the whole community, rather than a select group. There are many struggling communities within our boundaries now, and to just serve one specifically seems to not be meeting everyone's needs.  Update 5/2014: We are applying for a 21st Century grant with an ESD/YMCA/PSD partnership. We will find out the results to this grant in August.
	<b>Task Completed:</b>	<b>06/20/2014</b>
5. Provide an interpreter at all family evening events.		
	Assigned to:	LouAnn Tamer
	Added date:	11/17/2013
	Target Completion Date:	03/17/2014
	Comments:	This has become a common practice. In addition, our interpreter has been given priority hiring and job placements for 14-15.
	<b>Task Completed:</b>	<b>05/29/2014</b>
6. Build 21st Century program to serve at least 170 students after school in extended instructional opportunities.		
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	01/15/2015
	Comments:	Currently program is in place, serving approximately 140 students (70 each session).
	<b>Task Completed:</b>	<b>11/10/2015</b>
7. Create partnership with YMCA to continue HOPE club extended learning opportunities with gradual release over next five years.		
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	06/14/2019
	Comments:	Space is becoming an issue but we were able to maintain and expand the YMCA program currently. We would like to see some purposeful planning around extension programs when our new building is built.
8. Provide opportunity for adult ELL classes during the school day through Pierce College, BATES tech.		

	college or other partnership.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	02/16/2015
	Comments:	Met with Bates in August 2014. Funding fell through. Met with Pierce College in November 2014. Working to have parent meeting/registration in December. Begin classes in January T,W, Th for three hours a day in the family room. \$25 for 10 college credits. Summer 2015: Classes offered successfully during summer as well for our parents only. Fall 2015: Expanded classes to two levels for adults. Struggling with finding space. We are hoping that the planning for this can be included in the new building.
	<b>Task Completed:</b>	<b>01/10/2014</b>
	9. Meet with local churches to provide additional extension during HOPE club and/or help with pantry, clothing, and other personal needs of students.	
	Assigned to:	Lori Tierney
	Added date:	11/24/2014
	Target Completion Date:	06/10/2016
	Frequency:	monthly
	Comments:	Clear partnership established with Light of the Hill and Pilgrim Lutheran Churches. Hoping to expand the partnerships with businesses as well. HOPE club uses the food pantry for snacks.
	10. Establish Communities in Schools partnership	
	Assigned to:	Lori Tierney
	Added date:	11/10/2015
	Target Completion Date:	11/27/2015
	Comments:	Julie Curran currently works 1.5 days a week at Firgrove. Her priorities include weekend backpack program, holiday help, coat drive, Good Samaritan readers and helping out with any of the 12 Days of HOPE activities.
	<b>Task Completed:</b>	<b>11/10/2015</b>
	11. Support Communities in Schools Good Samaritan Readers program	
	Assigned to:	Wendy Owens
	Added date:	11/10/2015
	Target Completion Date:	01/08/2016
	Comments:	Beginning to arrange right now for materials and volunteers. 1st graders are the target for the 2015-16 school year.
	12. Begin the Food Backpack program for weekends through Communities in Schools.	
	Assigned to:	Lori Tierney
	Added date:	11/10/2015
	Target Completion Date:	04/14/2016
	Comments:	Starting the coordination. Carre Sauders is interested in helping coordinate this with the paraeducators as well.
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/17/2013

	Experience:	5/17/2013 Our team focused on Outreach and meetings were held bi-weekly. Community businesses supported the program through donations.	
	Sustain:	5/17/2013 Spanish speaking building support person (currently Silvia Awai) will continue to attend meetings at Hidden Glen. Melanie Williamson should continue as organizer. A point person for the family room is a must!	
	Evidence:	5/17/2013 Dates of Hidden Glen Outreach night are on the calendar. Family Room events are on the calendar.	
<b>Indicator</b>	<b>P3-IVD04 - The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development.(3057)(TitleITA)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	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 have incorporated a master schedule with built in intervention time that is outside of the core instruction. Our Title I/LAP teachers are able to concentrate their time into a single grade level, concentrating the impact by spreading out the possible interventions over more hands. Our teachers are beginning to systemically incorporate movement and GLAD strategies to ensure that students are as engaged in the learning as possible.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW,TitleITA)</b>		
<b>Status</b>	<b>Objective Met</b> 2/24/2014		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
		<b>Objective Met</b> - 02/24/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The BERC group report of October 2013 states, "Collecting, analyzing, and helping teachers review data together is one of the main responsibilities of the Emerging School Support Specialists, and this helps the school monitor the progress of learning program and strategies." This Specialist meets regularly with grade level teams and helps to determine the short term SMART goals based on the greatest obstacle to success in the core curriculum.	
<b>Plan</b>	Assigned to:	Heather Carnine	
	How it will look when fully met:	If we analyze and review data together (teaching staff, paraeducators and Extended Learning Opportunity personnel) to set SMART goals,	

		employ strategies and make modifications to interventions based on data during our late start Monday professional development, then we will impact targeted instruction on a specific reading and math skill that will result in student growth.
	Target Date:	03/12/2014
	<b>Tasks:</b>	
	1. Implement PLC tracking form for use by the teacher and Extended Learning personnel.	
	Assigned to:	Jeannine Medvedich
	Added date:	11/07/2013
	Target Completion Date:	04/18/2014
	Frequency:	twice monthly
	Comments:	See Grade Level Team meeting protocols as listed in the Title I folders. This protocol has been shared and suggested by the Instructional Leadership Team.
	<b>Task Completed:</b>	<b>01/14/2014</b>
	2. Create folder on y: drive labeled ELO meetings to submit and store PLC tracking form so that whole staff can support the intervention plan.	
	Assigned to:	Melanie Martin
	Added date:	11/07/2013
	Target Completion Date:	02/18/2014
	Comments:	71% of the grade level teams consistently use the y: drive to store record of their grade level team meetings.
	<b>Task Completed:</b>	<b>12/03/2013</b>
	3. Routinely check that grade level teams are uploading and communicating with ELO personnel regarding goals and interventions.	
	Assigned to:	Melanie Martin
	Added date:	11/07/2013
	Target Completion Date:	04/18/2014
	Frequency:	twice monthly
	Comments:	Frequent reminders are placed in the weekly bulletin to upload grade level meeting notes and provide a vehicle for frequent communication
	<b>Task Completed:</b>	<b>02/21/2014</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	2/24/2014
	Experience:	2/24/2014 This objective was a little more difficult to implement as it requires one member of each team to be sure to upload their meeting notes. We have asked each team to designate a member to serve on Instructional Leadership team, one on the Management team, and a last member to act as the Communication manager for each grade level. This ensures that all team members are contributing, without any one person being burdened with all of the responsibility.
	Sustain:	2/24/2014 We will need to revisit this protocol every August and as needed for grade levels to fully comply with the uploading of their work.
	Evidence:	2/24/2014 Please see Title I folder for protocol outline, as well as y: drive

		evidence of meetings.
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 3 of 6 (50%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
	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:	This year is the first year that Firgrove has been able to accomplish the goal of common planning time among the grade level teams. The BERG group reports, "Since it is the beginning of the school year and the structure is new, most teachers were unsure of the exact expectations for the common planning time, but most believed time for working with their grade level colleagues on instructional planning would be an integral part of this time." There has been a common format agreed upon for team minutes during the 2012-13 school year. Teams are to upload their weekly minutes to the school server so that the whole staff can review, comment, and support the progress of the individual teams.
<b>Plan</b>	Assigned to:	Kristen Schroeder
	How it will look when fully met:	If Firgrove establishes a standardized PLC team structure and reporting for collaboration among all the teachers, we will impact the ability to preplan and interpret and analyze instructional evidence which will result in our school meeting the yearly AMO targets, intersecting growth on DIBELS, and higher achievement on unit tests.
	Target Date:	12/14/2018
	<b>Tasks:</b>	
	1. Establish a master schedule that allows for 30 minute common planning time in every grade level, every day.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	06/10/2016
	Comments:	This has finally been completed for 2013-14 with all union issues worked out. I foresee that we will need to continue to work with this in the spring to meet all of the needs of various job alike parties. We are hoping to continue this with district support (coordinated music, PE, and Library scheduling) as this regular time is impacting our progress greatly.  11/15: Update- 40 minutes has now been decreased to 30 minutes because the union will not agree to the coordinated music and library scheduling. This has greatly impacted our meeting efficiency. In addition, some newly hired staff need assistance on what needs to be accomplished during their common planning times. So while common planning time is ingrained into the culture, our efficiency in how we are using that time could be improved.
	2. Establish predictable monthly instructional and assessment tasks for grade level teams to accomplish during collaborative planning time.	
	Assigned to:	Jennifer Kylo
	Added date:	



	Added date:	11/11/2013
	Target Completion Date:	06/10/2016
	Frequency:	monthly
	Comments:	2/2014: This isn't school wide yet, but is getting close! As the teams are understanding the need to use STAR data to inform their instruction, the grade level teams are taking on more responsibility regarding coordination.  11/14: All teams but one are doing this on a consistent basis, and within that team two of three members.  11/15: Continuing to work on consistency within teams as new staff is hired.
3. Appoint a grade level team leader that will be responsible for uploading team meeting minutes and reflection to y: drive.		
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	12/18/2013
	Comments:	This is a part of the responsibilities within the team now!
	<b>Task Completed:</b>	<b>02/11/2014</b>
4. Create grade level team norms that define how often, what time, and where the teams will be meeting weekly.		
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	11/18/2013
	Comments:	All teams have submitted their meeting dates and times so that all supporting personnel can attend when possible. They are meeting every week, at least one 40 minute common planning time. There are three teams that meet much more frequently then this as well. In addition, all teams have created norms for handling conflict and agenda items, a standardized reporting form and an evaluative rubric of effectiveness (as found in "Learning by Doing").
	<b>Task Completed:</b>	<b>11/20/2013</b>
5. Establish a six week interventional goal cycle, in which grade level teams will report progress, challenges, and strategies to whole staff from feedback and input.		
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	11/08/2013
	Frequency:	four times a year
	Comments:	Three successful goal cycles! Our staff is getting better at writing goals, keeping track of the data, asking for peer help, and evaluating their success! They state that they even look forward to these days! YEAH!
	<b>Task Completed:</b>	<b>02/19/2014</b>
6. Train teachers on their roles with paras and how to work effectively together. Ensure that paras are receiving adequate training and support from the Title I and LAP certificated staff.		
	Assigned to:	Jessica Johnson
	Added date:	12/01/2014

	Target Completion Date:	06/17/2016	
	Comments:	<ul style="list-style-type: none"> <li>• The LAP/Title teachers will ensure the classified staff is trained on any curriculum being used during the Reading or Intervention blocks. The LAP/Title teachers will model and monitor instructional strategies and student management techniques.</li> <li>• The LAP/Title teachers will create lesson plan templates and be responsible for the content of the classified staff's lessons.</li> <li>• The LAP/Title teachers will provide any other guidance deemed necessary by the teacher or classified staff.</li> </ul>	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 6 (50%)	
<b>Student and School Success Principle 4: Rigorous, aligned instruction</b>			
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>			
<b>Indicator</b>	<b>P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)</b>		
<b>Status</b>	Tasks completed: 3 of 5 (60%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
	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:	<p>While staff reports that they are very comfortable with the specific district adopted curricula, Common Core State Standards have not been specifically addressed. According to the October 2013 BERC report, "We have not any training on Common Core whatsoever." "When we got EALRs we got these booklets, but for Common Core we have not gotten anything like that. I feel we're kind of in the dark, but I know we're not supposed to be 100% this year." Interviewees reported being most knowledgeable with the EALRs and some teachers talked about including the standards in their learning targets, and some spoke about aligning units of instructions to standards during common grade level planning time. Due to the frequent communication with their grade level colleagues, most interviewees believed the horizontal alignment of the curriculum to be well established, but most reported having little time to meet with other grade levels to discuss issues with the vertical alignment of curriculum.</p>	
<b>Plan</b>	Assigned to:	Amanda Kraft	
	How it will look when fully met:	If instructional teams evaluate units of instruction for CCSS English/Language Arts alignment, make any necessary instructional modifications and utilize common assessments to direct future instruction, then we impact the strength of first instruction, that results in CCSS aligned student achievement.	
	Target Date:	06/17/2016	
	<b>Tasks:</b>		
	1. Whole staff professional development around the content and use of the CCSS documents will be provided after school for clock hours. Possible ESD resources would need to be accessed for this training as there are few district level resources in this area.		
	Assigned to:	Kristen Schroeder	
	Added date:	11/17/2013	
	Target Completion Date:	12/20/2014	

	Frequency:	monthly
	Comments:	We have sent two teams to OSPI sponsored Text Complexity and Foundational Skills classes. In addition, we are also sending a team to the Early Learning Conference. As a result of their attendance, they have come back and presented to our staff in a two day recap of their understanding. Additionally, funds have been used to purchase the entire CCSS book, so that teachers have the Appendices to look at examples and understand more fully what the expectations are in practice.
	<b>Task Completed:</b>	<b>02/19/2014</b>
2. Grade level teams and vertical teams use a portion of the common planning time to discuss CCSS instruction, common assessments, and possible holes in our adopted curriculum as a standard agenda item.		
	Assigned to:	Heather Cage
	Added date:	11/07/2013
	Target Completion Date:	01/12/2015
	Frequency:	weekly
	Comments:	2/2014: We are beginning with reading/language arts alignment because it is our relative strength, and most familiar with the core curriculum. We have chosen three different standards to unpack, create proficiency scales for and find the supporting curriculum that would best meet the needs of our students.
	<b>Task Completed:</b>	<b>06/19/2015</b>
3. Teams will submit minutes to y: drive to document these CCSS conversations and how they are impact instruction.		
	Assigned to:	Jessica Johnson
	Added date:	11/07/2013
	Target Completion Date:	06/17/2016
	Frequency:	weekly
	Comments:	Teams are regularly submitting their grade level notes to the y: drive with CCSS being a consistent agenda item.
4. Grade level common assessments will be selected, implemented and shared both within grade level and vertically.		
	Assigned to:	Sherrie Bakke
	Added date:	11/07/2013
	Target Completion Date:	03/17/2014
	Frequency:	four times a year
	Comments:	This has been accomplished, but our thinking has evolved in this area to be creating and implementing formative assessments that measure our scaled CCSS. Please see new task.
	<b>Task Completed:</b>	<b>03/14/2014</b>
5. Proficiency scale one reading and math standard per trimester at minimum in each grade level, including a formative assessment to be commonly used as pre/post test for intervention and additional instruction guidance.		
	Assigned to:	Amanda Kraft
	Added date:	11/24/2014
	Target Completion Date:	06/17/2016

	Frequency:	three times a year
	Comments:	See samples and work completion as saved on the y: drive. Focus is the discussion and increased understanding of teams through the debate. NOT necessarily the completion vs. quality of all of the standards.  11/15: Ongoing work.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 5 (60%)
<b>Indicator</b>	<b>P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89) (TitleISW)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015
	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:	Beginning in August 2015, we have started to identify essential questions that could tie all curriculum with an underlying theme, giving students the opportunity to think deeply about common concepts in our world. Our teachers then identified the Common Core State Standards and are developing common assessments (most of which are proficiency scaled) to determine if the students have mastered the objectives. We will continue to work on this work in 6 week cycles throughout the 2015-16 school year.
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637) (Expected,TitleITA)</b>	
<b>Status</b>	Tasks completed: 3 of 6 (50%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
	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:	While the history has been monthly meetings of the CSIP team, the BERC group reports, "The CSIP team had not yet met this school year so it was not possible for researchers to determine whether they regularly monitor and make adjustments to continuously improve the core instructional program." Since the BERC group interviews, bi-monthly meetings have been established for the Instructional Team for the remainder of the year.
<b>Plan</b>	Assigned to:	Jessica Johnson
	How it will look when fully met:	If the school leadership team regularly monitors our formative and summative assessments/benchmark data in our six week goal cycles, and makes adjustments to continuously improve the core instructional program where sustainable learning is not evident, then we impact our ability to differentiate and meet identified student needs during intervention and core instruction time, which will result in meeting our yearly AMO targets and intersecting growth in DIBELS, STAR, and

		formative assessments.
	Target Date:	06/17/2016
	<b>Tasks:</b>	
	1. Through regularly scheduled grade level PLC collaboration, deliberate scheduling of instruction time and flexible skill groupings, core academic programs are provided for all students. Interventions and special services are provided for students outside of core instructional time to supplement the good first teaching that they receive.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	01/15/2014
	Frequency:	weekly
	Comments:	This is ongoing, but a regular part of the FIRGROVE culture. Please see PLC Collaboration grade level team notes for evidence.
	<b>Task Completed:</b>	<b>02/19/2014</b>
	2. Strong teaching practices have been implemented in the area of math, supported by Bridges Math instructional materials. Teachers and students participate in Number Corner assessments each trimester and teachers utilize released items from OSPI. A teacher representative from primary and intermediate grades serve on the district wide Math Team and share relevant discussions/decisions through a report. These representatives serve as in building consultants for math issues and present teaching strategies regularly at staff meetings.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	02/13/2014
	Frequency:	monthly
	Comments:	The Math Team representatives report out regularly at monthly staff meetings, the strategies that are shared and discussions that take place during Math Cadre meetings. Monthly number corner assessments, as well as number fluency checks are recorded and analyzed for systemic issues on the y: drive for each grade level.
	<b>Task Completed:</b>	<b>02/21/2014</b>
	3. Teachers use the Danielson framework to design high quality, rigorous work for students. Measuring student engagement gives teachers very specific feedback about the work they are giving students and how they could adjust lesson plans to better meet the needs of their students. Several checkpoints of self reflection of Domain 1 evidence will help teachers establish the routine and reflection needed for intentional lesson planning.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	06/11/2015
	Frequency:	three times a year
	Comments:	
	4. Implementing the Common Core State Standards has allowed our teachers to focus in on the most essential skills that students will need to be successful. Classroom targets based on CCSS are posted in the classroom so that teacher and students alike know what the goals are to be working toward.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	

	Target Completion Date:	11/13/2013
	Frequency:	daily
	Comments:	Daily targets are posted for lessons and monitored by the administration in both formal and informal walk-throughs.
	<b>Task Completed:</b>	<b>02/19/2014</b>
	5. A researched based writing program, 6 trait Writing, provides a framework for teacher to implement engaging writing activities, while instituting consistency of language and formal process for students to follow. Teachers administer common writing tasks and score the tasks, using CCSS anchors.	
	Assigned to:	Mandy Kraft
	Added date:	11/11/2013
	Target Completion Date:	06/17/2016
	Frequency:	twice a year
	Comments:	This goal needs to be continued.
	6. Pearson Science Kits are the basis of our new science program, designed to engage all students in understanding and using the scientific process to develop the skills and master the content identified in the state standards.	
	Assigned to:	Brian Wells
	Added date:	11/11/2013
	Target Completion Date:	06/17/2016
	Comments:	The science curriculum is now being revamped through the district office. We will wait to undertake this process until after a recommendation for adoption is made through Teaching and LearningA  11/14: Adoption of Pearson complete. All teachers have received training. Evidence of implementation in classrooms is solid. All teachers will be observed, either formally or informally with the new curriculum by the principal and asst. principal in 2014-15.  11/15: This goal needs to be continued. While the adoption is complete the integration of the New Science Standards are leaving new holes and expectations uncovered.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 6 (50%)

#### **Student and School Success Principle 4: Rigorous, aligned instruction**

##### **Engaging teachers in assessing and monitoring student mastery**

<b>Indicator</b>	<b>P4-IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)</b>		
<b>Status</b>	Tasks completed: 3 of 4 (75%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012	
	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:	In the BERCC survey, clear evidence of powerful teaching and learning was found in 61% of the classrooms, which is about 16% above the STAR average. Survey results show that 79% of staff members believe that teachers modify and adapt instruction based on continuous monitoring of student progress, 73% believe teachers differentiate	

		instruction to accommodate diverse learners, various learning styles, and multiple intelligences.
<b>Plan</b>	Assigned to:	Amanda Kraft
	How it will look when fully met:	When this indicator is fully implemented, evidence will show that 90% of classroom observations will show powerful teaching and learning. There will be clear evidence of the use of pre- and post-testing to assess student mastery of standards-based objectives. The measure of this will be data collected by the Leadership Team via RTI meetings. Our goal is to have all groups of students meet reading and math Annual Measurable Objectives as defined by the Office of the Superintendent of Instruction for Washington State.
	Target Date:	05/27/2016
	<b>Tasks:</b>	
	<p>1. USE BEST PRACTICES TO PROVIDE EXCELLENT READING INSTRUCTION</p> <ul style="list-style-type: none"> <li>• Implement and sustain progress monitoring system for all students at risk of not meeting or maintaining standard in reading using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) materials, methods and data entry system through the DIBELS NEXT.</li> <li>• Develop and monitor Grade Level SMART Goals * Use of common assessments *Act when progress is not made through developed action plan.</li> </ul>	
	Assigned to:	Melanie Martin
	Added date:	12/06/2012
	Target Completion Date:	02/01/2014
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>02/25/2014</b>
	<p>2. USE BEST PRACTICES IN ASSESSMENT TO MONITOR TEACHING AND LEARNING</p> <ul style="list-style-type: none"> <li>• Progress monitor students in grades 1st-6th using the Fuchs and Fuchs Computational Fluency assessment (AKA MBSP)</li> <li>• Utilize Journeys' progress monitoring tool and DIBELS progress monitoring</li> <li>• Administer practice MSP in mathematics to determine specific areas of additional focus</li> </ul> <p>Implement and sustain progress monitoring system for all students at risk of not meeting or maintaining standard in reading using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) materials, methods and data entry system through the DIBELS.Net• Develop and monitor Grade Level SMART Goals Teachers will use Blooms Taxonomy as a means to promote scaffolded thinking, application and student reflection.</p>	
	Assigned to:	Kristen Schroeder
	Added date:	12/06/2012
	Target Completion Date:	02/01/2014
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>02/25/2014</b>
	<p>3. PROVIDE SKILL SPECIFIC STRATEGIC INTERVENTION IN MATHEMATICS BASED ON INDIVIDUAL STUDENT NEED</p> <ul style="list-style-type: none"> <li>• Implement and sustain a Response to Intervention (RTI) model for the purpose of utilizing resources (people, time, instructional materials) to meet the individualized instruction and intervention needs of each student. (HAWK MATH)</li> <li>• Implement Extended Learning Opportunity Plan (ELO) that provides additional support during the school day for classroom teachers (grades 2nd-6th) to implement more focused small group instruction within the strategic and benchmark (tier 1 and tier 2) instructional group levels. (HAWK MATH)</li> </ul>	

	Assigned to:	Kristen Schroeder
	Added date:	12/06/2012
	Target Completion Date:	05/01/2014
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>05/15/2014</b>
	<p>4. EMPHASIZE A WRITING PLAN WITH A CLEAR OUTCOME</p> <ul style="list-style-type: none"> <li>• Grade levels will utilize the same graphic organizer for pre-writing strategy</li> <li>• Firgrove will use a school-wide monthly prompt to be scored with the cos &amp; con rubric. The prompt will be given monthly. Scoring, however, will be completed as a grade level team a minimum of three times a year.</li> </ul>	
	Assigned to:	Amanda Kraft
	Added date:	12/06/2012
	Target Completion Date:	05/27/2016
	Frequency:	three times a year
	Comments:	<p>Update 5/17/13  Firgrove CSIP team determined that we will use the Four Square writing graphic organizer on May 16, 2013. An "Ad-Hawk" committee will be meeting on May 29, 2013 to develop the prompts. We will look at developing a collection of anchor papers to aid in scoring.</p> <p>Target completion date: 12/1/13</p> <p>Update 5/2014: With the onset of Lucy Caulkins coordinating units with ELA CCSS, this may take a different angle from the Four Square approach. Writing blocks have been created in every grade level daily for 2014-15.</p>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
<b>Indicator</b>	<b>P4-IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(SWD)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/10/2015
	Evidence:	We use the STAR tests monthly to measure whether students are making adequate progress. We also use our DIBELS three times a year to measure growth. Our six week commonly developed assessments are proficiency scaled and used to determine what instruction students need next. Our computational fluency measures that students can dynamically think about equations quickly (done monthly). In addition, we use our Imagine Learning data to measure and determine small group instruction with pre, interim, and post testing.
<b>Indicator</b>	<b>P4-IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)(SWD)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/10/2015
	Evidence:	Grade level teams meet weekly to review formative assessments. The teams include all stakeholders at the minimum of once a month to discuss student progress and make movement for interventions. In addition, our RTI coach and principal frequently discuss areas of need and possible professional development for staff.
<b>Indicator</b>		



<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 5/29/2014		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012	
		<b>Objective Met</b> - 05/29/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the BERC survey, clear evidence of powerful teaching and learning was found in 61% of the classrooms, which is about 16% above the STAR average. Survey results show that 79% of staff members believe that teachers modify and adapt instruction based on continuous monitoring of student progress, 73% believe teachers differentiate instruction to accommodate diverse learners, various learning styles, and multiple intelligences.	
<b>Plan</b>	Assigned to:	Kristen Schroeder	
	How it will look when fully met:	When this objective is fully met, 80% or more of classrooms will demonstrate clear evidence of powerful teaching and learning in walk-throughs and 90% of staff will indicate that teachers modify and adapt instruction based on continuous monitoring of student progress and that teachers differentiate instruction to accommodate diverse learners, various learning styles, and multiple intelligences. We will re-administer the same BERC survey used in the needs assessment as a post-measure.	
	Target Date:	06/02/2014	
	<b>Tasks:</b>		
	<p>1. FIRGROVE TEACHERS WILL CONSISTENTLY INPUT DATA TO THE Y DRIVE ACCORDING TO A PRECISE TIMELINE</p> <ul style="list-style-type: none"> <li>• DIBELS Progress Monitoring on the DIBELS Next Site (minimum of monthly)</li> <li>• Journeys Unit Tests Entered within one week after the test is given</li> <li>• MBSP data input to the Y Drive monthly</li> <li>• Number Corner or other identified strand data input weekly</li> <li>• Hawk Math data entered weekly (may be the same as Number Corner Data)</li> <li>• Consider: SHOULD WE HAVE A SPREADSHEET FOR READ-WELL???</li> <li>• Writing Prompt given the first week of the month, scored the second, entered no later than the third during the three chosen times.</li> </ul>		
	Assigned to:	Kristen Schroeder	
	Added date:	12/06/2012	
	Target Completion Date:	02/03/2014	
	Frequency:	monthly	
	Comments:	<p>Update 5/17/12 Read-Well spreadsheets are not necessary in the Y:Drive due to the frequency of assessments that occur within the program and teachers are maintaining accurate records.</p> <p>Update 2/25/2014 All grades 2nd-6th grade input data to the y: drive</p>	
	<b>Task Completed:</b>	<b>02/25/2014</b>	

<p>2. REVIEW DIBELS AIM LINE DATA A MINIMUM OF MONTHLY</p> <ul style="list-style-type: none"> <li>• Frequent monitoring of the DIBELS Next aim line will allow teachers to quickly and easily identify student progress in relation to reading fluency</li> <li>• This will increase awareness of the status of the students</li> <li>• Teachers will be able to contribute to grade level, Walk to Read, and intervention discussions with up to date, meaningful information</li> </ul>	
Assigned to:	Kristen Schroeder
Added date:	12/06/2012
Target Completion Date:	02/28/2014
Frequency:	monthly
Comments:	
<b>Task Completed:</b>	<b>02/25/2014</b>
<p>3. USE RTI TO MEET THE NEEDS OF TIER II AND TIER I STUDENTS</p> <ul style="list-style-type: none"> <li>• Immediate corrective feedback to students</li> <li>• Data driven instructional decisions</li> <li>• Differentiated instruction</li> <li>• Embed Assessment into Instruction</li> <li>• Increasing student engagement</li> <li>• Specific group tracking</li> <li>• RTI for all grade levels</li> </ul> <p>Grade levels may participate in a Walk to Read Model Teachers will determine reading group placement based on weighted assessment formula</p>	
Assigned to:	Kristen Schroeder
Added date:	12/06/2012
Target Completion Date:	05/01/2014
Comments:	
<b>Task Completed:</b>	<b>02/25/2014</b>
<p>4. EMPHASIZE SCHOOL WIDE SYSTEMS</p> <ul style="list-style-type: none"> <li>• Practices in all classrooms that support the instructional focus</li> <li>• Classroom setups that support the instructional focus</li> <li>• Consistent materials (BRIDGES, JOURNEYS, CMP)</li> <li>• Coherent schedule with few interruptions (MASTER SCHEDULE)</li> <li>• Resources used strategically to support the instructional focus (TITLE I &amp; DISTRICT IMPROVEMENT SPECIALISTS)</li> <li>• All school personnel engaged in instruction</li> <li>• Cluster meetings focused on teaching and learning</li> <li>• Alignment of school vision with instructional focus (IMPROVEMENT OF INSTRUCTION/IMPROVEMENT OF STUDENT ACHIEVEMENT)</li> </ul>	
Assigned to:	Kristen Schroeder
Added date:	12/06/2012
Target Completion Date:	05/01/2014
Comments:	<p>Update 5/17/2013</p> <p>Due to the high level of alignment between the CCSS and Number Corner in Bridges, it is imperative for teachers to teach Number Corner daily and with fidelity.</p> <p>Target Completion Date: October 1, 2013</p>
<b>Task Completed:</b>	<b>12/19/2013</b>

	<p>5. FOCUS ON EXEMPLARY FIRST READING INSTRUCTION</p> <ul style="list-style-type: none"> <li>Engage in culturally responsive teaching practices</li> <li>Implement and sustain 90 minute literacy block in grades first through six, and 60 minute block in Kindergarten.</li> <li>Use District adopted core curriculum and recommended intervention materials with fidelity.</li> </ul> <p>(JOURNEYS)</p> <ul style="list-style-type: none"> <li>Implement Guided Language Acquisition Design (G.L.A.D.) classrooms spanning grades 1st-6th including both primary and intermediate self-contained special education adjustment classrooms.</li> <li>Communicate learning target and success criteria in student friendly language at onset and throughout lesson.</li> </ul> <p>FOCUS ON EFFECTIVE FIRST INSTRUCTION • Posted learning targets in student friendly terminology • I do, we do, you do strategy • GLAD Strategies • AVID (use time line for measuring) • Examine DIBELS data to determine service delivery model effectiveness • Refer to "Expectation Sheet" and add to that list and this list</p> <p>FOCUS ON EFFECTIVE FIRST INSTRUCTION • Posted learning targets in student friendly terminology • I do, we do, you do strategy • GLAD Strategies • AVID (use time line for measuring) • Examine DIBELS data to determine service delivery model effectiveness • Refer to "Expectation Sheet" and add to that list and this list</p> <p>IMPLEMENT JOURNEYS READING CURRICULUM • State expected requirements (from district and principal) • Grade level meetings with a focus on implementation • Grade levels to give assessments at common times • Use Journeys Assessment for Walk to Intervention decisions (first C&amp;T meeting, September 19th) • Continue to use fluency, skill &amp; comprehension assessments for decision making Teachers will utilize Blooms Taxonomy as a means to ask "why" we are learning this.</p>	
	Assigned to:	Kristen Schroeder
	Added date:	12/06/2012
	Target Completion Date:	05/01/2014
	Frequency:	daily
	Comments:	<p>Update 5/17/13 At this point, all classroom teachers and paras who work specifically with students have been trained.</p> <p>2/25/14: Additional training on CCSS ELA and Costa's Levels of Questioning have taken place. GLAD strategies continue to be modeled and used during staff trainings and meetings.</p>
	<b>Task Completed:</b>	<b>02/25/2014</b>
	<p>6. USE BEST PRACTICES IN ASSESSMENT TO MONITOR TEACHING AND LEARNING</p> <ul style="list-style-type: none"> <li>Implement and sustain progress monitoring system for all students at risk of not meeting or maintaining standard in reading using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) materials, methods and data entry system through the University of Oregon.</li> <li>Develop and monitor Grade Level SMART Goals</li> </ul>	
	Assigned to:	Kristen Schroeder
	Added date:	12/06/2012
	Target Completion Date:	05/01/2014
	Comments:	<p>Update 5/17/13 We will use Journeys assessments as another tool to gauge comprehension. We are no longer using UofO...we are using DIBELS.Net</p> <p>2/25/2014: Using a sweep team, the building completed their own DIBELS testing for winter 2014. We would like to eventually move away from this being a part of the sweep team and having the teachers take care of this within the classroom.</p>
	<b>Task Completed:</b>	<b>02/25/2014</b>

<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/29/2014
	Experience:	5/29/2014 While this is an ongoing goal, we have a system in place that is sustainable and agreed upon by staff.
	Sustain:	5/29/2014 Monitoring and reinforcing best practice will need to happen with administration and all staff working together.
	Evidence:	5/29/2014 We currently have a well functioning master schedule, common reading block throughout the school, and a system to push in all additional help during intervention times.

<b>Indicator</b>	<b>P4-IIB05 - All teachers re-teach based on post-test results.(95)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/13/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our grade level teams create new six week goals every six weeks unless at least 50% of the students are having an issue mastering the material. Then they choose to continue with the goal until students have met mastery. Once the students have met 85%, the core instructional time is not used to reteach, but instead our intervention time is used to reteach. Our leadership team believes that this process is happening most of the time, but would like to make sure that it is a system that endures regardless of the staffing.	
<b>Plan</b>	Assigned to:	Not yet assigned	

#### **Student and School Success Principle 4: Rigorous, aligned instruction**

<b>Engaging teachers in differentiating and aligning learning activities</b>			
<b>Indicator</b>	<b>P4-IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/13/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	During 2015-16, we have just started to create a six week unit of study map based on the highest needs of students, CCSS, and cross curricular impact with guiding essential questions. Before this time, we have only been using the district adopted textbooks to determine next steps for students.	

<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)(ELL)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	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:	For 2015-16, we have prioritized creating student driven cross curricular units based on Common Core state standards and learning activities that will actively engage our students. Every six weeks, our staff creates a learning map with one essential question that ties the learning together.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/12/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	0	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Student and School Success Principle 4: Rigorous, aligned instruction</b>			
<b>Expecting and monitoring sound instruction in a variety of modes</b>			
<b>Indicator</b>	<b>P4-IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	We currently have ordered the Common Core State Standards document for ELA for every staff member. We also need the Common Core State Standards document for Math and Science. These books run from the print shop at about \$40 a piece. Teachers currently have an abbreviated version of the Common Core flip charts, but more often refer to the writing examples.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIA02 - All teachers develop daily lesson plans based on aligned units of instruction.(3083)</b>		

<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/13/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the expectation is that daily lesson plans are created. Unfortunately, our current contract with the union does not encourage, or allow me to require that teachers share their lesson plans with those who share the same students. Therefore, I cannot confidently state that all teachers develop daily lesson plans based on aligned units of instruction. I do know that the teachers are developing the six week unit plans with the direction and essential question defined. A specific assessment is identified and a percentage of expected mastery.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/16/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers currently have the option of using TAC gradebook and report card. Others are still keeping track of the learning objectives via a written gradebook. We are also at various levels of setting up the grade book in alignment with the Common Core State Standards. This is because our report card is also in transition. More work in the next few years will need to be done.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)(ELL)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/16/2015	
	Evidence:	We have a solid assessment schedule in place at Firgrove Elementary. Our 2nd-6th graders participate in monthly STAR testing in Reading and Math. In addition, our teacher use formative assessments throughout their units of instruction. We use DIBELS assessments three times a year to track the progression of fluency with our K-6th graders. If students are struggling, more frequent progress monitoring takes place as described in P1-ID10.	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 5/29/2014		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/24/2013	
		<b>Objective Met</b> - 05/29/2014	

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The October 2013 BERCC group reports, "During focus groups, many teachers reported that they are currently in the process of assessing student performance using pre-test and baseline assessment measures and plan to individualize instruction based on those measures." Teams proposed intervention plans based on team six week goals that are causing the greatest obstacle to success in the core curriculum.	
<b>Plan</b>	Assigned to:	Amanda Kraft	
	How it will look when fully met:	If instructional teams use pre and post tests to determine individual instructional groups then student achievement will be impacted that result in a higher percentage of students performing at benchmark and meeting AMO's.	
	Target Date:	06/18/2014	
	<b>Tasks:</b>		
	1. Teachers will use the Journeys screening assessment for Grades 2-6 to establish at least three instructional groups within the classroom for reading instruction.		
	Assigned to:	Melanie Martin	
	Added date:	11/11/2013	
	Target Completion Date:	11/20/2013	
	Frequency:	once a year	
	Comments:		
	<b>Task Completed:</b>	<b>10/15/2013</b>	
	2. Journeys Unit assessments will allow teachers to re-evaluate their initial placement of instructional groups and fluidly move students to the correct instructional groups.		
	Assigned to:	Melanie Martin	
	Added date:	11/11/2013	
	Target Completion Date:	11/20/2013	
	Frequency:	monthly	
	Comments:		
	<b>Task Completed:</b>	<b>02/25/2014</b>	
	3. Grade levels will create six week SMART goals for intervention in Reading and Math based on the hardest to teach/learn concepts that are preventing success in our core curriculum		
	Assigned to:	Kristen Schroeder	
	Added date:	11/11/2013	
	Target Completion Date:	11/20/2013	
	Frequency:	four times a year	
	Comments:		
	<b>Task Completed:</b>	<b>02/25/2014</b>	
	4. Formal data review and adjustment to instructional groups will be made every six weeks by grade level		

	teams.	
	Assigned to:	Dorothy Wilgus
	Added date:	11/11/2013
	Target Completion Date:	01/20/2014
	Frequency:	four times a year
	Comments:	May need to provide release time for the grade levels to meet and talk about individual needs.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	5. Teachers will use the Number Corner baseline assessment to establish the needs and strengths profile of their classroom.	
	Assigned to:	Amanda Kraft
	Added date:	11/11/2013
	Target Completion Date:	11/18/2013
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>10/23/2013</b>
	6. Teachers will reassess student growth progress toward the state and common core standards using the STAR Enterprise in Math and Reading every six weeks.	
	Assigned to:	Amanda Kraft
	Added date:	11/11/2013
	Target Completion Date:	11/18/2013
	Frequency:	four times a year
	Comments:	As teachers have become more familiar with this test, some grade levels opt to reassess monthly.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	7. Teachers will utilize the Bridges Math Unit pre and post tests to measure progress and growth within each unit by strand.	
	Assigned to:	Amanda Kraft
	Added date:	11/11/2013
	Target Completion Date:	11/18/2013
	Frequency:	monthly
	Comments:	These results from grades 3-6 are being uploaded to the y: drive regularly.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	8. Grade Level teams will enter pre and post data into the y: drive so that groups can be evaluated and tracked by the entire staff.	
	Assigned to:	Melanie Martin
	Added date:	11/11/2013
	Target Completion Date:	01/20/2014
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>02/25/2014</b>
<b>Implement</b>	Percent Task Complete:	



	Objective Met:	5/29/2014	
	Experience:	5/29/2014 Our tasks for this objective have been fully met. However, I am unsure if the practice is fully integrated into the school. This will be something we need to intentionally revisit once the hiring and placement of teachers have been finished for 14-15.	
	Sustain:	5/29/2014 Make sure that additional staff are on board and that our individualization of instruction continues using STAR data.	
	Evidence:	5/29/2014 Our STAR data coaches have been extremely effective in setting individualized goals and plans with students every six weeks.	
<b>Indicator</b>	<b>P4-IIIA09 - All teachers clearly state the lesson's topic, theme, and learning objectives.(3084)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015	
	Evidence:	All teachers post their short term and long term targets for students to reference to in the lesson. Most teachers make this review a regular part of the introduction of the lesson, providing purpose for both teacher/student by stating what they will be learning and how they will demonstrate they fully understand.	
<b>Indicator</b>	<b>P4-IIIA12 - All teachers use modeling, demonstration, and graphics.(120)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	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:	While most of our staff has been GLAD trained, some new hires have not received the full training of how to use posters and charts as interactive tools. At each staff development training, the presenters make a conscience effort to model GLAD strategies and have the staff participate both as students and teachers who will be using the strategy.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIA14 - All teachers maintain connection and attention to students through eye contact, physical proximity, verbal cuing or other culturally appropriate behaviors.(3065)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	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:	In 2015-16, we are currently addressing this through our CHAMPS book study and Randy Sprick videos. We also sent a team to the Safe and Civil Schools conference in the summer of 2015.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIA24 - All teachers encourage peer interaction.(133)</b>		

<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015	
	Evidence:	With our building focus on AVID and GLAD strategies in every classroom, peer interaction and group work is expected within our building to increase engagement. Observation reports will support the evidence that most, if not all teachers, are using active group work when instructing.	
<b>Indicator</b>	<b>P4-IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	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:	Our AVID trained teachers are currently using this as a part of their two or three column notes. With the large turnover in staff, we need to make sure that all teachers are following through on this building wide expectation.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIA27 - All teachers verbally praise students.(136)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	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:	In 2015-16, we are implementing Responsive Classroom practices and attempting to get our ratio of 3 positive to 1 redirection in every classroom. As we continue our 2015-16 book study on CHAMPS, we will give feedback to each other which will support our efforts in making sure students are hearing positive, encouraging words throughout the day.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIA28 - All teachers travel to all areas in which students are working.(137)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	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:	In 2015-16, We are currently addressing this as a part of our CHAMPS book study and video series with Randy Sprick.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures).</b>		

<b>Indicator</b>	<b>(141)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	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:	During our 2015-16 CHAMPS book study and video review of Randy Sprick instruction, we are working on defining our expectations prior to the lesson so that students can fully engage in the lesson.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)</b>		
<b>Status</b>	Tasks completed: 3 of 6 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/12/2015	
	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:	Some teachers have received "Responsive Classroom" training several years ago. However, because of the large turnover of staff, not all are aware of how to conduct Classroom meetings.	
<b>Plan</b>	Assigned to:	Kristen Schroeder	
	How it will look when fully met:	If all teachers make social interaction a priority with students, then engagement, positive climate, and decreased classroom management issues will be observed, which will result in increased student achievement as measured by AMO, SBA results, and lower discipline referrals.	
	Target Date:	06/17/2016	
	<b>Tasks:</b>		
	1. Order Responsive Classroom books		
	Assigned to:	Kristen Schroeder	
	Added date:	11/12/2015	
	Target Completion Date:	08/14/2015	
	Comments:		
	<b>Task Completed:</b>	<b>09/01/2015</b>	
	2. Train staff to conduct classroom meetings: greeting, news and announcements, activity, and sharing		
	Assigned to:	Amanda Kraft	
	Added date:	11/12/2015	
	Target Completion Date:	09/01/2015	
	Comments:	Lots of modeling of these strategies throughout staff training.	
	<b>Task Completed:</b>	<b>09/01/2015</b>	
	3. Model morning message minimum 3 times per week on office white board.		

	Assigned to:	Kristen Schroeder
	Added date:	11/12/2015
	Target Completion Date:	12/11/2015
	Comments:	
4. Purchase morning meeting video for check out to staff.		
	Assigned to:	Kristen Schroeder
	Added date:	11/12/2015
	Target Completion Date:	09/11/2015
	Comments:	
	<b>Task Completed:</b>	<b>09/07/2015</b>
5. Create morning meeting time in master schedule.		
	Assigned to:	Kristen Schroeder
	Added date:	11/12/2015
	Target Completion Date:	01/08/2016
	Comments:	All grades with the exception of 6th, have the time built into the master schedule.
6. Reteach staff and reinforce need for daily morning meeting time.		
	Assigned to:	Amanda Kraft
	Added date:	11/12/2015
	Target Completion Date:	02/12/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 6 (50%)
<b>Indicator</b>	<b>P4-IIIA35 - Students are engaged and on task.(144)</b>	
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We started our discussion in 2014-15 regarding student engagement and the qualities of design that Schlechty defines as being more motivating for students. We could possible incorporate some elements of "Working on the Work" and Design teams during the 2016-17 School Year. We may begin to have discussions about levels of engagement, and begin to measure our baseline in 2015-16.
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>P4-IIIA38 - All teachers have documentation of the computer program's alignment with standards-based objectives.(147)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015
	Evidence:	Imagine Learning, STAR assessment, and IXL provide a natural alignment to the Common Core State Standards, which even gives additional practice and suggestions for teaching within the classroom.

<b>Indicator</b>	<b>P4-IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program.(149)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, our teachers use a combination of teacher created assessments that are proficiency scaled, adopted curriculum based assessments, STAR assessments, and our state SBAC assessments. With all of this information cross referenced, we make instructional decisions about how students are placed and what interventions they need to meet standard on the Common Core State Standards.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Student and School Success Principle 4: Rigorous, aligned instruction</b>			
<b>Expecting and monitoring sound homework practices and communication with parents</b>			
<b>Indicator</b>	<b>P4-IIIB01 - All teachers maintain a file of communication with parents (families), using multiple methods of contact including phone calls, emails, letters home, home visits, etc.(3066)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	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:	Teachers are encouraged to keep a log of their communication as a part of the documentation of Domain 4 of the Danielson evaluation. This has not become standard practice across our building yet, but we are hopeful to create a template that is easy for teachers to implement.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIB02 - All teachers regularly assign homework (an average of 4 days a week).(3086)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Currently, we have a limited homework policy that encourages practices of mastered concepts through IXL or Imagine Learning, rather than having students practice incorrectly and frustrating parents and students. We also recommend regular reading time at home as well. This has been posted on our school Facebook account, but we have mixed reviews from students.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P4-IIIB03 - All teachers check, mark, and return homework.(152)</b>		

<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/13/2015	
	Explain why not a Priority or Interest:	Our teachers have many different methods for doing this, most of which includes frequently checking in with students while they are working so that they are not completing work by themselves without support. Our teachers frequently check, mark, and return to regroup students through exit tickets and other in class methods to make sure that students are receiving feedback.	
<b>Indicator</b>	<b>P4-IIIB04 - All teachers include comments on checked homework.(153)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	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:	Teachers do give feedback to students about the quality of work and goals to continue to work on. This is often done within the classroom rather than on homework as homework is not usually paper/pencil activities at our elementary.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 4 of 6 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	As our reporting system is being revamped for our district to align more fully to the common core state standards, we will be sending representation from Firgrove to serve in this alignment process. The goal is to make our reporting system easy to access and understand. In addition, Firgrove will be implementing Renaissance STAR Math and Reading assessments, which have graphic representations available of student progress that are clear about progress toward our standards.	
<b>Plan</b>	Assigned to:	Amanda Kraft	
	How it will look when fully met:	If all teachers systematically report to parents the student's mastery of specific standards-based objectives, then we will impact the parent's understanding of their student's progress and how to support them best outside of school hours, which will impact greater support for our students as reported by our annual family survey and meeting our yearly AMO targets.	
	Target Date:	06/24/2016	
	<b>Tasks:</b>		
	1. Adoption of district report card aligned to CCSS.		
	Assigned to:	Kristen Schroeder	

	Added date:	11/24/2014
	Target Completion Date:	10/17/2014
	Comments:	
	<b>Task Completed:</b>	<b>11/01/2014</b>
2. As a staff, discuss the alignment and evidence from students regarding mastery of the standard at each grade level.		
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	11/01/2014
	Comments:	See agenda from PD on 10/9/14 regarding report card presentation.
	<b>Task Completed:</b>	<b>10/09/2014</b>
3. Creating reporting update for Title I/LAP teachers to use to communicate with parents type of progress that their child is making.		
	Assigned to:	Heather Cage/Martha Smith
	Added date:	11/24/2014
	Target Completion Date:	11/18/2014
	Comments:	See progress report that will be included in report cards of those students receiving Title I or LAP services.
	<b>Task Completed:</b>	<b>11/14/2014</b>
4. Print out and/or email STAR reports to those students' families who are struggling to make intersecting growth.		
	Assigned to:	Jessica Johnson
	Added date:	11/24/2014
	Target Completion Date:	05/27/2016
	Comments:	
5. Create parent perception survey to be administered in October and May to parents for feedback regarding their understanding of student progress and the standards-based objectives		
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	10/01/2014
	Comments:	Survey is created in survey monkey format under Kristen's sign in. Base line perception was administered in October 2014, based on the BERCC survey, Safe and Civil Schools, and Olweus perception surveys.
	<b>Task Completed:</b>	<b>10/01/2014</b>
6. Administer parent perception survey twice a year to measure for increase in understanding of the standards-based objectives and student progress.		
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	06/24/2016
	Frequency:	twice a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 4 of 6 (67%)

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

**Assessing student learning frequently with standards-based assessments**

<b>Indicator</b>	<b>P5-IID01 - The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked.(99)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/16/2015	
	Evidence:	This is a requirement of Washington State. We test all 3rd-6th graders using the SBA in ELA and Math. A measure of growth can be determined through the scaled score.	
<b>Indicator</b>	<b>P5-IID02 - Teachers receive timely reports of results from standardized and objectives-based tests.(101)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/16/2015	
	Evidence:	Teachers get monthly reports from the STAR test to guide instructional decisions. In addition, they have full access to their classroom scores as soon as the SBA results are in.	
<b>Indicator</b>	<b>P5-IID03 - The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.(102)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/16/2015	
	Evidence:	Our district uses Performance Plus and TAC as the central databases for tracking the above mentioned information.	
<b>Indicator</b>	<b>P5-IID04 - Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction.(103)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/16/2015	
	Evidence:	Teachers and teams have full access to Performance Plus in order to make decisions about student instruction. In addition, our teams and teachers have been trained how to access and use the STAR data to guide their instructional decisions.	
<b>Indicator</b>	<b>P5-IID05 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(ELL,TitleISW)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	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:	The Instructional Team analyzes the SBA data as well as our yearly STAR data to see if there are common trends or themes that need to be addressed at a school wide level. While we keep these year long goals in mind, our teams work toward accomplishing them by breaking them into discreet six week goals that are causing problems of practice with our adopted curriculum.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P5-IID06 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).(3067)</b>		
<b>Status</b>			



<b>Status</b>	<b>Objective Met</b> 5/17/2013 5/29/2014		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012	
		<b>Objective Met</b> - 05/17/2013 05/29/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	BERC Survey results show that 80% of staff members believe school staff uses assessment data to help plan instructional activities and 85% believe teachers use assessment methods that are ongoing and aligned with core content. The School Leadership Team would like to further refine the process for using disaggregated student learning data to inform our efforts to improve student achievement. In planning for smooth transitions between levels, kindergarten teachers conduct assessments for each student and use that data to begin targeted instruction immediately in the fall. As students transition to junior high, sixth grade teachers meet with seventh grade teachers to share data related to student learning so that seventh graders can begin their year with appropriate interventions in place.	
<b>Plan</b>	Assigned to:	Kristen Schroeder	
	How it will look when fully met:	When this objective has been fully met, the post survey will indicate that at least 90% of staff members believe school staff uses assessment data to help plan instructional strategies and that 95% believe teachers use assessment methods that are ongoing and aligned with core content.	
	Target Date:	05/01/2014	
	<b>Tasks:</b>		
	<p>1. REVIEW MSP SCORES &amp; AMO'S</p> <ul style="list-style-type: none"> <li>• The CSIP Team will examine data as it is gathered and formulated. The data will provide clarity for the status of grade level and individual team efforts. *It will allow the CSIP Team and Staff members to celebrate successes and determine next steps where necessary.</li> <li>• Kristen Schroeder shared data with grade level teams and staff in August 2013.</li> <li>• Understanding what students know and still need to learn is a pre-requisite for knowing where to go next instructionally with a student to take them to proficiency on any content standard indicator.</li> </ul>		
	Assigned to:	Kristen Schroeder	
	Added date:	12/06/2012	
	Target Completion Date:	05/01/2014	
	Comments:	Aimlines for STAR reading and STAR math in relationship to our MSP test are being reviewed after every STAR test with teachers.	
	<b>Task Completed:</b>	<b>02/25/2014</b>	
	<p>2. DIBELS PROGRESS MONITORING</p> <ul style="list-style-type: none"> <li>• Teachers will have current information of the status of reading fluency with each of their students</li> <li>• This timely information will inform teachers on extra practice needed for students to gain in reading fluency (prosody).</li> </ul>		
	Assigned to:	Kristen Schroeder	
	Added date:	12/06/2012	

	Target Completion Date:	01/31/2014
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>02/25/2014</b>
	3. Conduct Aimline Reviews for DIBELS Data: Share Grade Level aim lines for 'all' students. Share aim line goal for continuously enrolled students Grade level teams strategize how to help students make trajectory goals.	
	Assigned to:	Amanda Kraft
	Added date:	12/06/2012
	Target Completion Date:	02/01/2013
	Frequency:	monthly
	Comments:	Update 5/17/13 Systems are in place. This review of data and strategizing happens on a regular basis.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	4. 1. Review MSP Scores & Annual Measurable Objectives Share and Prepare and share AMO aim line. Progress Monitor for students' achievement of grade level standards.	
	Assigned to:	Kristen Schroeder
	Added date:	12/06/2012
	Target Completion Date:	02/01/2014
	Comments:	Grade level meetings were held and release time was given to grades 3-6 to plan specifically for MSP prep for the next 10 weeks.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	5. Emphasize Effective first Instruction and Implement RTI Math & Reading Blocks. Revisit protocols for Hawk Reading & Hawk Math. Examine data to identify Level 2 & Level 1 students for RTI – begin programs. Hawk Reading & Hawk Math fully up and running. Examine data to guide instructional decisions	
	Assigned to:	Kristen Schroeder
	Added date:	12/06/2012
	Target Completion Date:	02/03/2014
	Frequency:	daily
	Comments:	We have discontinued the term "Hawk Reading". Level I & Level II students are met with in small groups on a daily basis. Hawk Math is up and running. Data is reviewed frequently.
	<b>Task Completed:</b>	<b>02/25/2014</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/17/2013 5/29/2014
	Experience:	5/17/2013 Our leadership team has been very focused on looking, using, and understanding our initiatives. We have systems in place to sustainingg these efforts.  5/29/2014 We currently have solid system of reporting student progress. We are also tracking intersecting growth (movement between tiered levels).

		Our STAR data teams meet and monitor monthly to ensure student progress.
	Sustain:	<p>5/17/2013 Reviewing this plan will be essential to maintain a clear focus as well as the utilization of the protocols.</p> <p>5/29/2014 Without continued focus on uploading and tracking data, this indicator could be easily overlooked. It is those common collaborative meetings that are ensuring that data is the center of our discussions and we are making sure that students are progressing.</p>
	Evidence:	<p>5/17/2013 Y Drive Documents Advisory Meeting Notes CSIP Lesson Plans (agendas) Walk to Read Meetings Grade Level Team Meetings Data Wall</p> <p>5/29/2014 Our latest DIBELS report indicates that 85% of our school is making intersecting growth with the established standards. While we have a lot of work ahead to ensure that standard is met, we are confident that students are progressing at rate to make catch up growth.</p>
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/10/2015
	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:	Currently, we have a formal transition time for preschool to kindergarten and elementary to junior high in the spring of each year. However, because our staff uses the six week goal cycle to share out within our building, our staff is fully aware of the progress and helps problem solve/shares materials with each other. Our transition to junior high is a little bit more refined using the AVID process, interviews, and placement of students that could potentially benefit from developing college ready skills.
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD,TitleITA)</b>	
<b>Status</b>	Tasks completed: 6 of 9 (67%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/24/2013
	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 BERC group finds in their October 2013 study, researchers noted many teachers in the process of collecting baseline assessments on their students in preparation for setting intervention groups and for identifying strengths and weaknesses on each student. "Teachers plan to use these assessments to monitor student progress and they plan to share the data with one another to assess strengths and weaknesses of the curriculum and instructional strategies." Describing the intervention system at Firgrove, one person said, "We group our kids. We level them. We use data to see what to do with our intervention time and what to focus on. We are looking at specific data; we talk to each other and looking at the strengths of each other."
<b>Plan</b>	Assigned to:	Jessica Johnson
	How it will look when fully met:	If instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies every six weeks, then we impact the ability to align our instructional materials to student needs. This results in intersecting growth on DIBELS, STAR, and formative assessments, as well as meeting our year AMO targets.
	Target Date:	12/22/2017
	<b>Tasks:</b>	
	1. Teachers use student work, classroom-based assessments, pop-and-drop meetings, and progress monitoring to track student progress (RTI). In addition, we use the STAR ladders to define specific areas of focus to move students to their next steps.	
	Assigned to:	Melanie Martin
	Added date:	11/11/2013
	Target Completion Date:	06/18/2014
	Frequency:	monthly
	Comments:	As we use both the curriculum materials and compare those with standardized tests, we will be able to determine the strengths and weaknesses in the curriculum so that we can supplement as needed. The STAR team acts as one on one mentor for each 2-6th grade student. We have met with individuals to review data and set goals twice so far this year.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	2. Teachers analyze trends and patterns to identify a plan for further classroom assessment and/or school wide focus.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	03/14/2014
	Frequency:	three times a year
	Comments:	At the end of each trimester, we will review our classroom grading practices with the standardized progress that students are making. We will do this formally within grade level team meetings and at our Instructional Team meetings.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	3. Common scoring guides for writing and math tasks support staff consistency in expectations and language.	

	Assigned to:	Sherrie Bakke
	Added date:	11/11/2013
	Target Completion Date:	12/18/2014
	Frequency:	three times a year
	Comments:	This task has changed with the adoption of CCSS. We will now be looking at anchors and choosing tasks with scoring guides from the digital library of SBAC.
	<b>Task Completed:</b>	<b>08/15/2014</b>
4. If the data shows that the student is not progressing as expected, we revisit our interventions and determine if we need to change our plan or do further assessments.		
	Assigned to:	Melanie Martin
	Added date:	11/11/2013
	Target Completion Date:	01/15/2014
	Frequency:	three times a year
	Comments:	We have made it through three cycles of review and adjusted our interventions with students not showing intersecting progress.
	<b>Task Completed:</b>	<b>02/25/2014</b>
5. Students whose home language is not English are assessed using the Washington Language Proficiency Test (WLPT). Data from this assessment guides the instructional support through our English Language Learners (ELL) program. The ELL program provides support through both in class and pull out instruction.		
	Assigned to:	Jeannine Medvedich
	Added date:	11/11/2013
	Target Completion Date:	10/01/2014
	Frequency:	twice a year
	Comments:	The test has now moved to the WELPA. In addition to in class and pull out instruction, we are now offering extended day intervention, and instruction in home language through Imagine Learning.
	<b>Task Completed:</b>	<b>05/16/2014</b>
6. We have additional flagging criteria to identify students who are at risk of underperforming such as chronic absenteeism, excess discipline referrals, and parent or teacher request.		
	Assigned to:	Sam Sharpe
	Added date:	11/11/2013
	Target Completion Date:	06/17/2016
	Frequency:	four times a year
	Comments:	Regular attendance meetings are taking place with vice principal, attendance secretary, and counselor.
7. Administrative classroom walkthroughs and informal observations assist in monitoring student learning and progress.		
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	01/13/2014
	Frequency:	twice weekly
	Comments:	These are on the calendar and occurring whenever possible.

Task Completed: 02/25/2014

8. After thoroughly understanding a CCSS in reading and math, teacher will create at minimum three formative assessment cycles each year to measure student progress against the newly adopted CCSS.

Assigned to: Amanda Kraft

Added date: 11/24/2014

Target Completion Date: 06/17/2016

Frequency: three times a year

Comments:

9. Every six weeks or sooner, classroom teachers will meet with support services teachers to evaluate whether the groupings for interventions are meeting the needs of students through targeted instruction.

Assigned to: Jessica Johnson

Added date: 11/24/2014

Target Completion Date: 06/17/2016

Frequency: monthly

Comments:

**Implement** Percent Task Complete: Tasks completed: 6 of 9 (67%)

**Indicator** P5-IID09 - Instructional Teams use student learning data to plan instruction.(107)(SWD)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 11/10/2015

Evidence: Our instructional teams meet to analyze the items that students are missing on assessments to provide specific skill based interventions that are short term and address the biggest obstacle to finding success in the adopted curriculum. They are using excel documents to identify common strength and struggles among the grade level and adjust who is teaching the skills according to teacher strengths. Instructional teams also are using the specific Common Core standard report from STAR to identify trends and specific needs of students.

**Indicator** P5-IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)(SWD)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 11/10/2015

Evidence: Our instruction teams meet every three weeks to discuss common assessments (STAR, formative, math computational fluency, number corner, Journey benchmark assessments)to determine the needs of our students and who should be teaching which specific group based on teacher strengths. They use this data to sort students into above standard, benchmark, strategic, and intensive groups to provide appropriate intervention during our RTI block.

**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** In Plan / No Tasks Created

**Assessment** Level of Development: Initial: Limited Development 11/10/2015

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

	Opportunity Score:		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have a rotating schedule of all grade levels meeting with the Title I/LAP team to evaluate the success of the interventions and what needs to happen next. These meetings take place at a minimum of once a month but some teams are electing to meet weekly and move kids to the interventions that they need.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected,TitleITA)</b>		
<b>Status</b>	<b>Objective Met</b> 5/30/2014		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2013	
		<b>Objective Met</b> - 05/30/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	District has recently adopted new reading and math curriculum for our students. The curriculum is closely aligned to the common core state standards, but prioritization and familiarization of holes or needed reinforcement is just beginning as the teachers become more familiar with the curriculum.	
<b>Plan</b>	Assigned to:	Amanda Kraft	
	How it will look when fully met:	If teachers monitor and assess student mastery of standards-based objectives by looking at monthly trends of grade levels on the y: drive, we will impact our ability to make appropriate curriculum adjustments for our students, which will result in meeting our yearly AMO targets and intersecting growth on DIBELS, STAR, and formative assessments.	
	Target Date:	06/18/2014	
	<b>Tasks:</b>		
	1. Grades 2-6 Teachers will use pre and post assessments in the Journeys curriculum to monitor student mastery of literary concepts.		
	Assigned to:	Melanie Martin	
	Added date:	11/11/2013	
	Target Completion Date:	11/13/2013	
	Frequency:	monthly	
	Comments:	This is a part of our common practice at this point.	
	<b>Task Completed:</b>	<b>02/25/2014</b>	
	2. K/1 teachers will use Read Well Unit Assessments to monitor student progress in relation to the building established targets at each reporting period.		
	Assigned to:	Sherrie Bakke	
	Added date:	11/11/2013	
	Target Completion Date:	11/13/2013	
	Frequency:	weekly	
	Comments:	This is a common practice in our building.	

	<b>Task Completed:</b>	<b>02/25/2014</b>
	3. Teachers will progress monitor those students at risk in retelling and/or fluency using DIBELS NEXT programs to chart achievement and goal lines.	
	Assigned to:	Melanie Martin
	Added date:	11/11/2013
	Target Completion Date:	06/13/2014
	Frequency:	weekly
	Comments:	This is not being used by all staff members as of yet. We will need to continue to support this use of the aim lines and progress monitoring.
	<b>Task Completed:</b>	<b>05/15/2014</b>
	4. Teachers will use the Bridges pre/post test to determine student mastery standards based objectives in Math. They will record the results in the y: drive so that we can reassess when interventions are needed.	
	Assigned to:	Amanda Kraft
	Added date:	11/11/2013
	Target Completion Date:	01/15/2014
	Frequency:	monthly
	Comments:	This is a common practice in our building at all grade levels.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	5. Grade level teams will establish 6 week goals based on the struggles that students are exhibiting, preventing them from being successful in the core curriculum. These goals will be posted publicly, shared with parents, and results shared at staff meeting every six weeks for trouble shooting, celebration, and system impacts.	
	Assigned to:	Kristen Schroeder
	Added date:	11/11/2013
	Target Completion Date:	06/13/2014
	Frequency:	four times a year
	Comments:	We have had three goal cycles so far. Grade level teams are running about 75% passing on the goals that they set thus far in the year.
	<b>Task Completed:</b>	<b>05/15/2014</b>
	6. STAR Enterprise Math and Reading will be administered to every student Grades 2-6 at a minimum of three times a year to check progress in relationship to the national growth rates, norms, and standards.	
	Assigned to:	Melanie Martin
	Added date:	11/11/2013
	Target Completion Date:	01/15/2014
	Frequency:	three times a year
	Comments:	As a result of our STAR team meetings, grade levels have decided to begin testing within their classrooms monthly.
	<b>Task Completed:</b>	<b>02/25/2014</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/30/2014
	Experience:	5/30/2014 According to our staff survey, this has been one of the most successful initiatives that has taken hold this year. Teachers are talking and



		collaborating together, cross grade level, to accomplish their six week goals.
	Sustain:	5/30/2014 We will need to continue to set aside time for these teams to present and share out their grade level obstacles for success in the core curriculum.
	Evidence:	5/30/2014 We are at a 90% success rate at meeting the grade level goals established. We will need to continue to evaluate whether the goals are appropriately leveled to meet the expectations of the CCSS.

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

#### School and classroom culture

<b>Indicator</b>	<b>P6-IIIC01 - All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them.(3052)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015	
	Evidence:	We continue to improve on this, incorporating yearly cultural days, an emphasis on building our own cultural competency, and specifically participating in "Compassionate Schools" training provided by the PSESD. The principal has purchased and additional video by Anthony Muhammad (Solution Tree) that will be used during future trainings.	
<b>Indicator</b>	<b>P6-IIIC02 - All teachers acquire an understanding of each student's background and interests as a way to increase motivation to learn.(3053)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015	
	Evidence:	While we continue to always seek more information in this area, we have woven our cultural competency instruction in throughout the year. In addition, we received targeted instruction in 'Compassionate Schools' on our October 2015 in-service day (provided by our PSESD).	
<b>Indicator</b>	<b>P6-IIIC04 - All teachers model, teach, and reinforce social and emotional competencies.(3055)</b>		
<b>Status</b>	Tasks completed: 5 of 9 (56%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The BERCC needs assessment results indicate that those interviewed reported discipline at the school to be a strength. The School has adopted Positive Behavior Support and Advancement Via Individual Determination. The school uses a "Hawk Creed" to reinforce understanding of expected behaviors. Staff have indicated that the students need continued emphasis on this to deepen their understanding.	
<b>Plan</b>	Assigned to:	Kristen Schroeder	
	How it will look when fully met:	When fully implemented all students will demonstrate an	

	HOW IT WILL LOOK WHEN FULLY MET:	understanding of the Hawk Creed as evidenced by interviews with randomly selected students at all grade levels K-6. Our student perception data from our bi-annual student survey will show an increased feeling of safety, respect, and rapport.
	Target Date:	06/17/2016
	<b>Tasks:</b>	
	1. Teachers will frequently reward students with specific praise focused on the language of the Hawk Creed. This will increase the likelihood of positive behaviors being repeated.	
	Assigned to:	Kristen Schroeder
	Added date:	12/06/2012
	Target Completion Date:	12/20/2013
	Comments:	Hawk tickets are given out frequently within the classroom and around the school. A sample is drawn each Monday, announced and rewarded through the office.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	2. THE HAWK CREED WILL ELICIT AN IMPACT FAR GREATER THAN BEHAVIORAL EXPECTATIONS. IT WILL:	
	<ul style="list-style-type: none"> <li>• Demonstrate a value for diversity</li> <li>• Engage staff members in opportunities for reflections about student behavior/discipline</li> <li>• Manage the dynamics of difference</li> <li>• Adapt to the cultural contexts of the students and communities they serve (staff)</li> <li>• Expect staff to live and model the Creed</li> </ul>	
	Assigned to:	Kristen Schroeder
	Added date:	12/06/2012
	Target Completion Date:	06/12/2014
	Comments:	This is not yet complete because we need to develop a system for gauging student understanding of the Hawk Creed.  Update 5/2014: We have incorporated the review of the Hawk Creed in every behavioral conference with administration and within the classroom.
	<b>Task Completed:</b>	<b>05/15/2014</b>
	3. Procedures for celebrating our Honored students each month will reflect "Living the Creed." Examples of students that are meeting expectations will be posted in the hallway as a model for all students throughout the month.	
	Assigned to:	Kristen Schroeder
	Added date:	10/28/2013
	Target Completion Date:	10/30/2013
	Frequency:	monthly
	Comments:	2/14/2014 This is firmly in place.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	4. Implement bi-annual student survey to measure perceptions of safety, respect and rapport among students and staff.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	05/20/2016
	Frequency:	

	Frequency:	twice a year
	Comments:	
	5. Counselor to meet bi-monthly with recess supervisors to talk about pro-active measures to prevent bullying and increase respect out on the playground.	
	Assigned to:	Lori Tierney
	Added date:	11/24/2014
	Target Completion Date:	06/17/2016
	Frequency:	twice monthly
	Comments:	As a result of student perception survey, the leadership team stipend will be transferred to cover these extra duties and trainings with recess supervisors.
	6. Weekly positive "ICU" winner will be drawn at the classroom level and sent down to the office for positive reinforcement.	
	Assigned to:	LouAnn Tamer
	Added date:	11/24/2014
	Target Completion Date:	01/16/2015
	Frequency:	weekly
	Comments:	Regular occurrence.
	<b>Task Completed:</b>	<b>11/10/2015</b>
	7. Weekly character lessons will be included with the staff bulletin for potential ideas during class meetings.	
	Assigned to:	Lori Tierney
	Added date:	11/24/2014
	Target Completion Date:	06/17/2016
	Frequency:	weekly
	Comments:	
	8. Plan and participate in compassionate school training provided by PSESD	
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	10/09/2015
	Comments:	Overall feedback regarding the training is positive. Will be working with Liz Chick further to provide more resources. Each staff member received a Compassionate Schools book from OSPI.
	<b>Task Completed:</b>	<b>10/08/2015</b>
	9. Responsive Classroom and Class Meeting will be implemented in every classroom at least twice a week.	
	Assigned to:	Lori Tierney
	Added date:	11/10/2015
	Target Completion Date:	02/12/2016
	Frequency:	twice weekly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 5 of 9 (56%)
<b>Indicator</b>	<b>P6-IIIC06 - Transitions between instructional modes are brief and orderly.(157)</b>	
<b>Status</b>	<b>Full Implementation</b>	

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015	
	Evidence:	Transitions are monitored and a part of the Danielson evaluation system. We have numerous pieces of evidence that transition time is limited and documented as a part of the teacher/classroom observations.	
<b>Indicator</b>	<b>P6-IIIC07 - Students raise hands or otherwise signal before speaking.(159)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015	
	Evidence:	We currently have a wide repertoire of gaining attention from students. We used the AVID SLANT strategy when working in academic settings. We use a T-signal from our social contract, as well as a 'check' and 'foul' to encourage students to monitor their own behavior and give feedback to others.	
<b>Indicator</b>	<b>P6-IIIC08 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/16/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we are using Imagine Learning to extend our students' ability to be actively engaged in correct practice while small group instruction is happening during reading. We would like to find a similar program for math, that motivates and provides additional instruction for when students are struggling with a concept. Our teachers are skilled at small group instruction, and also vary their instructional groups depending on the needs of the students. Limited resources make this essential variety only able to be approved on a year to year basis.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P6-IIIC10 - All teachers display completed student work in the classroom.(162)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/16/2015	
	Evidence:	In participating in walk-throughs in classrooms, student work is prominently displayed throughout the classrooms. The student work is also changed regularly throughout the month. Students use the model work to understand clearly what the target is to work toward.	
<b>Indicator</b>	<b>P6-IIIC11 - All teachers display classroom rules and procedures in the classroom.(163)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015	
	Evidence:	Principal has created wall 'look fors' for the classrooms, so that students can expect visual reminders of what the classroom rules and procedures are. Teachers have commented that they especially appreciate this reminder when setting up the classroom in August.	
<b>Indicator</b>	<b>P6-IIIC12 - All teachers correct students who do not follow classroom rules and procedures. (164)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently addressing this in our 2015-16 CHAMPS book study and Randy Sprick video series. In addition, we will be continuing to send a team to Safe and Civil schools and/or provide release time for webinars to address individual needs as well as respect budgetary needs.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)(Expected)</b>		
<b>Status</b>	<b>Objective Met</b> 11/10/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
		<b>Objective Met</b> - 11/10/2015	
	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:	In the October BERC group report they state, "Teachers are reinforcing the Hawk Creed and the three-step problem solving process by positively teaching them in their classrooms." Defined expectations for common areas have been communicated, as well as teacher/student responsibilities for upholding these expectations. School expectations are refined and communicated through the Management Team, suggesting reteaching tips and classroom meeting topics as learning opportunities.	
<b>Plan</b>	Assigned to:	Kristen Schroeder	
	How it will look when fully met:	If all staff members reinforce common classroom rules, expectations and procedures by positively and proactively teaching them with looks like/sounds like charts, then we impact our school culture which will result in greater satisfaction and safety ratings as indicated by our yearly staff and student surveys.	
	Target Date:	09/01/2015	
	<b>Tasks:</b>		
	1. Create or revise common areas expectations and/or protocols for Firgrove		
	Assigned to:	Jeannine Medvedich	
	Added date:	11/11/2013	
	Target Completion Date:	06/13/2014	
	Frequency:	monthly	
	Comments:	Review current protocols and create new for those common areas that are not addressed through the Management Team meetings during 2013-14 school year. Expectations grid was published and shared with community again after winter break. Lesson plans include reteaching	

		common area expectations after each and every school break.
	<b>Task Completed:</b>	<b>02/25/2014</b>
	2. Create lesson plans for teaching the common area expectations and protocols that will be used school wide.	
	Assigned to:	Jeannine Medvedich
	Added date:	11/11/2013
	Target Completion Date:	06/13/2014
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>06/19/2015</b>
	3. Create reteaching videos and/or lessons for those students that are struggling with mastery of the expectations to engage in.	
	Assigned to:	Jeannine Medvedich
	Added date:	11/11/2013
	Target Completion Date:	09/01/2014
	Comments:	
	<b>Task Completed:</b>	<b>09/25/2015</b>
	4. Review positive behavior correction procedures and strategies with all staff.	
	Assigned to:	Romy Haney
	Added date:	11/11/2013
	Target Completion Date:	01/20/2014
	Comments:	Possible Safe and Civil schools book study? Responsive Classroom strategies taught at staff meetings?
	<b>Task Completed:</b>	<b>02/25/2014</b>
	5. Create a beginning of the year checklist of expectations to be taught within each general education classroom.	
	Assigned to:	Martha Buckmaster-Smith
	Added date:	11/11/2013
	Target Completion Date:	06/19/2015
	Comments:	
	<b>Task Completed:</b>	<b>09/25/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	11/10/2015
	Experience:	11/10/2015 We have dedicated significant time and effort attending the Safe and Civil Schools conference, as well as creating a behavior tracking protocol. A teaching video has been produced and our lessons shared with whole staff.
	Sustain:	11/10/2015 We need to continue to remind staff to revisit our expectations after each break and tweak our classroom lessons each year to make them

		clear and easy to enforce.
	Evidence:	11/10/2015 Our discipline incidents have dropped dramatically this year. Teachers are staying positive.
<b>Indicator</b>	<b>P6-IIIC14 - All teachers engage all students (e.g., encourage silent students to participate).(167) (ELL)</b>	
<b>Status</b>	Tasks completed: 1 of 3 (33%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015
	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:	With our current GLAD training, most staff regularly use: pulling sticks, heads together, team points, CCD charts, commonly created poster with each student using a different color, etc.
<b>Plan</b>	Assigned to:	Jessica Johnson
	How it will look when fully met:	If our staff uses effective teaching strategies that encourage students to take risks in their classroom contributions, it will impact student engagement and language acquisition which will result in increased student achievement.
	Target Date:	06/17/2016
	<b>Tasks:</b>	
	1. Contact GLAD trainer to model lessons for newly hired staff.	
	Assigned to:	Amanda Kraft
	Added date:	11/10/2015
	Target Completion Date:	11/10/2015
	Comments:	
	<b>Task Completed:</b>	<b>11/10/2015</b>
	2. Follow up with GLAD trainer to ensure the modeling of effective strategies before March	
	Assigned to:	Amanda Kraft
	Added date:	11/10/2015
	Target Completion Date:	03/18/2016
	Comments:	
	3. Model GLAD strategies during staff meetings and trainings so that our staff members experience them as a learner.	
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	06/24/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
<b>Indicator</b>	<b>P6-IIIC15 - All teachers use a variety of strategies to motivate students that honor their cultures, interests, and strengths.(3087)</b>	
<b>Status</b>		

<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/16/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have participated in many cultural competency trainings around our district. During the 2014-15 school year, we are interweaving those trainings into other such initiatives as Compassionate Schools, RtI or Professional Learning Communities. We are just beginning to adapt a set curriculum to be responsive to student interests, strengths, and cultures.	
<b>Plan</b>	Assigned to:	Kristen Schroeder	
	How it will look when fully met:	If we use a variety of instructional strategies that honor student culture, interests, and strengths, we will impact student engagement in the curriculum, which will result in increased SBA scores and success in the classroom curriculum.	
	Target Date:	05/26/2017	
	<b>Tasks:</b>		
	1. Lead book study: Will and Skill by Anthony Muhammod		
	Assigned to:	Sam Sharpe	
	Added date:	11/16/2015	
	Target Completion Date:	01/13/2017	
	Comments:		
	2. Lead book study: Working on the Work by Phil Schlecty		
	Assigned to:	Kristen Schroeder	
	Added date:	11/16/2015	
	Target Completion Date:	09/30/2016	
	Comments:		
	3. Contact Robyn Paczkowski to see if she will lead the design team process with our staff.		
	Assigned to:	Kristen Schroeder	
	Added date:	11/16/2015	
	Target Completion Date:	03/11/2016	
	Comments:		
	4. Schedule design team time for each grade level team to be released and go through the process.		
	Assigned to:	Amanda Kraft	
	Added date:	11/16/2015	
	Target Completion Date:	11/30/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	
<b>Indicator</b>	<b>P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)</b>		



<b>Status</b>	Tasks completed: 7 of 11 (64%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
	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 BERC group supports, "The new administrators outline the Student Discipline Policy in the staff handbook, which includes the school-wide program, foundational beliefs, rules against bullying, and level 1, 2, and 3 infractions. "We were given training on when to contact the office about an infraction this year. That was never clearly articulated before. There is a form you can fill out if it went to a certain offence, and then Kristen follows up on that. That is in the staff handbook." School leaders are ensuring the school environment is safe and supportive. Several staff members noted the new administrator's beliefs in positive discipline, and staff members plan to continue rewards students for one character traits every month. Several focus group participants expressed excitement about having a full-time assistant principal, who will be able to help with discipline at the school	
<b>Plan</b>	Assigned to:	Sam Sharpe	
	How it will look when fully met:	If we implement consistent behavior and common area expectations, then we will impact the number of students able to make positive behavior choices throughout the day, which will impact the amount of engaged instructional time which results in a reduced number of incident reports and suspensions, and increased academic growth as indicated by meeting our yearly AMO's, and intersecting growth on DIBELS, STAR, and formative assessments.	
	Target Date:	06/09/2017	
	<b>Tasks:</b>		
	1. Principals and staff members working with students on behavior plan will achieve current "Right Response" training.		
	Assigned to:	Sam Sharpe	
	Added date:	02/25/2014	
	Target Completion Date:	06/05/2014	
	Comments:	Jeannine Medvedich attended Right Response training and trainer's certification 2/25-2/28/14.	
	<b>Task Completed:</b>	<b>05/15/2014</b>	
	2. Management and Safety team will be established.		
	Assigned to:	Sam Sharpe	
	Added date:	10/28/2013	
	Target Completion Date:	10/30/2013	
	Comments:		
	<b>Task Completed:</b>	<b>02/25/2014</b>	
	3. Standing agenda for Management team meetings will be established.		
	Assigned to:	Sam Sharpe	
	Added date:	10/28/2013	
	Target Completion Date:	01/15/2016	

	Comments:	
	<b>Task Completed:</b>	<b>02/25/2014</b>
4. Assessment audit for common area behavior expectations will take place.		
	Assigned to:	Sam Sharpe
	Added date:	10/28/2013
	Target Completion Date:	06/17/2016
	Comments:	
5. Review of current common area expectations and audit completed. Modifications and revisions are made for troubled areas.		
	Assigned to:	Sam Sharpe
	Added date:	10/28/2013
	Target Completion Date:	06/17/2016
	Comments:	
6. Training for staff on common area expectations as well as effective classroom management techniques will be offered		
	Assigned to:	Amanda Kraft
	Added date:	10/28/2013
	Target Completion Date:	06/17/2016
	Comments:	Book study for CHAMPS expectations is currently being held during the 2015-16 school year.
7. Staff development created around book "Pyramid of Behavior Interventions"		
	Assigned to:	Jeannine Medvedich
	Added date:	11/24/2014
	Target Completion Date:	02/13/2015
	Comments:	Spent staff development day discussing concepts, jigsawing chapters, and creating a common understanding on how we were going to approach discipline in a multi-tiered manner.
	<b>Task Completed:</b>	<b>02/13/2015</b>
8. Train staff on "Pyramid of Interventions" use and applications for our school		
	Assigned to:	Jeannine Medvedich
	Added date:	11/24/2014
	Target Completion Date:	06/01/2015
	Comments:	
	<b>Task Completed:</b>	<b>02/13/2015</b>
9. Send team to Safe and Civil Schools conference.		
	Assigned to:	Kristen Schroeder
	Added date:	11/10/2015
	Target Completion Date:	08/14/2015
	Comments:	Lori Tierney, Amanda Kraft, Jessica Johnson, Anne Phillips, Wendy Owens, and Sam Sharpe attended the Summer 2015 Safe and Civil Schools conference.
	<b>Task Completed:</b>	<b>08/03/2015</b>

10. Create behavior protocol to collect data consistently across the school.	
Assigned to:	Kristen Schroeder
Added date:	11/10/2015
Target Completion Date:	08/07/2015
Comments:	See attached document in folder. This will allow us to see if we are having an impact with the interventions that we are adopting.
<b>Task Completed:</b>	<b>08/07/2015</b>
11. Implement Connections program for targeted students.	
Assigned to:	Lori Tierney
Added date:	11/10/2015
Target Completion Date:	06/17/2016
Comments:	Working on figuring out how to manage the details of the check ins. Program seems to be working well for those who can consistently use it.
<b>Implement</b>	Percent Task Complete: Tasks completed: 7 of 11 (64%)

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

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

<b>Indicator</b>	<b>P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)</b>		
<b>Status</b>	Tasks completed: 4 of 7 (57%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we have a core group of PTA members that are willing to advise the School Leadership Team and contribute to the staff understanding. This core is highly involved in every activity, but may not fully represent the diversity of the whole student population and their needs.	
<b>Plan</b>	Assigned to:	Kristen Schroeder	
	How it will look when fully met:	By recruiting family representatives to advise the School Leadership Team on family outreach and educational support, we positively impact family-school relations which will result in a greater reported family satisfaction on our yearly family survey and increased family involvement in outreach activities.	
	Target Date:	05/20/2016	
	<b>Tasks:</b>		

1. Create inviting opportunities for parents to visit school and interact with teachers and administration. i.e. Student led conferences, coffee with the principal, etc.	
Assigned to:	Kristen Schroeder
Added date:	11/11/2013
Target Completion Date:	02/15/2013
Frequency:	four times a year
Comments:	Student led conferences were held in October and in March. In

	Comments:	addition, open meetings with the principal have taken place in conjunction with PTA meetings throughout the year.
	<b>Task Completed:</b>	<b>02/19/2014</b>
2. Send home and post on our website, school related information in home language and English.		
	Assigned to:	LouAnn Tamer
	Added date:	11/11/2013
	Target Completion Date:	03/14/2014
	Frequency:	monthly
	Comments:	Our newsletters and other home communication is translated in Spanish and posted on the website. We may need to consider adding Russian and Cambodian to our translation services, although currently only one family of each attends Firgrove and they both are able to read English.
	<b>Task Completed:</b>	<b>02/20/2014</b>
3. Recruit diverse representation of families to meet with principal each trimester regarding school climate, instruction, and direction.		
	Assigned to:	LouAnn Tamer
	Added date:	11/11/2013
	Target Completion Date:	06/17/2016
	Frequency:	three times a year
	Comments:	
4. Establish positive relationships and marketing plan through positive phone calls home, personalized invitations to Honored Student Assemblies, post cards from teachers regarding positive student actions.		
	Assigned to:	Jeannine Medvedich
	Added date:	11/11/2013
	Target Completion Date:	03/18/2014
	Frequency:	monthly
	Comments:	Personal invitations to positive action assemblies are sent home each month.
	<b>Task Completed:</b>	<b>11/13/2013</b>
5. Establish standing agenda item at staff meetings for PTA reporting. Communicate staff meetings with PTA council so that there is a representative available.		
	Assigned to:	LouAnn Tamer
	Added date:	11/11/2013
	Target Completion Date:	02/14/2014
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>05/15/2014</b>
6. Create Rise and Shine notebooks to encourage more confident volunteers in the primary classrooms		
	Assigned to:	LouAnn Tamer
	Added date:	11/24/2014
	Target Completion Date:	03/11/2016
	Comments:	

7. Recruit, sponsor, and encourage Watch Dogs participation from father figures	
	Assigned to: Sam Sharpe
	Added date: 11/24/2014
	Target Completion Date: 06/10/2016
	Comments: October Watch Dogs recruitment dates established.
<b>Implement</b>	Percent Task Complete: Tasks completed: 4 of 7 (57%)
<b>Indicator</b>	<b>P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077) (Expected,TitleITA)</b>
<b>Status</b>	<b>Objective Met</b> 11/24/2014 11/24/2014
<b>Assessment</b>	Level of Development: Initial: <b>Limited Development</b> 10/24/2013 <b>Objective Met</b> - 11/24/2014 11/24/2014
	Index: 9 (Priority Score x Opportunity Score)
	Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development: We have distributed and translated all of the documents above into English and Spanish. The compact and Homework Guidelines were reviewed during fall conferences with parents and students. In addition, a staff and student handbook was created for Firgrove this year. It is published on our school website, as well as available in paper version for all families. We are in the process of revising our mission statement and revising it to fully reflect the work that our community is engaged in.
<b>Plan</b>	Assigned to: Kristen Schroeder
	How it will look when fully met: Families will have the proper information to communicate with the school. Documents that are translated will be easily located on our school website. Families that do not have access to technology will be able to access a paper copy or computer located in the "Family Room" in community kiosk. The student and staff handbook will need continued revision as we further define our school policies with the new administration. The evidence that we will provide are copies of the documents and agendas of management meetings.
	Target Date: 10/15/2014
	<b>Tasks:</b>
	1. Revise student handbook for 14-15 to reflect needs of Firgrove.
	Assigned to: Jeannine Medvedich
	Added date: 10/28/2013
	Target Completion Date: 08/01/2014
	Frequency: once a year
	Comments: Handbook printed and distributed within the first month of school.
	<b>Task Completed:</b> 08/15/2014
	2. Revise staff handbook to reflect needs of Firgrove.
	Assigned to: LouAnn Tamer

	Added date:	10/28/2013
	Target Completion Date:	05/15/2015
	Comments:	Handbook for 13-14 was completed in August, but as issues specifically have come up, we have been revising for redistribution in 14-15.
	<b>Task Completed:</b>	<b>02/20/2014</b>
3. Advertise the "Family Room" space and resources as available to all families during the day.		
	Assigned to:	LouAnn Tamer
	Added date:	10/28/2013
	Target Completion Date:	11/30/2013
	Frequency:	monthly
	Comments:	Encourage teachers to advertise in weekly newsletters. Be sure to include invitation to "Family Room" in each monthly newsletter.
	<b>Task Completed:</b>	<b>02/20/2014</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	11/24/2014 11/24/2014
	Experience:	11/24/2014 Handbook was badly in need of revision. Last revision was in 2011. Would recommend reorganization of the sections for next year.
	Sustain:	11/24/2014 Continue to put on principal tickler file to review, revise and print for fall in the previous spring.
	Evidence:	11/24/2014 Published handbooks, copies of the student compact and family room reservations for ELL classes, PTA meetings, etc.
<b>Indicator</b>	<b>P7-IVA03 - The school's Parent (Family) Involvement Policy includes a vision statement about the importance of family-school partnership in a school community.(3070)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015
	Evidence:	Our Parent Involvement Policy, our student compact, our website, and all Title I parent materials share the important of family involvement and how the partnership can support student learning.
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Objective Met</b> 11/10/2015	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
		<b>Objective Met</b> - 11/10/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	(2 - highest, 2 - medium, 1 - lowest)

	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, our Compact has been created at a district level, published, and shared during our fall parent-teacher conferences. There is an opportunity to add individualized goals and support for the parent, child, and teacher. We believe that the Compact could be even more effective if our school could tailor the expectations that are reflective of our community needs in the form of an amendment.	
<b>Plan</b>	Assigned to:	Martha Buckmaster-Smith	
	How it will look when fully met:	Martha and Melanie will work with our District level Title I department to revise our school compact to be more reflective of our building programs and support. We will also see this compact revisited by teachers as student assessments reveal the need for modified family support, such as attendance in before and after school program.	
	Target Date:	05/22/2015	
	<b>Tasks:</b>		
	1. Meet with Liz Knox and Kathy Ehman to discuss the school's needs and possibilities of including an amendment in the District Title I Compact.		
	Assigned to:	Martha Buckmaster-Smith	
	Added date:	10/28/2013	
	Target Completion Date:	12/20/2013	
	Comments:	Compact is created at the district level. District Title I committee is seeking input on any possible revisions to consider. Most of the suggestions from our building are program specific, i.e. Avid planners, rubric for binder expectations, etc.	
	<b>Task Completed:</b>	<b>02/20/2014</b>	
	2. Design Firgrove amendment to the district compact to reflect specific programs and interventions available to students.		
	Assigned to:	Melanie Martin	
	Added date:	10/28/2013	
	Target Completion Date:	05/15/2014	
	Comments:		
	<b>Task Completed:</b>	<b>05/15/2014</b>	
	3. Train teachers regarding how to use the compact and amendment for goal setting and achieving with parent partnerships.		
	Assigned to:	Martha Buckmaster-Smith	
	Added date:	10/28/2013	
	Target Completion Date:	05/15/2014	
	Comments:	Meeting on 1/27/14 discussed using the compact as discussion point during spring conferences. The compact was first signed and shared by all students/families during fall conferences earlier this year.	
	<b>Task Completed:</b>	<b>01/27/2014</b>	
	4. Extended learning opportunities are encouraged and used to increase instructional opportunities for those students who are struggling with advanced concepts.		
	Assigned to:	Heather Cage	
	Added date:		

	Added date:	11/24/2014
	Target Completion Date:	05/29/2015
	Frequency:	weekly
	Comments:	Extended learning opportunities are currently in place and are designed to continue far after the 21st Century grant has ended. We now are starting a new partnership with Communities in Schools and are enjoying a positive experience with the YMCA.
	<b>Task Completed:</b>	<b>11/10/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	11/10/2015
	Experience:	11/10/2015 There have been lots of obstacles in securing partnerships. Because our district is new into this arena, there has been few protocols established and confusion in between departments.
	Sustain:	11/10/2015 We will need to continue to seek outside funding to maintain the ability to continue the programs started
	Evidence:	11/10/2015 Our systems and grants are fully in place and potential obstacles for students not participating problem solved.

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

#### Providing two-way, school-home communication linked to learning

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 3 of 6 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012	
		<b>Objective Met</b> - 05/17/2013	
	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:	The BERCC Needs Assessment documented many avenues the school is currently using to communicate with families. These include: the website, newsletters, conferences, school messenger phone calls, and personal phone calls.	
<b>Plan</b>	Assigned to:	Kristen Schroeder	
	How it will look when fully met:	This objective will be met when the percentage of parents reporting that the school communicates in them in a way that is convenient rises from 82% to 95% using the Firgrove parent survey.	
	Target Date:	05/27/2016	
	<b>Tasks:</b>		
	1. Create meaningful partnerships with parents and community		
	Assigned to:	Kristen Schroeder	
	Added date:	12/06/2012	



	Target Completion Date:	05/01/2014
	Frequency:	monthly
	Comments:	<ul style="list-style-type: none"> <li>*Administer the BERC Parent Survey</li> <li>• Maintain strong partnership with PTA</li> <li>• Provide regular communication (including Spanish translation) home to parents via classroom newsletters, phone calls, Math Unit letters, and school bulletin/website.</li> <li>• Coffee with the Principal</li> <li>• Maintain partnership with WATCH DOG dads</li> </ul>
	<b>Task Completed:</b>	<b>02/25/2014</b>
2. Firgrove Elementary will become a certified AVID elementary school.		
	Assigned to:	Jeannine Medvedich
	Added date:	12/06/2012
	Target Completion Date:	05/30/2015
	Frequency:	daily
	Comments:	<ul style="list-style-type: none"> <li>• Agenda/Planner Progression determined</li> <li>• Organizational Tool Progression determined</li> <li>• Note-taking Strategies Progression determined</li> <li>• Levels of Thinking Progression introduced</li> <li>AVID Plan</li> <li>• Work collaboratively to design annual building plan</li> <li>• Share plan with teachers in grades 4-6</li> <li>• Share plan and vision with entire staff</li> </ul>
	<b>Task Completed:</b>	<b>05/22/2015</b>
3. Title I and LAP progress reports are sent home each trimester to increase parents understanding of the progress toward the CCSS that their child is making.		
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	06/24/2016
	Frequency:	three times a year
	Comments:	
4. Blackboard email and phone messaging will increase from 75% of potential opportunities to 90% of the opportunities.		
	Assigned to:	LouAnn Tamer
	Added date:	11/24/2014
	Target Completion Date:	06/24/2016
	Frequency:	weekly
	Comments:	
5. Readerboard will be updated and changed weekly.		
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	01/16/2015
	Frequency:	weekly
	Comments:	Kristen has taken over these duties.
	<b>Task Completed:</b>	<b>11/10/2015</b>

	6. At minimum, administration will seek out community publicity once a trimester to highlight the positive actions that Firgrove is undertaking.	
	Assigned to:	Kristen Schroeder
	Added date:	11/24/2014
	Target Completion Date:	06/24/2016
	Frequency:	three times a year
	Comments:	September 2014: Ensuring Achievement, Inspiring Hope article in Puyallup Herald December 2014: "Yes, Virginia" article September 2015: Back to School post October 2015: Harvest Party November 2015: Passage of the Bond December 2015: Parent night out
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/17/2013
	Experience:	5/17/2013 As a team, we prioritized and focused our energy. We developed time lines and work backwards.
	Sustain:	5/17/2013 Continue to implement AVID Strategies (Michelle Dyer is the point person) Maintain partnerships through the family room.
	Evidence:	5/17/2013 All tasks have been completed. However, we would like to send out a parent survey regarding communication in the fall.  Visual of Family Room Classroom visits Student conversations
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/13/2015
	Evidence:	Our Edline website currently has information on home support for learning, announcements, and parent resources. In addition, our school maintains a Facebook account where families may contribute, ask questions, read articles, and are reminded of upcoming events.
<b>Student and School Success Principle 7: Family and community engagement</b>		
<b>Educating parents to support their children's learning and teachers to work with parents</b>		
<b>Indicator</b>	<b>P7-IVA08 - Professional development programs for teachers include assistance in working effectively with parents (families and communities).(3074)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/13/2015
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	We have not currently explored specific professional development that would support working effectively with parents. We did participate in a Poverty video study as well as a Compassionate Schools training to further understand what possible challenges our families are facing.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P7-IVA09 - The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children.(3078)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/13/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our work with the PSESD 21st grant provided 'Love and Logic' classes that were offered to all families at our school in 2014-15. By request, they are returning this winter for further classes. We have discussed also offering these classes in Spanish by a Latino American instructor that can be as culturally sensitive as possible. The cost for these classes are currently being covered by PSESD but may need to find further funding in future years.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/13/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	We have approximately 50 homework tub kits that have been secured by our 21st Century program to give to those students who need assistance in having materials ready and a quiet place at home to get things done. As a part of our family night, it would be fantastic to include other sensory triggers for students that are having a difficult practicing or reading at home.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P7-IVA11 - The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.(3080)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/13/2015	
	Evidence:	Currently our librarian manages our at-home reading program through AR, providing prizes for levels and ensuring that students are checking out appropriate books for them to read. We have created a homework policy that eliminates all unnecessary paper work so that students would have more authentic time to read to self or family. In addition, each year, we have had a large Reading Night with different ideas of working with children at home presented and practiced with families. This has become one of the favorite nights of the year for families.	

<b>Indicator</b>	<b>P7-IVA12 - The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors.(3081)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2015	
	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 have posted our behavior expectations, shared our discipline policies, and posted a behavior video about Firgrove on our Facebook site. Our parents have done an excellent job reinforcing what our current expectations are through these methods. We would love to have a 'counselor' based night in the future that would further guide families.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)(Expected)</b>		
<b>Status</b>	Tasks completed: 5 of 7 (71%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Firgrove has created a Family Room where parents can easily volunteer and participate in the workings of the school in 2012-13. This, however, has been utilized by only a few parents. We will need to complete a specific parent marketing program to motivate and utilize the parent assistance that is available rather than relying on a core few leaders. Parents are connected to their students' motivation and performance, so as a staff we will need to capitalize on this motivation to become involved in their child's education.	
<b>Plan</b>	Assigned to:	Heather Carnine	
	How it will look when fully met:	If Firgrove engages parents and community in the school transformation process through educational family nights, we will impact the support that our students receive at home on their academic work which will result in greater satisfaction rating from our families as indicated on our family survey and meeting our yearly AMO targets in all subgroups.	
	Target Date:	06/24/2016	
	<b>Tasks:</b>		
	1. Meet with PSESD and supporting partners to explore the possibility of applying for a 21st Century after school grant for the 2014-2019 school years.		
	Assigned to:	Kristen Schroeder	
	Added date:	02/25/2014	
	Target Completion Date:	06/13/2014	
	Comments:	2/15/2014: Had two meetings with Liz Chick and Teri Hebert. Talked with Deka about whether the school district would commit to	

		transportation support. Next steps are to secure long term partnerships with YMCA and bring the group together to form a Memorandum of Understanding.
		5/30/14: Have signed MOU and created partnership. Grant written and submitted by 6/15/2014.
	<b>Task Completed:</b>	<b>05/29/2014</b>
	2. Evaluate the current parent outreach programs that are in place during a Management team meeting.	
	Assigned to:	LouAnn Tamer
	Added date:	11/11/2013
	Target Completion Date:	11/13/2013
	Comments:	On one principal directed Monday, the staff brainstormed dreams and wishes for our family involvement piece. In addition we mapped what is currently in place and the historical attendance at these activities.
	<b>Task Completed:</b>	<b>11/18/2013</b>
	3. Prioritize the family involvement activities that we would like to offer after school during the 2013-14 school year.	
	Assigned to:	Jeannine Medvedich
	Added date:	11/11/2013
	Target Completion Date:	12/20/2013
	Comments:	<p>Family Involvement Planning Meeting was held on 1/30/14; 7 staff members, district office personnel, and principal met to determine priorities for 14-15. A follow up release day will be held this spring as well.</p> <p>Three 1.5 hour workshops (Reading, Math, Social/Emotional)</p> <p>Social/Emotional Workshop (August/September? Maybe tie in with BBQ?)</p> <ul style="list-style-type: none"> <li>• Content <ul style="list-style-type: none"> <li>o Overview of counselor’s role at Firgrove</li> <li>o List of recommended positive comments for families to use at home</li> <li>o The impact of negative comments</li> <li>o Strategies for homework support (length of time, setting, support, etc.)</li> <li>o Three-step problem solving strategies</li> <li>o “No” and how to accept it</li> </ul> </li> <li>• Structure <ul style="list-style-type: none"> <li>o Childcare offered with organized activities</li> <li>o Food provided</li> <li>o Parents attend workshop before attending BBQ</li> <li>o A-G attend one night, H – Z attend another night</li> <li><input type="checkbox"/> 5:00 – 5:15 (Welcome parents in classrooms)</li> <li><input type="checkbox"/> 5:15 – 5:50 (Parents go to gym for workshop and students stay in the classroom with teachers, 2 – 5 go with support staff)</li> <li><input type="checkbox"/> 5:50 – 6:30 (BBQ)</li> </ul> </li> <li>• Resources <ul style="list-style-type: none"> <li>o Food (food service? Pizza, spaghetti, etc..)</li> <li>o To-go box that families take home with them</li> <li>o Teachers and classified staff to help with childcare (extra hourly for planning and attending evening event)</li> <li>o Translators, ESD, Klara Schawb, School Counselor, Amy Okeze</li> <li>o District funding for printshop</li> <li>o Transportation (bus to Hidden Glen and perhaps another stop)</li> <li>o PTA involvement?</li> <li>o Parent involvement?</li> </ul> </li> </ul>

- o Parents attend workshop before attending BBQ
- o A-G attend one night, H – Z attend another night

#### Reading (Month TBD)

- Content
  - o Read Well support (K-1)
  - o Imagine Learning (K-1)
  - o Journeys support (Think Central, curriculum displayed in the gym) (2-6)
  - o Accelerated Reader / STAR (1-6)
  - o Strategies for reading at home (K-6)
  - o Pierce County Library (K-6)
  - o GLAD information (K-6)
  - o AVID information (5-6)
  - o Inference / Cause and Effect (2-6)
- Structure
  - o Raffles, staff dressed up as story book characters, superhero theme)
  - o Dr. Suess' birthday at night?
  - o Passport
  - o Different activities in classrooms throughout the school
  - o Reading Challenge with police department, fire department, high school students, etc.)
- Resources
  - o Form a steering committee
  - o Food (food service? Pizza, spaghetti, etc..)
  - o To-go box that families take home with them
  - o Teachers and classified staff to help with childcare (extra hourly for planning and attending evening event)
  - o District funding for printshop
  - o Transportation (bus to Hidden Glen and perhaps another stop)
  - o PTA involvement?
  - o Parent involvement?
  - o Book give away
  - o Is it possible for staff to trade time for planning and attending the reading night?
  - o Attendance is optional for staff, but there is an incentive to attend

#### Math (Date TBD)

- Content
  - o Bridges support
  - o CMP support
  - o IXL
  - o Math Olympics
  - o Make-it and take-it math games
- Structure
  - o Raffles
  - o Passport
  - o Different activities in classrooms throughout the school
  - o Fresh fruits and vegetable market set-up in the gym that had a math focus (weighing, buying, estimating, etc..)
- Resources
  - o Form a steering committee
  - o Food (food service? Pizza, spaghetti, etc..)
  - o To-go box that families take home with them
  - o Teachers and classified staff to help with childcare (extra hourly for

		<ul style="list-style-type: none"> <li>o planning and attending evening event)</li> <li>o District funding for printshop</li> <li>o Transportation (bus to Hidden Glen and perhaps another stop)</li> <li>o PTA involvement?</li> <li>o Parent involvement?</li> <li>o Is it possible for staff to trade time for planning and attending the math night?</li> <li>o Attendance is optional for staff, but there is an incentive to attend</li> <li>o Combine with another event at Firgrove (art extravaganza)</li> </ul>
	<b>Task Completed:</b>	<b>01/30/2014</b>
	4. Create vision for our family outreach opportunities in the future, so that funding sources can be identified.	
	Assigned to:	Dorothy Wilgus
	Added date:	11/11/2013
	Target Completion Date:	01/15/2014
	Comments:	<p>Possible involvement in 21st Century Grant? Met with Liz Chick and Teri Hebert from PSESD to pursue grant possibility for Firgrove after school program.</p> <p>Family Involvement Planning Meeting was held on 1/30/14; 7 staff members, district office personnel, and principal met to determine priorities for 14-15. A follow up release day will be held this spring as well.</p>
	<b>Task Completed:</b>	<b>02/14/2014</b>
	5. Identifies staff involvement in district-community relations opportunities, such as Cultural Fair, Movie Night, Math relay, Track meet, Artravaganza, Reading and Math Nights, and Science Fair.	
	Assigned to:	Jeannine Medvedich
	Added date:	11/11/2013
	Target Completion Date:	12/20/2013
	Comments:	As a staff, we recommitted our attendance and participation in Cultural Fair, Science Night, Reading Night, and bi-monthly movie nights.
	<b>Task Completed:</b>	<b>01/22/2014</b>
	6. Firgrove will hold a minimum of 3 AVID/Title I parent outreach opportunities to make sure that parents understand how the AVID strategies and Title I resources can support their child's learning.	
	Assigned to:	Martha Buckmaster-Smith
	Added date:	11/11/2013
	Target Completion Date:	06/17/2016
	Frequency:	three times a year
	Comments:	<p>Work to combine the Title I meetings with the AVID informational meetings to increase interest and attendance.</p> <p>Scheduled 10/9/13; 2/27/14; and 4/10/14</p>
	7. Firgrove will hold parent education classes in conjunction with HOPE club on positive discipline	
	Assigned to:	Heather Cage
	Added date:	11/24/2014
	Target Completion Date:	06/24/2016
	Frequency:	monthly

Comments:

**Implement**

Percent Task Complete:

Tasks completed: 5 of 7 (71%)