

Comprehensive Plan Report

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

May 31, 2017

Kapowsin Elementary---N NCES - na

Bethel SD

Student and School Success Principle Indicators

Key Indicators are shown in **RED**.

Student and School Success Principle 1: Strong leadership

Principal's role

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

Status Tasks completed: 5 of 6 (83%)

Assess	Level of Development:	Initial: Limited Development 10/07/2014
		Objective Met - 05/14/2015 06/01/2015
	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:	TPEP has been fully implemented using the state eight criteria within the Danielson Framework. Some members are on the full comprehensive plan while others will focus in on 1 or 2 of the state criteria one of which will include student growth goals. The administration has completed the Teachscape (Danielson) calibration test to ensure accurate and fair scoring. The building administrators will stay current and are going to continued training on the Danielson framework and how to use it in providing feedback to teachers.
Plan	Assigned to:	Stephanie McPhail
	How it will look when fully met:	Teachers will implement a data driven instruction cycle (backwards plan from the assessment level, deep analysis of student assessments, and taking action by creating new lessons to respond to the analysis) to improve student achievement. To monitor the implementation and success of the data driven instruction cycle, the observation process utilizing the Danielson framework will be used by teachers and administrators.
	Target Date:	05/19/2017
	Tasks:	

		1. Teachers will continue to receive professional development on data driven instruction. Teachers will understand how assessments, particularly state assessments, define the level to which the standards will be taught (rigor). Teachers will understand ongoing assessment data, analyzing student results, and adopting instruction to match student needs are all integral parts of planning daily lessons.
		Assigned to: Dan Herforth
		Added date: 10/28/2016
		Target Completion Date: 05/26/2017
		Frequency: monthly
		Comments: Teachers have been continuing to have Professional Development opportunities. We have looked at the SBAC test items to see how standards are measured there. We posted practice sentence starters related to SBAC for all teachers K-5 to try in class. We had a LIT on how to understand data of Running Records, and data trainings on how to group students by like needs (analyzing data to match to needs). Teachers met in PLCs to analyze data results of assessments together. We used this information to build on lesson planning to be implemented in classrooms.
		2. Leadership team members will be trained on data analysis and developing action plans based on the data. Team members will then facilitate data analysis meetings in their PLC's after each mid-/end of module in math as well as end of unit assessment in reading to influence and adjust instruction in all classrooms.
		Assigned to: Dan Herforth
		Added date: 10/28/2016
		Target Completion Date: 05/30/2017
		Frequency: monthly
		Comments: On Late Starts this year we have used the Kapowsin Data Protocol to analyze data for instruction and planning purposes. Teachers continue to meet as grade level teams during their PLC times to look at data and determine next steps for instruction.
		Task Completed: 2/8/2017 12:00:00 AM
		3. New staff will receive training in the Danielson Framework to clearly understand the criteria associated with effective teaching practices prior to being evaluated with them.
		Assigned to: Stephanie McPhail
		Added date: 10/09/2016
		Target Completion Date: 10/06/2016
		Comments: New staff had received training sessions at the beginning of the year, in coordination with North Star, to discuss the Danielson's Frameworks. It is being used as both a teaching tool and part of the evaluation cycle throughout the year. New teacher induction meetings discuss Danielson's monthly or bi-monthly.
		Task Completed: 5/24/2017 12:00:00 AM
		4. Every teacher will complete a self-assessment using the Danielson Framework to reflect on their teaching practice and identify areas to focus on for professional development.
		Assigned to: Stephanie McPhail
		Added date: 10/24/2014

		Target Completion Date:	10/14/2016
		Comments:	Teachers were given the recommendation to complete the self-assessment, and to optionally share this with our Kapowsin administration.
		Task Completed:	10/31/2016 12:00:00 AM
	5. Grade level teacher teams will collaboratively set student growth goals with approval from the principal and monitor these goals, individually and as a team, to improve student achievement on high leverage standards in reading or math.		
		Assigned to:	Stephanie McPhail
		Added date:	10/24/2014
		Target Completion Date:	05/26/2017
		Comments:	A template has been created to set a learning focus, baseline and targets with evidence. All grade level and specialist teams have created team/grade level goals for reading or math. All Student Growth Goal Plans include a learning focus, baseline data, targets, and evidence to be collected for intervals of instruction. Completed team student growth goals are located in Google Docs. All are continuing to meet their SGG goals that were earlier set. Each grade level team is meeting with administration to review SGGs set and determine levels of success in meeting these. Some teachers are continuing to monitor and adjust instruction to have students further meet these goals set.
		Task Completed:	5/17/2017 12:00:00 AM
	6. The assigned administrator will meet with every teacher to discuss the self-assessment and with teams and individuals to develop goals. At least one formal observation for focused teachers and 2 formal evaluations for comprehensive teachers will be completed along with a minimum of 5 to 7 drop in observations depending on the teacher's evaluation status. Ongoing feedback will be given to teachers regarding evidence of implementation of data driven instruction. Observations will be documented in eVal 2.0 and used as evidence of this indicator. Final summative evaluations will be used to support teacher growth and planning for the following year as well as provide evidence of this indicator.		
		Assigned to:	Stephanie McPhail
		Added date:	10/09/2016
		Target Completion Date:	05/19/2017
		Comments:	Teachers have meet with their evaluator to review their summative evaluation and discuss areas for growth in the next school year
		Task Completed:	5/26/2017 12:00:00 AM
Implement	Percent Task Complete:		83%
	Objective Met:		5/14/2015 6/1/2015
	Experience:		5/14/2015 The principal at Kapowsin is viewed as the instructional leader. She provides guidance and support, as well as scheduled time, for the teams to do quality work. The principal visits classrooms, reinforces sound instructional practice, and assists teachers who need help. She observes areas of growth as she completes observations and evaluation.

Sustain:	5/14/2015 Work that will be necessary to sustain our efforts is the continued work of the principal and AA to support and guide the work of Instructional Teams. The principal and AA will also continue to remain visible in classrooms, actively support sound instruction and help teachers who have difficulty.
Evidence:	5/14/2015 Evidence that P1-IE06 had been fully and effectively implemented is principal observation notes and certificated staff evaluations. These documents provide evidence that the principal is often in classrooms and guides teachers to make instructional improvement. This evidence is found in eVal.

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

Professional development

Indicator	P2-IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)		
Status	Objective Met 5/14/201510/29/2015In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/14/2014	
		Objective Met - 05/14/2015 10/29/2015	
	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:	Teachers will receive professional development according to instructional needs to emphasize effective practice.	
Plan	Assigned to:	Stephanie McPhail	
	How it will look when fully met:	Professional development will focus on district/building initiatives. Individualized professional development will be provided as needed. These initiatives focus on TPEP, continually improving core instruction and assessment, and CCSS. PLC's will be utilized to drive the essential conversations needed to positively impact student learning.	
	Target Date:	05/27/2016	
	Added date:		
	Objective Met:	5/14/2015 10/29/2015	
	Experience:	5/14/2015 Our experience in pursuing this objective has taught us that it is essential for the principal to calendar walk-throughs. As the principal completes the classroom walk-throughs she is able to keep her finger on the pulse of instruction and determine areas for growth. The principal and AA work together to meet the needs of instructional improvement and will continue to coordinate RTI and professional development efforts on a grade level and individual basis to improve instruction and reduce the achievement gaps between varying groups of students.	

Sustain:	10/14/2015 The principal and AA will calendar walk-throughs to ensure they continue to take place on a regular basis. The principal and AA will coordinate efforts to continue working with staff on success criteria for students - showing students what is to be learned and explaining how to learn it, as well as other initiatives at Kapowsin. Work will also be continued around planning and preparation, as teachers use best instructional practice in Eureka Math, Ready Gen and the CCSS.
Evidence:	5/14/2015 RTI meeting dates are evidence that grade level meetings with the principal/AA (focused on improved instruction) have been effectively implemented. The meeting dates are listed on Kapowsin's specialist schedule found in Googledocs. Meeting dates were as follows: 1st grade- 1st and 3rd Mondays 2nd grade- 1st and 3rd Fridays 3rd grade- 2nd and 4th Mondays 4th grade- 2nd and 4th Fridays 5th grade/K (rotating every other month)- 1st, 3rd and 4th Wednesdays These RTI meetings take place from 2:45-3:15. 10/28/16 The RTI meetings will take place once a month from 5:40-3:20 for the 15-16 school year. Principal's observation notes are further evidence. These notes are located in EVAL.

Indicator P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected,TitleITA)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 10/24/2014
	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: We have a professional development plan for the year. Professional development will occur on Waiver Days, Late Arrival Teaming Days, and Learning Improvement Time (LIT). Initiatives to be focused on are CCSS (Eureka Math and ReadyGen), TPEP, and RTI. Extra PLC time will address professional development during four half days this year.

Plan Assigned to: Stephanie McPhail

How it will look when fully met: Staff will have participated in professional development opportunities during Summer Institute, Waiver Days, Late Arrival Teaming Times, Learning Improvement Time, and District Sponsored Collaboration. Implementation of initiatives will be observable in classrooms as well as Professional Learning Community Meetings.

Target Date: 05/27/2016

Added date:

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

Status **Objective Met** 5/18/2015/25/2016 In Plan / No Tasks Created

Assess Level of Development: Initial: **Limited Development** 10/24/2014

			Objective Met - 05/18/2015 05/25/2016
	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:	Grade level professional learning teams meet monthly to discuss reading and math. Our leadership team collaborated with the principal to create a professional development plan focusing on developing excellent systems around RTI and quality instruction to increase academic achievement in reading, math, and science.	
Plan	Assigned to:	Stephanie McPhail	
	How it will look when fully met:	We will review data and discuss interventions to work with our struggling students on LIT and Late Arrival days. Grade level leaders meet throughout the year to review student data and discuss interventions that focus on our struggling students as well as benchmark students. The LAP teacher will be paid to attend some of the leadership team meetings and work on Indistar.	
	Target Date:	05/27/2016	
		Added date:	
	Objective Met:	5/18/2015 5/25/2016	
	Experience:	5/18/2015 Release time was used to assess, create, and monitor our SIP. We met five times this year to review. 5/25/2016 The LAP teacher was able to be a part of our leadership team this year and was an integral part of the decisions we made as a building. Since she is also part of the MDT team she was able to represent the special services team and work towards making known to all our staff the interventions we are doing with our students. This helps to keep the focus on the instruction our students are receiving.	
	Sustain:	5/18/2015 Continued collaboration and input from all team members is needed to sustain our efforts. 5/25/2016 We will need to continue to set aside money to include a representative from the LAP team	
	Evidence:	5/18/2015 Meeting notes show evidence of full implementation. 5/25/2016 We are including a sample of the leadership team notes and MDT notes	
Indicator	P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW,TitleITA)		
Status	Objective Met 5/25/20165/26/2017		
Assess	Level of Development:	Initial: Limited Development 10/24/2014	
			Objective Met - 05/25/2016 05/26/2017
	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:	Kapowsin Elementary has a current professional development plan that includes providing job-embedded support on our initiatives and additional opportunities for professional development during Late Arrival Teaming Times, Learning Improvement Time, and Waiver Days.	
Plan	Assigned to:	Stephanie McPhail	
	How it will look when fully met:	Our school PD plan will focus on the implementation of data driven instruction and a positive student culture. We will use PD and district TOSA support to train teachers.	
	Target Date:	12/20/2016	
	Tasks:		
	1. Kapowsin leadership team will create, monitor, and revise the professional development plan based on its effectiveness towards meeting building goals.		
	Assigned to:	Dan Herforth	
	Added date:	10/09/2016	
	Target Completion Date:	03/13/2017	
	Comments:	Send out a survey so that all staff have a chance to give input into the plan. The plan will be a draft and can be edited by the leadership team as we monitor the effectiveness of our PD and re-assess our buildings needs towards meeting our overall goals. Mid Year Update Goals have been continually developed by the leadership team, to meet needs as they arise as well as to increase knowledge of students level of meeting standards throughout the year. Data analysis has been used in PLCs, on LIT days, and on Waiver Days to address needs Staff have all used the 3 Rs (Responsible, Respectful, and Relational) to improve student culture throughout the building, and administration has reinforced this. Student procedures for routine building tasks have been revisited and clearly written by teachers for student actions throughout the day. Growth mindset is used in the school.	
	Task Completed:	4/28/2017 12:00:00 AM	
	2. Use the Cycle of Teaching and Learning as a focus point to connect different PD topics.		
	Assigned to:	Dan Herforth	
	Added date:	10/13/2016	
	Target Completion Date:	03/16/2017	
	Comments:	PDs were focused on data, on modification of lessons, and teachers have made decisions on how to meet CCSS through adjustments to the adopted curriculums. Leadership members attended conferences and brought back ideas to the staff on how to develop this cycle further.	
	Task Completed:	5/22/2017 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	5/25/2016 5/26/2017	

Experience:	5/25/2016 Team collaboration and peer learning groups was successful in getting ideas out on the table and for learning for each other. 5/26/2017 Though out the year the PD plan has been revisited and modified to meet the needs of our staff and students. Input from all staff is important so we have used Google survey and information collected from KLT to review and revise our plan.
Sustain:	5/25/2016 We will need to continue to monitor our students learning and our teaching practices to decide on what topics we need to focus our learning on. For resources we will need to designate time for teams to meet and materials such as books or research articles to learn from. 5/26/2017 We need to continue to keep our focus on Data and the cycle of teaching and learning as a lens when deciding what the most powerful PD will be for our staff. Keeping within our goals will help us to focus our energy into high leverage practices.
Evidence:	5/25/2016 The PD calendar has been uploaded into the evidence section and a sample of some grade level backwards planning. 5/26/2017 Revised PD plan KLT Notes Google Surveys

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

Expanded time for student learning and teacher collaboration

Indicator P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058) (Expected,TitleISW,TitleITA)

Status Objective Met 6/1/20155/25/2016In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 10/28/2014
		Objective Met - 06/01/2015 05/25/2016
	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:	In the fall, students K-2 are assessed using DIBELS to be placed in instructional groups. Program placement for 3-5 grades is determined by the previous year's SBA and current Star scores. Intensive and strategic students are progress monitored twice monthly as part of the LAP program. Curriculum assessments and formative assessments are also given for both reading and math in the general education classroom. Grade Level Professional Learning Communities analyze data and plan learning targets and activities based on collected data. After school programs are aligned to CCSS and are open to all students. Before and after school extended day programs in reading and math are offered to students below standard. These programs are aligned to CCSS and work to address student needs.
Plan	Assigned to:	Dan Herforth

	How it will look when fully met:	In the fall, students in grades K-2 are assessed using DIBELS. This assessment data is used to place students in the LAP program, along with WA kids for kindergarten and ReadyGen placement test for 1-2. Program determination for 3-5 grade students is made according to Star data and ReadyGen placement test for 3rd grade or the previous year's spring ELA SBA for 4th and 5th grades. Intensive and strategic students are progress monitored by the classroom teacher and LAP teacher. Curriculum assessments and formative assessments are given for both math and reading. Grade level PLC's analyze data and plan learning targets and instruction based on collected data. RTI groups are assessed using curriculum assessments. Adjustments to groupings and instruction are made throughout the year depending on the assessments and data collected from the classroom teachers. After school programs are aligned with CCSS and are open to all students. Numbers of students attending are recorded.
	Target Date:	06/17/2016
	Added date:	
	Objective Met:	6/1/2015 5/25/2016
	Experience:	6/1/2015 Kapowsin staff members consistently administered formative and summative assessments to students. Data was analyzed and used to modify instruction to best meet the needs of students. 5/25/2016 Using data to design interventions for specific kids and groups of kids has increased their performance in those specific interventions.
	Sustain:	6/1/2015 This is an on-going endeavor. We will continue to administer both formative and summative assessment, as well as meet as teams to analyze the data and modify instruction to meet students needs. 5/25/2016 We will need to continue to use DIBELS as a screener and the progress monitoring that accompanies it to monitor and adjust our lowest performing students interventions. If DIBELS becomes unavailable we will need to identify another screener that we can use in identifying students and make a plan to monitor them.
	Evidence:	6/1/2015 DIBELS and MAP data has been recorded by LAP. Testing has been completed for Fall and Winter. Spring SBA testing is complete. DIBELS and MAP is complete June 5. LAP students were progress monitored 2x monthly. Grade level teams analyze SBA, DIBELS and EngageNY Module data to monitor progress and adjust instruction during PLC and district sponsored collaboration meetings. District sponsored collaboration notes are in GoogleDocs. 5/25/2016 We have student data sheets on file at the building and the DIBELS data is in Homeroom.
Indicator	P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635) (Expected,TitleITA)	
Status	Tasks completed: 3 of 4 (75%)	
Assess	Level of Development:	Initial: Limited Development 10/28/2014
		Objective Met - 05/18/2015

	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:	The school has a leadership team with representation from each grade level. The leadership team receives training on school improvement initiatives, i.e., CCSS, TPEP, eVal, and RTI. They lead their grade level PLC's to implement the initiatives, set goals and monitor student growth, making adjustments as needed to meet the needs of all students. Teams meet during Waiver Days, Learning Improvement Time, Late Start Teaming Meetings, and district release dates to work collaboratively together.	
Plan	Assigned to:	Dan Herforth	
	How it will look when fully met:	How it will look when fully met: <ul style="list-style-type: none"> • The school leadership team, comprised of a representative from each grade level K-5 as well as LAP, the AA, and principal will meet once per month to collaborate around the school's goals. • Grade level leaders will meet with their peers to present information and collaborate around instruction, student learning, and growth goals. • Collaboration meetings with classroom teachers, LAP, SPED, other support staff, and Administration will discuss the individual needs of our SPED and intensive students. • Trainings and collaboration on data driven instruction will take place at staff meetings, grade level PLCs, and LIT to increase teachers accountability in the use of the data driven instruction cycle. 	
	Target Date:	05/19/2017	
	Tasks:		
	1. KLT members will participate in a book study on how to run effective PLCs to facilitate the crucial conversations to promote needed changes to affect student achievement.		
	Assigned to:	Stephanie McPhail	
	Added date:	10/09/2016	
	Target Completion Date:	02/13/2017	
	Frequency:	monthly	
	Comments:	Use the book How to Cultivate Collaboration in a PLC as an initial book. When finished pull excerpts from the book Learning by Doing. The book How to Cultivate Collaboration in a PLC was used to direct KLT meetings. The Leadership Team has led grade levels to implement the Parking Lot, Issues Bin, and Norms, among other topics.	
	Task Completed:	2/26/2017 12:00:00 AM	
	2. Each grade level leader will create norms and set agendas as well as lead their peers in conversations around instruction to positively impact student achievement.		
	Assigned to:	Dan Herforth	
	Added date:	10/28/2014	
	Target Completion Date:	02/19/2016	
	Frequency:	monthly	

		Comments:	AA will give meeting date and time information to school secretary so meetings can be placed on the Principal's calendar. Team leaders will report back to KLT on what their grade level has been working on and how it is going. Grade Level Team meetings have set norms and agendas, and team leaders have led their grade level peers to positively impact student achievement in Math, ELA, and Science.
		Task Completed:	2/23/2017 12:00:00 AM
	3. The MDT and SIT will meet weekly to discuss the individual needs of our most intensive students and plan interventions to accelerate their instruction.		
		Assigned to:	Dan Herforth
		Added date:	10/28/2016
		Target Completion Date:	11/17/2016
		Frequency:	weekly
		Comments:	Both the MDT team and the SIT team keep google docs to share their work with each other and the teachers of the affected students. MDT meets on fridays and SIT meets after school on Thursdays.
	4. Teacher leaders will participate in 2 release days and 8 optional paid hours throughout the school year to focus on formative assessment and honing the lesson. Both of these items are found in the data driven instructional cycle		
		Assigned to:	Stephanie McPhail
		Added date:	10/28/2016
		Target Completion Date:	05/26/2017
		Comments:	The leadership team members have attended two district led meetings and have led part of the 8 optional paid hours. These have focused on using assessment goals to plan instruction, to meet the CCSS.
		Task Completed:	5/17/2017 12:00:00 AM
Implement	Percent Task Complete:	75%	
	Objective Met:	5/18/2015	
	Experience:	5/18/2015 Through our scheduled collaborations, we set goals and met to discuss growth toward those goals.	
	Sustain:	5/18/2015 We will continue to meet as necessary.	
	Evidence:	5/18/2015 KLT agendas in Google Docs. Staff meeting notes through e-mail. PLC agendas sent to district office.	
Student and School Success Principle 4: Rigorous, aligned instruction			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)		
Status	Objective Met 5/25/20165/26/2017		
Assess	Level of Development:	Initial: Limited Development 10/28/2014	
		Objective Met - 05/25/2016 05/26/2017	
	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 school is working on aligning instruction and assessments to CCSS, incorporating district curriculum guides as needed, in grade level teams. Staff members are teaching Eureka Math with fidelity as well as implementing ReadyGen.	
Plan	Assigned to:	Stephanie McPhail	
	How it will look when fully met:	Grade level teams will meet during specified late start, PLC meetings, and optional LIT days as outlined on the PD calendar to implement the data driven instructional cycle to improve student achievement.	
	Target Date:	05/19/2017	
	Tasks:		
	1. Grade level teams will meet to backwards plan. Part of this process is aligning instructional materials to the CCSS and curriculum based assessments given during the year. State assessment frameworks will also be used as a resource to define the rigor of the CCSS.		
	Assigned to:	KLT	
	Added date:	05/25/2016	
	Target Completion Date:	05/19/2017	
	Frequency:	four times a year	
	Comments:	Backwards planning should also include getting together to reflect on how successful the planning was. Grade level teams began the process of Backwards Planning this school year in Aug. 2016. This has also been a focus during some LIT days and other GLT meetings. The process continues as we work further to gain success over both the math and the ELA curriculums, with a focus on meeting student needs to achieve CCSS. State assessment frameworks have been studied and will guide practices and modification of lessons to direct achievement for the SBA.	
	Task Completed:	5/3/2017 12:00:00 AM	
	2. Teams will meet to review assessment data, reflect on the effectiveness of how the curriculum was taught, and respond by adjusting future instruction to group and individual student needs towards meeting grade level standards.		
	Assigned to:	KLT	
	Added date:	10/13/2016	
	Target Completion Date:	04/10/2017	
	Frequency:	monthly	
	Comments:	On Late Starts this year we have reviewed the Kapowsin Data Protocol and use it to analyze data for instruction and planning purposes. Teachers continue to meet as grade level teams during their PLC times to look at data to determine next steps for instruction. Adjustments to instruction was made according to student needs.	
	Task Completed:	5/3/2017 12:00:00 AM	

Implement	Percent Task Complete:	100%
	Objective Met:	5/25/2016 5/26/2017
	Experience:	5/25/2016 Backwards planning has helped grade level teams dig deeper into the curriculum and align their instruction to the CCSS. 5/26/2017 Learning new data protocols took time in the beginning, but as teams became familiar with the tools digging deeper into the data took less time as the year progressed. We also were able to focus in on which concepts were priorities for success in future grades and life.
	Sustain:	5/25/2016 As teams get better at Backwards planning they have become more efficient at doing it. In moving forward for next year we will need to tackle units not planned this year and also include a reflection component to backwards planning. 5/26/2017 We need to continue to take time to focus on using data to inform our instruction. We need to use the protocol so that we are consistent as a school. We have only touched on the SBA test specs and other resources that help us to define the level of work required in the standards. These resources will need more time devoted to them in the future.
	Evidence:	5/25/2016 See sample of backwards planning and PD calendar in evidence uploaded 5/26/2017 Late start meeting notes Team data sheets PLC notes
Indicator	P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637)(Expected,TitleITA)	
Status	Objective Met 5/25/2016 In Plan / No Tasks Created	
Assess	Level of Development:	Initial: Limited Development 10/28/2014
		Objective Met - 05/25/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Grade level teams review individual and group student progress in their grade level professional learning teams to plan instructional interventions and assessments to ensure student growth is occurring for all.
Plan	Assigned to:	Stephanie McPhail
	How it will look when fully met:	The school leadership team will use meeting time at least once a trimester to monitor the SIP. We will use this time to analyze data from grade levels to ensure student growth is occurring at all levels.
	Target Date:	05/27/2016
	Added date:	
	Objective Met:	5/25/2016
	Experience:	5/25/2016 Teams have met and shared their data and what they are doing for interventions.

Sustain:	5/25/2016 To move forward for this work teachers will need to turn in their data in a timely manner so that we can review the data as a team while it is still current data. We will also need to provide time to meet and look at data. We will have to find another funding source as we are losing the current time block we set aside inside the school day for these meetings.
Evidence:	5/25/2016 See KLT minutes attached that show a sample of results from the data meetings and SIP review.

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)(ELL,Expected,TitleISW,TitleITA)		
Status	Objective Met 6/1/20156/1/2015In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/28/2014	
		Objective Met - 06/01/2015 06/01/2015	
	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:	Differentiation is taking place in some classrooms. Small groups in reading and math occur on a regular basis.	
Plan	Assigned to:	Stephanie McPhail	
	How it will look when fully met:	When the objective is fully met at Kapowsin, all teachers will be able to differentiate instruction, assignments, and assessments for all students in their classrooms. Individualized and appropriate group assignments will be implemented after and in response to assessments (DIBELS, STAR reading and math, SBA, ReadyGen benchmark, P.B.A., etc.). Evidence will be provided by grouping students based on assessment data and starting groups for SGG individualized needs. On-going RTI groups will provide the evidence needed to show the objective is fully met.	
	Target Date:	05/27/2016	
	Added date:		
	Objective Met:	6/1/2015 6/1/2015	
	Experience:	6/1/2015 All teachers differentiated assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. Formative assessments were administered consistently. Data was used to determine changes to be made in instruction. Grade level teams met to analyze the data and differentiate instruction accordingly to meet all students needs. Data was recorded by grade level on a spreadsheet.	

Sustain:	6/1/2015 Continued collaboration and data analysis is necessary to sustain efforts to meet students differing instructional needs. This is an on-going process.
Evidence:	6/1/2015 Data was collected from assessments (MAP, DIBELS, formative/summative classroom assessments, etc.). LAP recorded MAP data, DIBELS data was recorded in Dibels.net, Eureka Math EOM assessments were recorded in Homeroom. Grade level teams met at RTI meetings to discuss student performance levels around SGG's and other standards. The team consisted of the grade level teachers, AA, and principal. RTI schedules were posted in Google Docs with specialist schedules. On-going RTI groups were held in each classroom during daily Enrichment time. At this time classroom teachers taught adjusted curriculum to those needing additional support. Strategic reading students were progress monitored twice monthly, Intensive students were monitored weekly with support from LAP and the AA on a regular basis. Data was recorded on DIBELS.net. Grade level data spreadsheet is in Google Docs.

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

Assessing student learning frequently with standards-based assessments

Indicator 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)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 10/28/2014
	Evidence:	All students at Kapowsin are assessed at each grade level. K-5 assessed using DIBELS next and Moby Max math, K-2 assessed using DIBELS Math, 3-5 assessed using SBA interim blocks and summative exam, and 1-2 assessed using RBA. These assessments are/or will be given each year as applicable to grade level. Scores are recorded in Homeroom.
	Added date:	

Indicator P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106) (ELL,Expected,SWD,TitleITA)

Status Tasks completed: 1 of 2 (50%)

Assess	Level of Development:	Initial: Limited Development 10/28/2014
		Objective Met - 05/18/2015 05/25/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are working on analyzing and reviewing student data to determine next steps in instruction. Teams are at varying levels of implementation with this indicator.

Plan	Assigned to:	Stephanie McPhail
	How it will look when fully met:	Teachers use the Cycle of Teaching and Learning to backwards plan. Curriculum based assessments are reviewed at data meetings and used to monitor and adjust classroom instruction as well as to provide student feedback.
	Target Date:	05/19/2017
	Tasks:	
	1. Teams will use the data driven instructional cycle to plan, teach, assess, re-teach, and re-assess to increase student achievement and mastery of grade level standards. Teams will use the data driven instructional cycle to plan, teach, assess, re-teach, and re-assess to increase student achievement and mastery of grade level standards.	
	Assigned to:	Grade level teams
	Added date:	10/28/2014
	Target Completion Date:	05/05/2017
	Comments:	Backwards planning in grade level teams is an ongoing process that continues to ensure all standards are met throughout the units. As part of the planning cycle teachers reflect back on how well lessons helped students move forward in meeting CCSS by reviewing assessments and teaching practices. The teams continuously work on aligning the CCSS with current curricula. The teams look at the desired outcomes of the growth goals and supplement in needed areas. Update: GLT continue to use the data driven instructional cycle. Meetings are continually done to discuss the standards, planning how best to teach it then give it, and how it links to other parts of the curriculum. Conversations between members focus on student achievement. More time is needed to fully align all curriculum to the priority standards taught to grade level planning documents
	2. Grade level teams will use a data protocol to review student data and identify individuals and groups of students needing more intensive interventions and support to reach grade level standards.	
	Assigned to:	Grade level teams
	Added date:	10/28/2014
	Target Completion Date:	01/17/2017
	Comments:	Teachers share student concerns on a regular basis during PLC's. During these meetings teachers share successful instructional strategies to improve student performance. Teachers/grade level teams use formative assessment, anecdotal records, exit tickets, and mid-module assessments to determine current student needs. Teachers meet before conferences to discuss student achievement, as well as correlate grading standards. During RTI time, teachers meet with students who are not meeting the standard. Mid Year Update: The Kapowsin Data Protocol sheet was utilized to determine and place students into groups that would best meet their learning needs, and to determine individualization for students needing more intensive interventions. After groupings were finished next steps and teaching resources were identified and used to assist students in meeting the standards.
	Task Completed:	5/3/2017 12:00:00 AM

Implement	Percent Task Complete:	50%
	Objective Met:	5/18/2015 5/25/2016
	Experience:	5/18/2015 Teams met in PLC's throughout the year. The AA was used for instructional support as needed. Teams met to improve student practice aligned to the CCSS throughout the year. Individual students were discussed and instruction changed to meet student needs. Some students were referred to MDT for additional help. 5/25/2016 Using data to identify, implement, and monitor interventions and reteaching opportunities has lead to improved targeted interventions at many grade levels. We still have work to be done so that all grade levels are planning interventions as a response to the data.
	Sustain:	5/18/2015 Teams will continue this work. Teachers will continue to look at data at PLC meeting, discuss students in need and plan instruction for improved student achievement. 5/25/2016 Sharing successful data school wide and celebrating the work we are doing so that all staff can see the importance of this work.
	Evidence:	5/18/2015 Notes for teacher PLC meetings are in Google Docs, this is evidence of PLC collaboration toward student achievement. SGG's in eVal are evidence of student improvement, as well as DIBELS data available at DIBELS.net. 5/25/2016 See the KLT notes for grade level plans. Also all students that participated in the Rewards program showed improvement.
Indicator	P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715) (Expected,TitleITA)	
Status	Objective Met 6/1/20155/25/2016In Plan / No Tasks Created	
Assess	Level of Development:	Initial: Limited Development 10/28/2014
		Objective Met - 06/01/2015 05/25/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are providing professional development to help teachers learn the CCSS, align the standards to curriculum and assess that the standards are being met. Teachers are refining current curriculum and learning the new Science curriculum, while focusing their Student Growth Goals on assessing growth within math and reading.
Plan	Assigned to:	Stephanie McPhail
	How it will look when fully met:	All teachers will participate in multiple professional development opportunities, including LIT days, Waiver Days, Late Arrival Days and professional learning team time.
	Target Date:	05/27/2016
	Added date:	

	Objective Met:	6/1/2015 5/25/2016
	Experience:	6/1/2015 Teachers worked in professional learning teams to implement the district adopted interim math curriculum and assessments (ENY). ENY is aligned to CCSS. Teachers also worked in teams to develop and plan intervention lessons and assessments aligned to SGG as well as other math standards. Teachers aligned ELA standards from CCSS to current resources (the Comprehension Toolkit and Toolkit Texts) to plan interventions and assessments. 5/25/2016 Grade level teams have been lead by teacher leaders who have participated in district level trainings for ReadyGen. The leaders where trained in the backwards planning protocols and adapted them to meet the needs of their grade level teams. Though thoughtful planning teams have connected student learning to the standards and evaluated assessments for evidence of student learning. From the levels of evidence students have been identified for interventions and topics for reteaching have been identified.
	Sustain:	6/1/2015 This is continuous work. Grade level teams will continue to implement district adopted curriculum and assessments. They will collaborate to determine interventions. LIT and PLC time will continue to be used to accomplish this task, especially with the new adoption of Ready Gen. 5/25/2016 We will need to continue to set aside time for grade level teams to plan and analyze data in order to plan meaningful lessons and interventions for students.
	Evidence:	6/1/2015 PLC and LIT notes are in Googledocs. Grade level teams worked to align and implement curriculum, intervention and assessments to standards. Several LIT's were dedicated to this work. 5/25/2016 Please see sample of KLT agenda for goals that came out of RTI and PLC agenda.

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

School and classroom culture

Indicator P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)

Status Objective Met 6/1/20155/26/2017

Assess	Level of Development:	Initial: Limited Development 10/28/2014
		Objective Met - 06/01/2015 05/26/2017
	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:	Staff and principal input was given in regards to the student handbook rules and procedures. Student handbooks were distributed to families online or in print. Staff are implementing an award system and students are receiving positive recognition for appropriate school behavior and high expectations for learning. Teachers and student supervision are reinforcing safety routines, procedures, and rules throughout the school day.
Plan	Assigned to:	Dan Herforth
	How it will look when fully met:	All staff will use positive expectations and re-enforcements to teach and maintain a safe and productive environment at school.
	Target Date:	05/26/2017
	Tasks:	
	1. Administration will conduct grade level behavior expectations talks for common areas during the first week of school.	
	Assigned to:	Dan Herforth
	Added date:	10/29/2015
	Target Completion Date:	10/21/2016
	Comments:	Lunchroom, playground, and assembly behavior has been created as well as for hallway and bathrooms. In addition to beginning of the year behavior talks the AA will also do classroom talks to focus in on more grade level specific issues around interacting with each other. Administration and classroom teachers completed initial talks during students first week of school. This has been an ongoing procedure in every classroom. There is ongoing support by administration depending on teacher and student needs.
	Task Completed:	9/9/2016 12:00:00 AM
	2. Staff have the option of participating in a school wide Positive Discipline book study to learn, implement, and reflect on behavior expectations.	
	Assigned to:	Kyle Atkinson
	Added date:	10/29/2015
	Target Completion Date:	11/30/2016
	Comments:	Teachers will have a choice of reading either of 2 books Completed the book study in fall of 2016
	Task Completed:	12/14/2016 12:00:00 AM
	3. All teachers will teach the district HIB lessons and administration will have classroom behavior expectation conversations with all students in the first 2 months of school. Administrators and teachers will revisit and co-teach behavior expectations as needed throughout the year.	
	Assigned to:	Dan Herforth
	Added date:	10/13/2016
	Target Completion Date:	10/31/2016
	Comments:	All teachers taught students and signed off paperwork for the lessons in the Bethel HIB curriculum. Teachers continued to revisit the goals of the HIB curriculum throughout the year.
	Task Completed:	11/9/2016 12:00:00 AM

		4. The school social worker will provide a series of social skill lessons in classrooms to increase positive interactions and culture.	
		Assigned to:	Stephanie Butow
		Added date:	10/13/2016
		Target Completion Date:	05/18/2017
		Comments:	Social Skills lessons have been taught throughout the year in kindergarten, first, second, and third grades by the school social worker.
		Task Completed:	5/17/2017 12:00:00 AM
		5. The school safety team will meet to plan and review emergency procedures while the Kapowsin leadership team will review school wide behavior expectations regularly to ensure a safe, learning environment.	
		Assigned to:	Dan Herforth
		Added date:	10/28/2014
		Target Completion Date:	05/26/2017
		Frequency:	monthly
		Comments:	Staff are assigned roles on the Safety Committee. Staff reinforce the safety and security procedures and routines with students. These procedures and routines are found in the student handbook and on the district website under district policies. KLT will review behaviors and make recommendations on how we can improve behavior at Kapowsin. Update: The Safety Team has met during October and the end of March to review emergency procedures, job functions, and the safety map. Staff continue to monitor and adjust for specific behavior protocols for students to follow in specific areas of the school (bathroom, lunchroom, recess, etc) based on behavior data. A Behavior Task Force was created to assist with defining school behavior expectations and procedures for progressive discipline.
		Task Completed:	5/11/2017 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		6/1/2015 5/26/2017
	Experience:		The staff worked together to be prepared for emergencies and teach the students expectations in a positive manner. A parent on the PTA board shared that parents feel there is a more positive attitude and influence in the school this year. She shared that students feel good about school and are working to do what is right. 5/25/2016 Teaching behavior expectations and tracking infractions has helped identify which expectations have needed to be revisited over time. On multiple occasions this year the expectations have been retaught by staff after reviewing data. 5/26/2017 We have been working on refining our school safety plan. We have a new site map with designated areas that will be easier to control the scene and keep our students safe. We have also added a detention as a response to those students that positive interventions have not been making a difference for this year. We are continuing to monitor its effectiveness.

	Sustain:	Next year we will continue to develop school wide expectations and establish consistent school rules. These expectations will be practiced and reinforced in each classroom and throughout the school building with consistency. 5/25/2016 Each year new teachers and students will need to be taught our school wide expectations and we will need to continue to re0visit them to make sure they are meeting are students needs. 5/26/2017 We will need to monitor our behavior data on a more regular basis to make sure that responses to behavior are effective in changing behavior to the desired behaviors.
	Evidence:	The Kapowsin Safety committee met on 10/23/14, 1/15/15 and 3/26/15. Incident command roles have been assigned. A fire drill was practiced on 9/16/14, 11/14/14 and 1/9/15. Lock down drills were practiced on 12/12/14 and 2/20/15. An SRO taught the lock down procedures to staff members at staff meetings 12/10/14 and 2/18/15. Lock down procedures were redesigned and monitored by the local police department to practice for mastery. Teacher feedback is shared after the practice drills utilizing Google forms. Beginning of the year playground equipment and sports expectations are discussed and printed in the student handbook. Drop off and pickup changes were designed and monitored each day. An SRO presented an anti-bullying assembly to third -fifth graders. Spiderman presented an anti-bullying assembly to all classes within school. 5/25/2016 On September 3rd Teachers were trained in level 1 PBIS methods. In the evidence we have uploaded a safety drill timeline The first 3 days of school all classes rotated through the common area expectations teaching stations. Expectations were revisited after winter break and again after spring break We changed how students transition from the playground to the lunchroom after referrals showed a lot of behaviors happening in the line 5/26/2017 Notes from the safety meetings New behavior plan Behavior data

Indicator	P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).(2639)(Expected)		
Status	Objective Met 6/1/20155/25/2016 In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/28/2014	
		Objective Met - 06/01/2015 05/25/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We have school-wide guidelines for success, expectations and some classes have weekly meetings in classrooms to teach expectations and character traits. A part-time social worker supports students and families needing extra help and educates students regarding both HIB and character traits. We do school-wide citizenship projects such as food drives involving students and families to build community citizenship skills. Our school provides a community garden that allows students to learn cooperation and social skills while also providing food for the community food bank. Music opportunities are open to students through band, orchestra and chorus.
Plan	Assigned to:	Dan Herforth
	How it will look when fully met:	Students will demonstrate good character as measured by a reduction in discipline referrals and demonstrated by leadership involvement in school-wide service projects.
	Target Date:	05/27/2016
	Added date:	
	Objective Met:	6/1/2015 5/25/2016
	Experience:	6/1/2015 Kapowsin experienced success in raising funds and participating in community projects. These are activities in which we were involved: 1. Food Drive--week of Veteran's Day--coordinated by PTA 2. Weekly Food Backpacks go home with students in need--provided by Harvest House and coordinated by Clark and Butow. 3. Thanksgiving and Christmas Baskets to approximately 30 families in need containing food and gifts for the students provided by neighborhood groups and individuals and by staff. Coordinated by Butow. 4. Valentines for students in need -- February--coordinated by Butow. 5. Clothing/shoes/snacks for students in need--ongoing via the PTA Kids In Need Fund and coordinated by Butow. 6. Kapowsin PTA Giving Garden and Fruit Forest--donations of produce to students in need, the general student body, flowers to parents and excess produce to Harvest House Food Bank--ongoing but primarily July-November as far as donations go. The actual work is year round and coordinated by Butow and staffed by students, parents, and community volunteers. 7. Scholarships so that students in need can attend summer camp via the PTA Kids In Need Fund and coordinated by Butow 8. Jump-a-thon and donations collected for the American Heart Association, co-ordinated by Hontz. Our CIA and KCBA awards were successful. Students strive to meet expectations and earn these rewards. Students who earn these rewards choose from the prize box and are invited to have popsicles with the principal and have extra recess. A PTA board member shared that the feeling at Kapowsin is positive. Students have a good attitude and strive to meet expectations. They are excited about doing what is right. 5/25/2016 Positive character supports are key to building a health school wide community. Some of these awards allow the administration to see and meet with kids who are not normally in the office and talk to them about how they make a difference in our school.

Sustain:	6/1/2015 The Social Worker will continue to reach out to families in need and facilitate charitable events. We will maintain positive expectations school-wide and continue rewarding positive behavior. 5/25/2016 Financial support from PTA to by prizes and rewards to support these positive reward programs.
Evidence:	6/1/2015 Evidence of CIA and KCBA winners are listed in Google Docs. Evidence of extra recess and Popsicles with the Principal are scheduled on the school calendar. Evidence of the community activities is filed with Mrs. Butow, Social Worker. 5/25/2016 Each Friday 2 kids from each class come down to the office and hand in their CIAs for prizes while the AA stands at the prize box and talks to them about how they earned it and how they can keep up the good work. All Classes have earned our classroom trophy at least once awhile some classes have earned it 4 times this year.

Student and School Success Principle 7: Family and community engagement

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

Indicator	P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)		
Status	Objective Met 6/1/2015/6/2016 In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/28/2014	
		Objective Met - 06/01/2015 05/06/2016	
	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 have an active PTA that helps support school and parent partnerships.	
Plan	Assigned to:	Stephanie McPhail	
	How it will look when fully met:	Our PTA supports and strengthens the school/parent partnership. Planning strategies for parent involvement and events occurs during building leadership team meetings. Our annual open house welcomes parents into the school as does PTA sponsored events. Family involvement events are designed to share strategies with parents so they can work with their children at home. Our LAP staff implement several events during the school year designed to provide help to parents.	
	Target Date:	04/15/2016	
	Added date:		
	Objective Met:	6/1/2015 5/6/2016	

	Experience:	6/1/2015 Parents were invited to attend PTA meetings as well as "Soup and SIP" nights. We had at least 3 PTA General Membership meetings and 3 "Soup and SIP" nights in order to share input, perspectives and recommendations in the 2014-15 school year. 5/6/2016 Parents were invited to attend PTA meetings (both Board and general membership), 2 Soup and SIPS and monthly Cougar Coffee Clubs. At these meetings the staff gathered input, shared perspectives and recommendations for next year.
	Sustain:	6/1/2015 The staff at Kapowsin will continue to support our strong PTA. We will encourage membership in PTA and have a representative at each meeting. The principal or AA will continue to attend PTA board meetings. Soup and SIP will continue. Input and recommendations from parents attending Soup and Sip will be considered. 5/6/2016 The staff at Kapowsin will continue to support our strong PTA. We will encourage membership and have a representative at each meeting. The principal or AA will continue to attend PTA board meetings.
	Evidence:	6/1/2015 Notes from Soup and Sip are found in Googledocs. PTA board keeps PTA meeting records. 5/6/2016 Notes from Soup and SIP are found in Googledocs. The PTA maintains meeting records.
Indicator	P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077)(Expected,TitleITA)	
Status	Tasks completed: 2 of 3 (67%)	
Assess	Level of Development:	Initial: Limited Development 10/28/2014
		Objective Met - 06/01/2015 05/25/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We distribute our school handbook, which includes our mission statement and guidelines. Teachers send home their classroom rules, procedures and expectations. We have a school website available to parents.
Plan	Assigned to:	Dan Herforth
	How it will look when fully met:	Administrators and staff will work collaboratively to communicate our policies and procedures with students, parents, and the community to ensure partnership and support for educating students. Our student handbook will be reviewed and updated annually. It is distributed on our school website and hard copies are made available upon request. Monthly newsletters are created and sent home via a variety of venues.
	Target Date:	05/19/2017
	Tasks:	

	1. Administration and staff will update and distribute the student handbook, containing the school's mission statement, behavioral expectations, classroom visitation procedures, and other key district and school information.
	Assigned to: Stephanie McPhail
	Added date: 10/29/2014
	Target Completion Date: 09/30/2016
	Comments: The handbook was distributed digitally and/or in paper format to all families. Families were given a sign off sheet that outlines their rights and where they could find more information in our handbook and on the district website in September. Those families who did not turn one back in had the letter revisited t conference time.
	Task Completed: 10/28/2016 12:00:00 AM
	2. Review our current mission statement and write a vision statement that defines the work we are doing for our students.
	Assigned to: Stephanie McPhail
	Added date: 10/10/2016
	Target Completion Date: 01/23/2017
	Comments: In order for all staff and families to be on the same page it is important that we have a current mission and vision statement to use as a guide for making day to day decisions on how we educate our students. For all staff to have by in it will be important to have a process involving KLT with input from all staff. We are currently in the process for updating this. KLT leaders will be leading a mission statement activity at the 6/7/17 late start day
	3. Create a monthly school newsletter and distribute to parents. The newsletter is used to collaborate, inform, and partner with families in the education of their child(ren). Classroom teachers also create newsletters to communicate student learning and homework guidelines. Both newsletters encourage volunteerism in the classroom, for PTA functions, and other school events.
	Assigned to: Stephanie McPhail
	Added date: 10/29/2014
	Target Completion Date: 06/09/2017
	Frequency: monthly
	Comments: Each month a newsletter is sent home discussing current events and information that is written by staff. There is a school monthly newsletter distributed to parents. Teachers also create a newsletter based on their own classroom needs. Teachers encourage volunteerism.
	Task Completed: 2/17/2017 12:00:00 AM
Implement	Percent Task Complete: 67%
	Objective Met: 6/1/2015 5/25/2016

	Experience:	6/1/2015 The Student Handbook which contains the school's mission statement and behavior guidelines was distributed to families at the beginning of the school year. The school Compact is posted on our website. Newsletters are shared with families each month. Policies in the handbook are reviewed as needed and referred to as discipline issues arise. Behavior expectations are reviewed with students in the classroom and over the intercom during announcements. 5/25/2016 This communication strategy tends to be one way until a parent reads what is written and wants to discuss what is going on in the school.
	Sustain:	6/1/2015 The student handbook will be updated this summer to reflect changes in discipline. A volunteer handbook will also be created. Families will continue to be communicated with via the monthly newsletter. The LAP compact will again be added to the website. Key documents will be available on our school website. 5/25/2016 The handbook will need to be reviewed for next year and newsletters will be written to communicate current events and strategies that can be done at home to improve student learning.
	Evidence:	6/1/2015 A student handbook, record of announcements and parent newsletters is available in the office. The school compact is on our website and in the LAP records. 5/25/2016 School handbook and news letters can be viewed online.
Indicator	P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected,TitleISW,TitleITA)	
Status	Objective Met 6/1/20152/19/2016In Plan / No Tasks Created	
Assess	Level of Development:	Initial: Limited Development 10/28/2014
		Objective Met - 06/01/2015 02/19/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have developed a school and home compact with our staff and parents for the LAP program.
Plan	Assigned to:	Dan Herforth
	How it will look when fully met:	The compact will be available for parents to view on our school website and will be sent home with students in our LAP program with the parent notification report. Parents will be encouraged to discuss the compact with their child and give input on how to support their child at home.
	Target Date:	12/18/2015
	Added date:	
	Objective Met:	6/1/2015 2/19/2016

Experience:	6/1/2015 The parent compact was posted on the school website and all LAP students were given one with parent notification report. The compact includes ideas and resources families can use to support student learning at home. K/1 family nights and a LAP Reading night were held to teach and share more educational resources with families. 2/19/2016 LAP teachers reviewed the Learning Compact with students during LAP groups as well as with parents during Fall conferences. Both students and parents signed the compact. The compact states items that must be done at home as well as at school for our LAP students to find success.
Sustain:	6/1/2015 LAP will continue to provide a Compact to families each year. Activities will be developed and resources provided so parents may support student learning at home. 2/19/2016 We will continue to meet with parents and gather signatures at Spring conference for those parents who have not yet returned the signed Compacts. LAP teachers will continue to provide a positive learning environment and communicate student progress through progress reports to families.
Evidence:	6/1/2015 Compact is on school website and in LAP file. Attendance sheets (of families that participated in the learning nights) are available in the LAP file. 2/19/2016 Signed Learning Compacts are in each students LAP file. The Learning compact is posted on the school website.

Student and School Success Principle 7: Family and community engagement

Educating parents to support their children's learning and teachers to work with parents

Indicator	P7-IVA13 - The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)		
Status	Objective Met 6/1/20156/1/2015In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/28/2014	
		Objective Met - 06/01/2015 06/01/2015	
	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:	Kapowsin provides parent involvement opportunities for families in order to learn and practice skills related to CCSS and our curriculum. Community members are also involved in supporting reading and math student learning during the school day.	
Plan	Assigned to:	Dan Herforth	

	How it will look when fully met:	The LAP (Learning Assistance Program) will coordinate with staff to hold a family night in the academic area of reading. This night will be designed to inform parents regarding CCSS and at home strategies to support student learning and growth. LAP will support 3 learning nights where families participate and create learning games to use at home. Some activities come from "Partners in Print." Other ELA strategies will be reinforced throughout the year during the parent nights.
	Target Date:	05/27/2016
	Added date:	
	Objective Met:	6/1/2015 6/1/2015
	Experience:	6/1/2015 Five K/1 family nights were held focused on Math and Reading. Attendance was low, but families who attended learned and practiced educational games (focused on Math and Reading standards) with their student. Families took the games home for continued practice. Many volunteers help at Kapowsin each day. They can be found reading and working math with students daily.
	Sustain:	6/1/2015 Next year our Math and Reading Nights will focus on LAP families. These events will be educational for families and will involve presentations by LAP students thus ensuring higher attendance rates. The events will again provide resources the families can use at home. The AA will continue an outreach to volunteer partners to ensure we have many volunteers at Kapowsin.
	Evidence:	6/1/2015 Five K/1 family nights took place from Dec 2014-Feb 2015. The focus of each night was math and reading. Approximately 5 families were in attendance at each family night. Family night attendance sheets are in the LAP file. A school wide reading and math night will take place June 4, 2015. Each of these events target LAP families. Many volunteers assisted at Kapowsin this year. Evidence of this is a sign in binder and currently the automated "Helper Center" volunteer sign in.