

# Comprehensive Plan Report

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

October 27, 2016

**Arlington---P** NCES - 530870001453

Tacoma

**Student and School Success Principle Indicators**

Key Indicators are shown in **RED**.

## Student and School Success Principle 1: Strong leadership

### Team structure

**Indicator** **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)**

**Status** **Objective Met** 1/19/2016

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/29/2012
		<b>Objective Met</b> - 01/19/2016
	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:	Currently, there is a school leadership team that meets regularly and makes decisions about school improvement and professional development, however there is not a focus on data.
<b>Plan</b>	Assigned to:	Veronica Eldridge
	How it will look when fully met:	By January 29, 2014, the School Leadership Team (SCDM) will review State, District, and School wide data, as measured by the team, making three or more suggestions, and creating a plan of action for addressing strengths and deficiencies at Arlington in the school and in the classroom.
	Target Date:	06/14/2013
	<b>Tasks:</b>	
	1. Obtain and review Arlington's Climate Survey, DMA, MSP, DIBELS, TSI, STAR, RBA and report card data.	
	Assigned to:	Stephanie Kay-Fredrickson
	Added date:	01/11/2013
	Target Completion Date:	01/29/2014

		Comments:	RBA results and extended responses were scored on Dec. 17. While we have spent some time looking at the data that we have so far, we'd like to take the time to review this data in August. Some of the data we have looked at so far this year are: DMA, DIBELS, TSI and Reading and Math Unit data On June 12th at an extended staff meeting, teaching teams will create a "Hot List" of students in the area of Math based on Spring DMA data. Also, a DIBELS Summary Report of each grade level will be provided to receiving teachers.
		Task Completed:	12/17/2013 12:00:00 AM
		2. Establish time for grade level meetings to review data to make improvements for instruction.	
		Assigned to:	Wendy Pye-Carter
		Added date:	01/11/2013
		Target Completion Date:	06/14/2013
		Comments:	(Create a schedule for 45 minute, bi- monthly, grade level meetings to occur. With the use of an agenda, minutes, and a plan of action. Template to be provided.) A grade level meeting calendar will be established through SCDM before the end of the 2012-2013 school year. At the 5-20 SCDM meeting, it was established that every second Thursday of the month would be a team meeting for planning/review of curriculum, sharing of effective teaching strategies, and data. The fourth Thursday of the month would be data and student work samples review for each grade level.
		Task Completed:	5/20/2013 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		1/19/2016
	Experience:		1/19/2016 Established times and protocols were essential for collaboration in meeting this objective.
	Sustain:		1/19/2016 Continue with grade level PLC meetings twice a month for one hour; SCLT biweekly for two hours whole staff after school; learning walks and data to determine next steps and professional development; SCDM reviews data to establish action plans that are shared with whole staff
	Evidence:		1/19/2016 agendas, copy of Data Boards, various action plans, data protocols, learning walk schedule
<b>Student and School Success Principle 1: Strong leadership</b>			
<b>Principal's role</b>			
<b>Indicator</b>	<b>P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected,TitleITA)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2013	
	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, Wendy sets a climate of high expectations for student achievement with optimism, honesty and consideration. An obstacle for consistent classroom observations is unforeseen circumstances and administrative duties that derail her scheduled visits.	
<b>Plan</b>	Assigned to:	Wendy Pye-Carter	
	How it will look when fully met:	By January 30, 2017 using the 5D Framework/8 Criterion of TPEP and District Curriculum Maps, the principal and instructional coach will conduct at least two classroom learning walks each month with feedback given to each classroom teacher at least once a month.	
	Target Date:	01/30/2017	
<b>Tasks:</b>			
	1. The principal will maintain academic focus through use of Curriculum Guides/Maps for pacing and instruction as observed on classroom learning walks.		
	Assigned to:	Wendy Pye-Carter	
	Added date:	10/23/2013	
	Target Completion Date:	01/30/2017	
	Frequency:	monthly	
	Comments:	4/16/'15: While conducting learning walks the principal is able to see teachers' use of Math Curriculum guides but needs to observe pacing and instruction as it pertains to focus lessons in reading. 2/23/15: While conducting learning walks, viewing lesson plans as well as during monthly PLCs provides an opportunity to observe the pacing and use of the Curriculum Maps and other resources used from recent trainings.	
	2. The principal will conduct regular classroom learning walks and provide feedback to teachers as documented in a spreadsheet.		
	Assigned to:	Wendy Pye-Carter	
	Added date:	10/23/2013	
	Target Completion Date:	01/30/2017	
	Frequency:	monthly	
	Comments:	5/21/15: The Learning Walks did continue, but feedback to teachers wasn't consistent. 4/16/'15: The new teacher evaluation system is more robust and has created a setback in delivering immediate feedback to teachers after Learning Walks. 2/23/15: From September 2014 –January 2015, 58 learning walks have been conducted on kinder–fifth grade staff with a total of 28 feedback. This is in addition to formal TPEP observations and conferences re: student growth goal progress. 9/14: Minimum of at least 2 classroom learning walks At least one feedback (note, email, verbal) 10/3/2016: We talked about a Learning Walk Observation Tool with rubric. We are planning to enlist staff feedback and come up with the expectations for Learning Walks in a clear agreed upon checklist for feedback to staff.	

		3. Based upon observations, the Instructional Coach will provide modeling of effective teaching practices and/or instructional planning as monitored by Coaches' schedule and staff requests.
	Assigned to:	Stephanie Kay-Fredrickson
	Added date:	10/23/2013
	Target Completion Date:	01/30/2017
	Frequency:	twice monthly
	Comments:	4/16/15: On track to completion. PLC's will continue and SCLT will be under review for next year, due to funding. 2/23/15: Instructional Coach has provided individual assistance in modeling, planning lessons, brainstorming instructional strategies for 9 of 14 staff members K-5 (i.e. CAFE, Daily 5, behavior strategies, problem-solving math strategies...). In addition, Instructional Coach facilitates PLC/SCLTs twice a month for each grade level. 9/14: Documentation includes agendas, schedules, staff requests, or log-in schedules.
		4. Principal will share with staff expectations of learning walks to include look fors of the 8 Criterion/5D and Curriculum Maps.
	Assigned to:	Wendy Pye-Carter
	Added date:	10/07/2014
	Target Completion Date:	11/28/2014
	Comments:	2/23/15: During the November 2014 staff meeting staff completed the 5D self- assessment. This assessment is used to gauge their professional growth for the school year. The Washington State Teacher Evaluation Criteria and 5D+ Teacher Evaluation Indicators was also introduced. For the upcoming months feedback on learning walks will continue to focus on- Criteria 1. Centering instruction on high expectations for student achievement and Criteria 2. Demonstrating effective teaching practices. 11/17/14 Wendy has created a OneNote to record walk throughs and feedback. 10//14: To be shared in staff meeting and bulletin.
	Task Completed:	12/3/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	25%

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

### Professional development

<b>Indicator</b>	<b>P2-IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>		
<b>Status</b>	<b>Objective Met</b> 8/1/20138/1/2013		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/07/2013	
		<b>Objective Met</b> - 08/01/2013 08/01/2013	
	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, most staff at Arlington Elementary participated in professional development on the 5 Dimensions of Teaching and Learning in October of 2012. Three staff members participated in training on Marilyn Simpson in 2010-2011 at the district level. Presently, Arlington Staff are participating in the Math PLCs presented by district staff, and following the district pacing calendar for Math Expressions, as well as, providing math homework practice for the students with constructive feedback. In the arena of Literacy, the Arlington Staff are participating in the Literacy PLCs by teacher leaders for 2012-2013.	
<b>Plan</b>	Assigned to:	Veronica Eldridge	
	How it will look when fully met:	By June 14, 2013, 75% of classroom teachers will have observed other classrooms and/or schools as measured by the Principal and the Emerging School Team.	
	Target Date:	06/14/2013	
	<b>Tasks:</b>		
	1. Create a calendar for peer classroom observations and complete appropriate paperwork for obtaining release time substitutes.		
	Assigned to:	Shannon Ryan	
	Added date:	01/11/2013	
	Target Completion Date:	02/01/2013	
	Comments:		
	<b>Task Completed:</b>	<b>3/1/2013 12:00:00 AM</b>	
	2. Teachers will participate in the peer observations within the school building.		
	Assigned to:	Stephanie Kay-Fredrickson	
	Added date:	01/11/2013	
	Target Completion Date:	04/30/2013	
	Comments:		
	<b>Task Completed:</b>	<b>3/20/2013 12:00:00 AM</b>	
	3. Utilizing an observation protocol for Peer Observation using the 5 Dimensions of Learning, focusing on purpose and engagement.		
	Assigned to:	Lisa Reaugh	
	Added date:	01/11/2013	
	Target Completion Date:	06/14/2013	
	Comments:		
	<b>Task Completed:</b>	<b>3/7/2013 12:00:00 AM</b>	
	4. Provide opportunities for staff to reflect and share amazing ideas on recent trainings, staff development, action plans and classroom implementation.		
	Assigned to:	Nancie Surber	
	Added date:	01/11/2013	
	Target Completion Date:	06/14/2013	

		Comments:	Create an Equity Plan (How Race Affects Race and Learning)
		Task Completed:	3/26/2013 12:00:00 AM
	5. SCDM Team will create a professional development calendar for the school throughout the year.		
		Assigned to:	Maria Borgert
		Added date:	01/11/2013
		Target Completion Date:	06/14/2013
		Comments:	(May include the addition items to be added to the calendar; staff meetings, events, grade level meetings....) As of 5/2/13 SCDM is still in the process of completing 2013-2014 calendar. The last Wednesday of the month, that school is in session, is reserved for Arlington Professional Development extended day meetings.
		Task Completed:	6/10/2013 12:00:00 AM
	6. test		
		Assigned to:	test
		Added date:	08/01/2013
		Target Completion Date:	08/02/2013
		Comments:	test
		Task Completed:	8/1/2013 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		8/1/2013 8/1/2013
	Experience:		8/1/2013 Visiting other schools has been on the list to do for a couple years; therefore, staff was thankful to finally visit other schools. After the visits, many staff members came back excited and did implement a strategy/idea that they observed in other classrooms. 8/1/2013 We look forward to continuing this work within our building.
	Sustain:		8/1/2013 Continue with peer observations within the building using 5 Dimensions of Learning, focusing on purpose and engagement then adding two more dimensions, using a protocol. The goal will be for every staff member to visit at least 5 times. 8/1/2013 These observations will begin with principal and Instructional Coach.
	Evidence:		8/1/2013 After implementation of these tasks, staff has a more positive outlook and values opening up their practice through visiting other classrooms. At a meeting on 3/26/13, a session was held for sharing of ideas and implementation of what was learned. A PD/school calendar was created and emailed to staff in late June. 8/1/2013 The observation protocol created was utilized and critical for this work.
<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>	Tasks completed: 14 of 15 (93%)		
<b>Assess</b>	Level of Development:		Initial: No development or Implementation 10/21/2013
			<b>Objective Met -</b> 10/03/2016
			Will include in plan

	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:	Last year, Arlington staff was given the 5 Dimensions of Teaching and Learning (5D) Framework. A district facilitator presented an overview and rubrics. He also came back a couple more times to review the rubrics with staff using a protocol focusing on three of the components. Our District is piloting the new state required teacher evaluation beginning 2013 school year. This new tool reflects the 5D framework.	
<b>Plan</b>	Assigned to:	Wendy Pye-Carter	
	How it will look when fully met:	Updated Goal per current practice: By January 30, 2017 all reading instructors will have participated in training and PLCs focusing on integrating Daily 5/CAFE/Close Reading strategies into daily literacy instruction. As a result, students will increase at least one performance level (Well Below, Below, Approaching, Meets) on our data board based on DRA fall to spring and grades 1-5 and reading portfolio for Kindergarten. 2014-2015: Last year, Arlington staff focused was on math instruction and setting of Student Growth Goals. For this coming year based on CCSS and District Curriculum/materials available, literacy professional development has become an area of focus. During the 2014-2015 school year, due to staff changes implementation of Daily 5 was not able to be fully implemented. By December 2014, Arlington staff aligns professional development needs based on self-assessment of 5D Framework and student performance as measured by teachers' evidence of success (Student Growth Chart) and principal review.	
	Target Date:	01/30/2017	
	<b>Tasks:</b>		
	1. At Grade Level PLCs, implementation of Daily 5/CAFE/Close reading strategies will be discussed with celebrations and suggestions for further implementation.		
	Assigned to:	Stephanie Kay-Fredrickson	
	Added date:	10/07/2014	
	Target Completion Date:	01/30/2017	
	Frequency:	monthly	
	Comments:	1/12/16: We continue to meet at grade level PLC's twice monthly and discuss implementation of Daily 5, CAFE. We are still in development of full implementation. 4/16/2015: At SCLTs and PICs strategies from Daily Five/Cafe (i.e. conferring) were planned for implementation. Added CAFE into goals. We are in development of full implementation. 2/15: A weekly planner has been developed. IBD strategies will be included in future agendas for grades 3-5. 10/14: Agenda minutes, attendance, and outcomes will be documented at each meeting.	
	<b>Task Completed:</b>	10/3/2016 12:00:00 AM	
	2. Formative and summative assessments will be reviewed at each grade level PLC.		

		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	10/07/2014
		Target Completion Date:	06/05/2015
		Frequency:	monthly
		Comments:	4/16/'15: So far we have reviewed Summative assessments in Reading, however we are working on strengthening our Formative assessments. 2/15: We have created a comprehensive data system on the school intranet website. A student data board for grades 3-5 has been created and is being used and updated after reviewing analysis of summative assessments. 10/14: Each grade level will determine formative and summative that will be used to demonstrate student growth as documented in minutes.
		<b>Task Completed:</b>	<b>4/16/2015 12:00:00 AM</b>
	3. Classroom reading instructors will attend Daily 5/CAFE Conference on June 25 and 26.		
		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	04/16/2015
		Target Completion Date:	06/26/2015
		Comments:	4/16/15: Registration is complete except for 3 general education classroom teachers. 9/28/15: Classroom literacy teachers (10 out of 12 teachers) and Principal participated in the Daily Five/CAFE conference held in Tacoma/Washington from June 25-26, 2015.
		<b>Task Completed:</b>	<b>6/26/2015 12:00:00 AM</b>
	4. Reading teachers will participate in CAFE book study.		
		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	02/12/2015
		Target Completion Date:	03/17/2015
		Comments:	4/16/'15: Task completed on 3/17/'15 Feb 12, 2015: Book have been ordered and received in our building. Teachers will meet for two hours on Feb 19, March 5 and 17, to be facilitated by Karen Myers, District Literacy Facilitator.
		<b>Task Completed:</b>	<b>3/17/2015 12:00:00 AM</b>
	5. Establish and hold a training for Daily 5 and IBD refresher.		
		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	10/07/2014
		Target Completion Date:	12/15/2014
		Comments:	1/13/15: Two refresher sessions were held 10/22 (Daily 5) and 10/23 (IBD). Next steps for implementing and developing skills in Daily Five is to conduct CAFE book study. It will be held from February through March.
		<b>Task Completed:</b>	<b>10/23/2014 12:00:00 AM</b>
	6. Participants of the Daily 5 Book Study will implement the 5 structures into their instructional practice.		
		Assigned to:	Bethany Munch
		Added date:	10/23/2013



		Target Completion Date:	12/19/2014
		Comments:	This task is being marked completed. As with staff changes task can not be completed as written. We will readdress this task in our new goal for professional development.
		<b>Task Completed:</b>	<b>8/29/2014 12:00:00 AM</b>
	7. Teachers meet with principal to review and present evidence of success.		
		Assigned to:	Wendy Pye-Carter
		Added date:	10/23/2013
		Target Completion Date:	05/30/2014
		Comments:	
		<b>Task Completed:</b>	<b>5/30/2014 12:00:00 AM</b>
	8. Teachers meet with principal to discuss mid-year progress and provide evidence of progress.		
		Assigned to:	Wendy Pye-Carter
		Added date:	10/23/2013
		Target Completion Date:	03/21/2014
		Comments:	Principal has held conferences for mid-year progress review.
		<b>Task Completed:</b>	<b>3/21/2014 12:00:00 AM</b>
	9. K-3 and Adjustment Staff will participate in a Daily 5 Book Study.		
		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	10/23/2013
		Target Completion Date:	02/03/2014
		Comments:	Book Study session dates were November 4th, December 9th, January 13th, and January 21st
		<b>Task Completed:</b>	<b>1/21/2014 12:00:00 AM</b>
	10. Teachers (individually or collaboratively) meet and create a plan of action and suggestions for professional development and submit a copy to the principal.		
		Assigned to:	Certificated Staff
		Added date:	10/23/2013
		Target Completion Date:	12/18/2013
		Comments:	Principal and staff have completed copies for their Professional Growth Plan.
		<b>Task Completed:</b>	<b>12/18/2013 12:00:00 AM</b>
	11. Teachers review formative and summative data to determine their needs.		
		Assigned to:	Certificated Staff
		Added date:	10/23/2013
		Target Completion Date:	12/13/2013
		Comments:	Monthly and team meetings have been held to review Math and Literacy data.
		<b>Task Completed:</b>	<b>12/17/2013 12:00:00 AM</b>
	12. Teachers will meet with principal to discuss goals and determine where they need support and/or professional development.		

		Assigned to:	Wendy Pye-Carter
		Added date:	10/23/2013
		Target Completion Date:	11/15/2013
		Comments:	Teachers met with principal as PLCs or individually to discuss their PGP.
		<b>Task Completed:</b>	<b>12/18/2013 12:00:00 AM</b>
	13. Teachers will select 2 areas of focus from the 5D framework.		
		Assigned to:	Certificated Staff
		Added date:	10/23/2013
		Target Completion Date:	10/31/2013
		Comments:	Teachers developed a Professional Growth Plan based on 5D framework and new teacher evaluation.
		<b>Task Completed:</b>	<b>12/19/2013 12:00:00 AM</b>
	14. Teachers will self-assess their needs based on 5D framework rubrics and set goals for themselves.		
		Assigned to:	Certificated Staff
		Added date:	10/23/2013
		Target Completion Date:	09/03/2013
		Comments:	Teachers at fall Waiver Day with District 5D rep assessed themselves on 5D rubrics.
		<b>Task Completed:</b>	<b>9/3/2013 12:00:00 AM</b>
	15. Implementing new district Literacy Framework.		
		Assigned to:	Veronica Eldridge, Instructional Coach
		Added date:	10/03/2016
		Target Completion Date:	06/05/2017
		Frequency:	daily
		Comments:	
<b>Implement</b>	Percent Task Complete:	93%	
	Objective Met:	10/3/2016	
	Experience:	10/3/2016 Staff members were trained in the Daily Five and Cafe. In addition, there was a conference held for further PD.	
	Sustain:	10/3/2016 It has become part of staff's daily practice. We are incorporating these practices into the Tacoma Literacy framework.	
	Evidence:	10/3/2016 Posters in room for structures, calendar of planning for PLC's and agendas for PLC's and SCLT's. Can be observed in teacher classroom practice.	
<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>	Tasks completed: 2 of 6 (33%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2013	
	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:	At this time, our staff participates in Literacy and Math Professional Learning Communities, monthly data meetings, 5 Dimensions of Teaching and Learning Framework, the School Centered Decision Making Team does have an academic achievement focus this year, and all teachers are working on aligning practice to District Initiatives.	
<b>Plan</b>	Assigned to:	Ronnee Fullerton	
	How it will look when fully met:	By June 2017, all teachers will attend district and building sponsored job-embedded and differentiated professional development, as measured by their attendance and evidence observed in peer and administration learning walks.	
	Target Date:	06/09/2017	
	<b>Tasks:</b>		
	1. Create a professional learning community that is committed to high expectations for all, continuous improvement and collective responsibility for long term change.		
	Assigned to:	Ronnee Fullerton	
	Added date:	05/27/2014	
	Target Completion Date:	06/09/2017	
	Comments:	1/12/16: Teachers continue collaborating in grade level PLC's. These meetings continue to be facilitated by the instructional coach. Teachers are still working towards independence when planning grade level PLC's. 5/21/15: Systems are in place for PLCs to collaborate effectively with gradual release, teachers will take ownership for their planning. 4/16/15: The systems (I.E.) are in place but not yet embedded into the daily instruction. The due date has been changed to June 2016. 2/2015: PLCs have been established at each grade level. PLCs meet twice each month for an extended planning time within the school day. In addition, through iGrant funds, Arlington has been able to establish Student Centered Learning Teams at all grade levels which support the District initiative. Work from PLCs carries into the SCLTs where norms and expectations to focus on student learning continues.	
	2. Create a culture of clear, consistent, high expectations for student behaviors and learning.		
	Assigned to:	Ronnee Fullerton	
	Added date:	05/27/2014	
	Target Completion Date:	06/09/2017	
	Comments:	1/12/16: The PBIS team discussed the need to move towards a system in which teachers send disciplinary referrals to the office electronically. The PBIS team is working in scheduling a review of school wide expectations for all grade levels. 4/16/15: Cohort 3 for implementation of PBIS, initial stage to implementing PBIS. 2/15: New staff and staff had a refresher on common expectations for student behavior. Students recite a "Kids at Hope" pledge and the "I am somebody" pledge.	

		3. Teachers in preschool through 5th grade will work on completing individual technology goals with support and professional development from Technology Facilitators.
		Assigned to: Laury Togstad
		Added date: 04/16/2015
		Target Completion Date: 12/14/2017
		Comments: 1/12/16: During the month of December, Patty Guy sent out a survey about the current technology usage in the building. The survey also asked if teachers needed any other support while using the new technology. 4/26/2016- We are unsure of what the district will provide for Tech PD. We will ask our Tech facilitators in the building to help create some tech PD offerings for next year. 10/3/2016- We are at the beginning stages for Tech PD as we prepare for the requirements and features for our new state of the art building in Sept. 2017. We are working to develop and assess our needs based on staff surveys.
		4. During the 2015-16 school year, Peer Learning Walks will be conducted at least twice with specific indicators in alignment with the 5-D framework using a protocol.
		Assigned to: Stephanie Kay-Fredrickson
		Added date: 05/06/2015
		Target Completion Date: 12/16/2016
		Comments: 1/19/2016 - October 27 and 28, 2015, the first Learning Walks were conducted.
		<b>Task Completed:</b> 10/3/2016 12:00:00 AM
		5. Teachers in grades K through 5th will collaborate with Deb Lane, math consultant, to increase content knowledge and improve instructional practice.
		Assigned to: Stephanie Kay-Fredrickson
		Added date: 09/22/2015
		Target Completion Date: 12/09/2016
		Comments: 1/19/2016 - Deb Lane has been providing monthly PD to staff. Learning Lab (modeling three reads lesson for 2nd, 3rd and 4th grades, with sub release time) conducted on Jan. 25, 2016. 4/26/2016 - Deb Lane facilitated teacher reflection in math instruction. We will devise a staff survey to get feedback on this PD and decide next steps for next year, also based on SBAC math results. 10/3/2016 - We will elicit staff feedback this fall about next steps based on experiences with Deb Lane and SBAC results.
		6. Teachers in grades 3-5 will receive training on Flipped Learning, new laptop deployment, TASC, student tablets and ongoing as needed professional development.
		Assigned to: 3-5 Teachers with Guy and Stanek
		Added date: 10/10/2014
		Target Completion Date: 06/05/2015

		Comments:	2/15: We have had a follow up training with time provided for application and practice. We have an upcoming CAMTASIA training in which teachers can work on creating videos for flipped learning. Implementation among staff is at various levels. Next steps will be to continue with flipped learning and discussions in how to effectively use it with classroom lessons. District Technology Facilitators gather metrics as part of this project. Data will be shared in next update. 10/2014: Staff received training in August and September on Flipped Learning and TASC.
		Task Completed:	4/16/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		33%
<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>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we have District teacher leaders for Literacy, Math, Culturally Responsive Teaching, and STEM. At the building level, there are teacher leaders for CHAMPS, learning targets, instructional technology and new teacher mentors. We are moving in a positive direction toward professional collaboration throughout our building. There is a need for monitoring effectiveness of professional development workshops. Perhaps to complete the cycle, Action Plans need to be created by teachers and given the time to plan, implement, reflect and share new learning with grade level team and other staff members.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<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-IVD03 - The school creates and sustains partnerships to support extended learning. (3056)(TitleITA)</b>		
<b>Status</b>	<b>Objective Met</b> 4/16/20154/16/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/07/2013	
		<b>Objective Met</b> - 04/16/2015 04/16/2015	
	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:	Currently we have partnerships with the following: Metro Parks, Biz-Town, Harborstone Credit Union, Boys and Girls Club, YMCA, EnviroChallenger, Eagles of South Tacoma, local churches, Pacific Lutheran University, University of Washington Tacoma, Washington State University, Tacoma Public Library, First Tee of South Puget Sound, First Move Chess Program, Master Builders Association, Project Citizen, North End Rotary Club, and Arlington Booster. We are working on establishing long term partnerships with our current school supporters focusing on student learning opportunities.	
<b>Plan</b>	Assigned to:	Ronnee Fullerton	
	How it will look when fully met:	By June 19, 2015, 100% of Arlington students will participate in one or more enrichment opportunities with community partners as measured by attendance data.	
	Target Date:	06/19/2015	
	<b>Tasks:</b>		
	1. Invite community partners to establish a positive partnership - Welcome back meeting and contracts can be signed		
	Assigned to:	Patty Alicea	
	Added date:	01/11/2013	
	Target Completion Date:	12/06/2013	
	Comments:	All community partners were invited by written invitation. Staff contributed by bringing breakfast items and Grocery Outlet showed up for our breakfast on Dec. 6th. Patty hopes to have another event in the Spring for lunch. As of 6/10/13: Maria plans to get addresses and contact information to invite partners for a breakfast meeting in late August with a District representative present.	
	<b>Task Completed:</b>	12/6/2013 12:00:00 AM	
	2. Recognize an extended learning partner once a month at Student Recognition Assembly and publish it in the PAW Prints School Newsletter.		
	Assigned to:	Ronnee Fullerton	
	Added date:	01/11/2013	
	Target Completion Date:	06/19/2015	

		Comments:	4/16/'15: We reviewed this activity and concluded that recognizing a Community partner at every Student Recognition Assembly was not effective. We have decided that Making framed certificates and inviting Community Partners to an end of year brunch was a more effective and time efficient method to appropriately recognize them. (6/10/13)At our first SRA on October 4th, we will recognize The Tacoma Public Library, YMCA and Harborstone Credit Union. November SRA: Star Center, Boys and Girls Club, and Metro Parks. December SRA: JA Biz-Town, NorthEnd Rotary Club, Church bible group 1-3-14: We have not invited partners yet this year for the assemblies or posted in newsletter. For January SRA: We will invite YMCA, Boys and Girls Club and Metro Parks or Tacoma Public Library. February SRA: Harborstone, Northend Rotary Group, Good News (Church Group), Walgreens on 38th St March SRA: JA Biz-Town, South Tacoma Neighborhood Council (Pennie Smith), Grocery Outlet
		<b>Task Completed:</b>	<b>4/16/2015 12:00:00 AM</b>
		3. Use Climate Survey to assess the needs and interests of the school community.	
		Assigned to:	Ronnee Fullerton
		Added date:	01/11/2013
		Target Completion Date:	03/28/2014
		Comments:	We are still in the process of collecting the climate survey data and will use this information once it is compiled. (5/2/13) 6/10/2013, We are still waiting for data.
		<b>Task Completed:</b>	<b>3/27/2014 12:00:00 AM</b>
		4. Continuously evaluate partnerships for improvement and sustained relationships at every grade level.	
		Assigned to:	Patty Alicea and Ronnee Fullerton
		Added date:	01/11/2013
		Target Completion Date:	06/14/2014
		Comments:	1/13/15: Community partnerships have been established with UWT, Read to Me, and Communities in Schools. These partnerships support during and after school interventions. 10/2014: This is a continued task from last year, as Arlington is seeking additional partnership to assist with tutoring across all grade levels (i.e. Read to Me, Communities in School). Currently tutors are in first and second grade. Arlington is anticipating a .5 FTE to support kindergarten. (6/10/13) South Tacoma Neighborhood Council may be a resource for kindergarten, the only grade level without a current partnership.
		<b>Task Completed:</b>	<b>12/11/2014 12:00:00 AM</b>
		5. Obtain a yearlong mentorship with an organization that will work with target students throughout the year on academics.	
		Assigned to:	Wendy Pye-Carter
		Added date:	10/29/2013
		Target Completion Date:	12/19/2014

		Comments:	1/13/15: This has been accomplished with partnerships Read To Me (during the day) and UWT (after school). These interventions will continue through May 2015. 5/13/2014 - Sent follow up email to Karen Myers about community mentors. Ronnee will check with Brandon Cornwell about the Team-Works Foundation.
		Task Completed:	12/11/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		4/16/2015 4/16/2015
	Experience:		4/16/2015 Enhanced climate culture at the school and also academics. 4/16/2015 Enhanced climate culture at the school and also academics. 4/16/2015 Enhanced climate culture at the school and also academics.
	Sustain:		4/16/2015 Continue to assess the needs of the school and seeking partnerships in the community 4/16/2015 Continue to assess the needs of the school and seeking partnerships in the community 4/16/2015 Continue to assess the needs of the school and seeking partnerships in the community
	Evidence:		4/16/2015 -Enrollment in after school activities and during school day activities. -Tech focus pilot specifically one on one tablets. -Booster club provides many enrichment assemblies that all students attend. -We've had annual all school field trips that help build community within the school. 4/16/2015 -Enrollment in after school activities and during school day activities. -Tech focus pilot specifically one on one tablets. -Booster club provides many enrichment assemblies that all students attend. -We've had annual all school field trips that help build community within the school. 4/16/2015 -Enrollment in after school activities and during school day activities. -Tech focus pilot specifically one on one tablets. -Booster club provides many enrichment assemblies that all students attend. -We've had annual all school field trips that help build community within the school.
<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>	Tasks completed: 5 of 7 (71%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2013	
	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:	We currently have limited enrichment opportunities for students outside of the school day. This year, we hope to have Extended Learning Opportunities for our students that is academic and data driven to address academic gaps.	
<b>Plan</b>	Assigned to:	Wendy Pye-Carter	



	How it will look when fully met:	Arlington has developed intervention opportunities within and outside the school day. By June 2017, students performing at levels 1 and 2 in math (on unit tests) and reading (on the DRA and Kindergarten Portfolios) will increase at least one performance level towards benchmark (Well Below, Below, Approaching, Meets) on our Data Boards. ADD SMART GOAL AFTER OCT. 24 Comment - 5/9/2016: Year end data is reviewed June of every year, this year end data is utilized to inform decisions each Fall.
	Target Date:	06/09/2017
	<b>Tasks:</b>	
	1. As part of our Tech Focus Pilot, after school opportunities will be provided for students in reading and math through game based learning and programming.	
	Assigned to:	District Tech Staff
	Added date:	10/10/2014
	Target Completion Date:	06/16/2016
	Comments:	5/9/2016: This year, we did not have an ELO opportunity with a tech focus. An ELO opportunity was provided to intensive and strategic students in the area of reading and math. 5/6/2015: We are hoping to continue this task next year provided that we have a funding source. 4/16/2015: Coding Club Session 1 and 2 were highly successful. Parents and students have requested more sessions of Coding Club to be offered, based upon surveys and verbal requests. Game Based Learning will be offered to all grades for integration during the day. 4th Grade teachers have training scheduled on April 20th for Lewis and Clark board game. Once SBAC training is complete, MineCraft will be offered to all grade levels. 2/5/'15: Coding Club, Session I begin in January. Over a hundred students took the class afterschool. 10/'14: Target start date is December
	<b>Task Completed:</b>	<b>4/29/2016 12:00:00 AM</b>
	2. Summer Learning Lab will be offered to Level 1 and 2 students as priority for enrollment in Summer of 2015, focusing on Reading and Math to prevent summer slide and fill gaps in learning.	
	Assigned to:	Stephanie Kay-Fredrickson
	Added date:	05/14/2015
	Target Completion Date:	08/06/2015
	Comments:	Approximately 30 students participated in the Summer Learning Lab. It was a positive experience in efforts to carry skills in reading and math into the new school year.
	<b>Task Completed:</b>	<b>9/22/2015 12:00:00 AM</b>
	3. We will create a plan to monitor the student interventions for continuous improvements.	
	Assigned to:	Stephanie Kay-Fredrickson
	Added date:	05/28/2014
	Target Completion Date:	06/16/2016

		Comments:	5/9/2016: Interventions were monitored through data boards, pre/post math and teachers submitted and implemented action plans. The plan was created. 4/16/'15: The Instructional Coach has created DRA progress monitoring folders for reading to be used on a consistent basis. Our Reading Intervention teacher continuously monitors progress and inputs it into the online LLI Data System. In addition, Classroom teachers continually enter Quick Quizzes and unit Pre and Post Tests in a timely manner. 1/13/2015: This will be a continued task for the remainder of the school year. Progress has been made -- a tool has been developed for progress monitoring reading and math. Progress monitoring is reviewed monthly for Math. In Reading we are working towards common expectations for Progress Monitoring Reading at all Grade Levels.
		<b>Task Completed:</b>	<b>5/9/2016 12:00:00 AM</b>
		4. Data for math and reading interventions will be reviewed at grade level PLCs and SCLTs.	
		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	10/07/2014
		Target Completion Date:	06/16/2017
		Frequency:	monthly
		Comments:	4/16/2015: Math progress monitoring is near full implementation. Reading progress monitoring is in development with DRA Progress Monitoring and implementation of Daily5/CAFE conferring. 2/5/'15: We're reviewing the Progress Monitor Data monthly.
		5. We will determine how to restructure the day so students who need the most instructional support will receive more instructional opportunities.	
		Assigned to:	Wendy Pye-Carter
		Added date:	05/28/2014
		Target Completion Date:	12/19/2014
		Comments:	1/13/2014: This task has been completed and on-going. The schedule continues to be refined based on data and student need. 10/2014: During the months of August and September intervention opportunities have been explored. A Math intervention block has be designated for grades 1-5, a schedule and implementation to be completed by the end of October. Literacy interventions for grades K-4 will be provided by LAP using LLI. Additional opportunities for Reading intervention are being developed and scheduled.
		<b>Task Completed:</b>	<b>1/13/2015 12:00:00 AM</b>
		6. Meetings with District Tech Team to develop after school technology extended day program, identification of students, goals and timelines.	
		Assigned to:	Patty Guy
		Added date:	10/10/2014
		Target Completion Date:	06/05/2015

		Comments:	4/16/'15: Charters and Metrics have been created and collected for all Tech Focus Pilots. 2/5/'15: For this school year, Coding Club is the offering for technology. Sessions and lessons are in progress. Teachers have aligned their lessons with Common Core Standards.
		Task Completed:	4/16/2015 12:00:00 AM
		7. In collaboration with Communities in Schools and UWT an after school program will be created for intensive and strategic students in reading.	
		Assigned to:	Shirley Remien
		Added date:	09/28/2015
		Target Completion Date:	06/02/2017
		Comments:	5/9/2016 We plan to continue the after school program for intensive and strategic students next year, based on funding. 10/10/2016- We are currently off campus. We are determining transportation and logistics for an after school program.
<b>Implement</b>	Percent Task Complete:		71%
<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>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2013	
	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:	Presently, grade level team meeting and data meetings are scheduled on the calendar once a month. The master schedule has been configured to accomodate common planning sessions at least three days a week. With the addition of the Instructional Coach, lesson planning has also happened before and after school in grade level teams. We will continue to foster and encourage teams to collaborate to develop differentiated instructional plans and formative assessments as well as review student learning outcomes.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<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>	In Plan / No Tasks Created		
<b>Assess</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 are at the beginning stages of aligning our practice as grade level teams. More common grade level planning time is needed so we can further develop aligned units of instruction, differentiated lessons, formative assessments, comparison of strategies, common CCSS of focus, learning targets, and progressions of learning.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

**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** In Plan / No Tasks Created

<b>Assess</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:	Last year, the SCDM reviewed results of the District Math Assessment and MSP as a whole. Staff also reviewed DMA results at PLCs. The new data system, Performance Tracker, will allow assessment results to be reviewed in the following sub-groups: race, ethnicity, gender, income, Special Education, ELL, and Homeless. Our SCDM will also work on determining gaps in student learning, where instruction needs improvement, and professional development needs. This review should also happen periodically especially after each summative assessment.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

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

**Expecting and monitoring sound instruction in a variety of modes**

**Indicator** **P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)(ELL,Expected,TitleISW,TitleITA)**

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

<b>Assess</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:	At this time, teachers are giving beginning of the year tests and administering District assessments. However, pretests for upcoming units are not a common practice at this time. Designing of unit plans should reflect pretest results to include leveled and differentiated learning activities, standard based learning targets, and criteria of mastery. Various modes of instruction should also be considered: whole instruction, independent work, small group or centered base activities, and homework.	
<b>Plan</b>	Assigned to:	Wendy Pye-Carter	
	How it will look when fully met:	By June 2016, all teachers will provide evidence of differentiated instruction in reading and math, utilizing various modes of instruction and plans for learning activities, learning targets, and success criteria for upcoming units of study. In Reading, students will increase at least one performance level (Well Below, Below, Approaching, Meets) as measured by the DRA for grades 1-5 and Reading Portfolio for Kindergarten. In Math, students will increase at least one performance level (Well below, Below, Approaching, Meets) on Think Central Math Interim Math Assessments, also as evidence of movement in performance levels on Data Boards. (As of 4/23/15, we will review progress for this goal in June 2016).	
	Target Date:	06/10/2016	
	<b>Tasks:</b>		
	1. Grade level teams will use results of STAR, DRA, and formative assessments to determine student success criteria and need for differentiated instruction at monthly grade level PLCs.		
	Assigned to:	Stephanie Kay-Fredrickson	
	Added date:	05/27/2014	
	Target Completion Date:	12/16/2016	
	Frequency:	monthly	
	Comments:	5/9/16 Staff have come together during monthly PLCs to analyze summative assessments. Our next step will be to continue analyzing formative assessments. The next school year the District will utilize a new assessment tool, I-Ready, which will replace STAR and other assessments. 2/5/15: We have been focusing on using data to identify students for intervention. Our next step will be to use data to differentiate our Core instruction. 10/10/2016: Teaching support and strategies in inclusion model.	
	2. Based on assessment results, staff will create and select strategies to differentiate instruction in each grade level team.		
	Assigned to:	Ronnee Fullerton	
	Added date:	05/27/2014	
	Target Completion Date:	06/09/2017	
	Frequency:	monthly	

		Comments:	5/9/2016 In our recent SCLTs, staff members received training in different high yield strategies. For example, summarizing and note taking (literacy) and Three Reads (mathematics); staff will focus on implementing these strategies in the upcoming school year. 5/21/15: PD has been delivered to staff on DRA, Small Focus Group Instruction, and technology (MobyMax, Think Through Math, Actively Learn). Implementation has been inconsistent. 2/15: In a future SCLT we will offer PD on differentiation strategies.
	3. Each grade level creates common success criteria for learning targets for literacy and math.		
		Assigned to:	Veronica Eldridge
		Added date:	05/30/2014
		Target Completion Date:	06/14/2017
		Comments:	10/10/2016: With the new Literacy Framework, there are common success criteria embedded in the objectives. We are adding additional staff for the next school year. New staff and current staff need to work together in order to maintain a spirit of collaboration and planning. 5/09/2016: Currently staff understand how to create Learning targets and Success Criteria. However, the next step in team collaboration in synchronizing Learning Targets and Success Criteria hasn't been fully implemented by all staff. We will continue to develop team planning capacity next year. 4/15: Grade levels are collaborating, but as far as consistent targets and success criteria we are not at 100% implementation at this time. We will continue to pursue this goal in the upcoming year. 2/15: While learning targets are consistently being posted in all grade level classrooms, next steps will be to have grade level teams to have consistent learning targets and success criteria. This will be addressed in future PLCs and SCLTs (deconstructing standards). 10/2014: Progress of implementation to be measured by principal learning walks.
		Task Completed:	10/10/2016 12:00:00 AM
	4. Students in grades 3-5, beginning in May 2015, will be given access to Think Through Math, an adaptive online math intervention program to meet their individual needs.		
		Assigned to:	Ana Romero
		Added date:	05/14/2015
		Target Completion Date:	05/06/2016
		Comments:	5/10/16: Based on TTM (Think Through Math) generated reports all classroom are using Think Through Math with many of our students receiving recognition for their performance. Think Through Math is in full implementation and will continue to be used by staff to aid on differentiation and additional curricular support. Staff will continue to motivate students by using motivational incentives. 5/21/15: Training to staff has been given by Think Through Math Instructional Coach (5/12/15) on implementation and best practice. A couple of classrooms have begun implementation.
		Task Completed:	5/10/2016 12:00:00 AM

		5. Create intervention groups based on math data, intervention materials will be posted for students to access according to their individual needs in TASC for grades 3-5.	
		Assigned to:	3-5 Math Teachers/Patty Guy
		Added date:	10/10/2014
		Target Completion Date:	06/05/2015
		Comments:	5/6/15: With the close of our Tech Focus pilot and the shift to Office 365, TASC will become obsolete. 4/15: Fourth and fifth grade did utilize TASC. The district is changing to Office 365 for the 2015-2016 school year. TASK will become obsolete as part of this transition. 2/15: The delay of the tablets impacted the progress of flipped learning implementation. 10/4: Begins in January.
		<b>Task Completed:</b>	5/6/2015 12:00:00 AM
		6. Students in grades K-5 will engage in literacy activities such as Daily 5, CAFE, Portland Writing Project, mentor texts, author visits and book publishing.	
		Assigned to:	Grace Witkoe
		Added date:	01/19/2016
		Target Completion Date:	06/16/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:	50%	
<b>Indicator</b>	<b>P4-IIIA09 - All teachers clearly state the lesson's topic, theme, and learning objectives. (3084)</b>		
<b>Status</b>	Tasks completed: 3 of 4 (75%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/29/2012	
	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:	At this point in time, very few staff members post learning targets for every subject daily. Staff members need training to implement the writing and use of effective learning targets.	
<b>Plan</b>	Assigned to:	Wendy Pye-Carter	
	How it will look when fully met:	By December 2015, 100% of the Arlington Staff will have a learning target posted for every subject area taught as measured by Principal and Peer observation.	
	Target Date:	06/16/2017	
	<b>Tasks:</b>		
	1. All teachers will post learning targets in their classrooms as monitored by principal observation.		
		Assigned to:	Wendy Pye-Carter
		Added date:	01/07/2013
		Target Completion Date:	06/09/2017

		Comments:	5/10/2016: At this time we are maintaining the percentage of teachers posting learning targets consistently (around 86%). We continue to maintain the expectation for all teachers to post their learning targets for all classes and subjects taught. 1/12/16: At this time 86% of staff are consistently posting learning targets in their classrooms. 4/15: At this time 79% of staff are consistently posting learning targets in their classrooms. At this time, 50% of staff is consistently posting learning targets in their classrooms. (5/2/13) 6/10/13, We are continuing to work on staff consistency at this time. At August 2013 Waiver Day, Administration Expectations will be outlined for all staff members.
	2. There will be two different two hour staff development training sessions on creating and writing learning targets using the Marilyn Simpson model.		
		Assigned to:	Nancie Surber
		Added date:	01/07/2013
		Target Completion Date:	02/21/2013
		Comments:	Nancie, Maria and Stephanie create training on PRS Day Jan. 28 and another 2 hour session on Feb. 20.
		<b>Task Completed:</b>	2/20/2013 12:00:00 AM
	3. Defined expectations: verbiage and framework as directed by District and Principal		
		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	01/11/2013
		Target Completion Date:	01/28/2013
		Comments:	
		<b>Task Completed:</b>	2/20/2013 12:00:00 AM
	4. Staff will be trained in peer observation protocol and participate in peer observations.		
		Assigned to:	Lisa Reaugh
		Added date:	01/07/2013
		Target Completion Date:	03/29/2013
		Comments:	
		<b>Task Completed:</b>	3/26/2013 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		75%
<b>Indicator</b>	<b>P4-IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)</b>		
<b>Status</b>	Tasks completed: 1 of 6 (17%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/21/2013	
	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:	Staff members have been working hard on reinforcing school wide rules and procedures throughout Arlington which has made a positive impact on the culture of the school. There is a current need for all teachers throughout the school to enhance their knowledge and consistently practice: differentiation of instruction, progress monitoring, using data to determine reteaching and intervention needs of students, using available District resources (frameworks and curriculum maps).
<b>Plan</b>	Assigned to:	Veronica Eldridge
	How it will look when fully met:	By June 2017, all teachers will increase implementation of 5D (Purpose, Student Engagement, Assessment) as measured by principal learning walks and staff self-reporting two times a year(This goal is a continuation from 2016).
	Target Date:	06/20/2017
	<b>Tasks:</b>	
	1. Teachers will actively teach lessons aligned to CCSS; learning targets will be written in plan book or checklist format for measure.	
	Assigned to:	Certificated Staff
	Added date:	10/22/2013
	Target Completion Date:	06/09/2017
	Frequency:	monthly
	Comments:	5/10/16: The majority of staff are able to create effective learning targets and success criteria. Some teachers are incorporating performance tasks and exit tickets combined with their success criteria in order to clearly communicate learning goals to students. 4/15: Currently, there is some confusion about how to write proper Success Criteria and how they are different from Learning Targets. We will have more PD for clarification on writing effective success criteria. 2/23/15: New teachers submit lesson plans to principal each week, beginning in November. Lesson plans were checked for CCSS standards, learning targets, and success criteria. Lesson plans for veteran teachers are reviewed before major breaks and through classroom walkthroughs. Next steps: Success criteria needs to be reviewed to create deeper understanding and consistency. 9/14:Tasks 2-6 are reviewed in grade level PLC's monthly.
	2. Teachers will monitor students' progress using formative and summative assessments and provide students immediate feedback.	
	Assigned to:	Certificated Staff
	Added date:	10/22/2013
	Target Completion Date:	06/09/2017
	Frequency:	monthly

		Comments:	5/10/2016: Currently, teachers are using formative assessments. Teachers are giving whole group feedback, but individual student feedback has not been fully implemented in all classes. As a next step, we would like to expand teacher use of individual student feedback and goal setting. 4/23/15: Data is reviewed by all teachers. 50% of teachers are providing immediate feedback with students on a consistent basis. It remains a topic for further discussion. 2/23/15: Based on classroom walkthroughs, staff who have attended "best practice strategies" offered by District are beginning to use formative assessment (exit slips, quick quizzes...) and summative assessment (after unit tests). Next steps: Within 3 days results are recorded on data sheets stored on school intranet and results shared with students.
		3. Teachers emphasize learning concepts and understanding, rather than stressing facts, algorithm or skills.	
		Assigned to:	Certificated Staff
		Added date:	10/22/2013
		Target Completion Date:	06/09/2017
		Frequency:	monthly
		Comments:	5/10/16: Staff received PD provided by Deb Lane during which they focused on analyzing student work, utilizing assessments to guide our instruction, three reads strategy and other diverse strategies to achieve higher level thinking in mathematics. Staff have implemented the strategies learned according to learning walks, and PLC collaboration. Future discussion will be necessary to decide on the continuation of PD. 4/23/'16: We're in the process of contacting Deb Lane to conduct PD for staff to deepen their understanding of best practices in math. We're going to pursue the possibility of Studio Work as well. 2/23/15: This concept is being covered during PLCs with each grade level for math lesson planning and may become a focus area for 2015-16.
		4. Teachers will optimize learning and opportunities for practice per Student Engagement on 5D.	
		Assigned to:	Certificated Staff
		Added date:	10/22/2013
		Target Completion Date:	06/09/2017
		Frequency:	monthly
		Comments:	5/10/2016: The Principal has observed more teachers consistently using strategies for student engagement. 4/23/'15: In Classroom Walk throughs Principal observes very few teachers consistently utilizing various strategies for student engagement. We're striving to achieve increased use of various strategies. Our goal is to focus on an "engagement strategy of the month," where all teachers practice and display the focus strategy in their teaching practice. 2/23/15: This aligns with Criterion 2 of TPEP and is observed during classroom walkthroughs (i.e. think-pair-share, cooperative groups, call and response...). Data shows improvement over last year, will report data of number of time observed in walkthroughs for next update.

		5. Teachers will post learning targets and state them in the beginning, middle and end of every lesson.	
		Assigned to:	Certificated Staff
		Added date:	10/22/2013
		Target Completion Date:	06/09/2017
		Frequency:	monthly
		Comments:	5/10/2016: We are continuing to work on making this routine in lesson delivery. 4/23/'15: A couple of strategies that have proven beneficial are: Using magnets or check marks to track how many times they state the targets to stay on task. This is in development throughout the building. In order for teachers to be classified as Distinguished in 5D Principles, teachers need to state the Learning target at the beginning, middle and end of the lesson. 2/23/15: Learning targets are posted as observed through classroom walkthroughs. Data shows that target stated at beginning consistently, but review for middle and end of lesson continues to be a focus. If rated on TPEP we are not yet at the "Distinguished Level".
		6. Teachers will attend two PD sessions on CCSS and receive flip reference resource for their grade level.	
		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	10/22/2013
		Target Completion Date:	11/20/2013
		Comments:	
		Task Completed:	2/20/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		17%
<b>Student and School Success Principle 5: Use of data for school improvement and instruction</b>			
<b>Assessing student learning frequently with standards-based assessments</b>			
<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>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: Full Implementation 02/13/2014	

	Evidence:	<p>Reviewed on 2/12/15</p> <p>Preschool and Kindergarten teachers collaborate about parent and student needs every year. These needs are addressed with parents at informational meetings that are held in March; kindergarten teachers present to preschool families regarding registration, readiness skills, and expectations for kindergarten. Also in March, kickoff for kindergarten registration begins at our evening family event. JumpStart kindergarten classes were held in August for two weeks as well.</p> <p>Preschool and kindergarten teachers meet at the end of the school year to place students in kindergarten classes based upon academic, social emotional, ethnicity and gender.</p> <p>Grade to grade placement meetings are held every year in May with the same criteria stated above. Meet and Greet for families happen annually before school starts. Another tradition is a Back To School BBQ held at the beginning of the school year. In addition to district conferences, teachers hold conferences with all families in early October.</p> <p>In February, feeder middle school counselors meet with fifth grade students and teachers for scheduling and present about discipline, dress code, extramural activities, etc. Then in March, fifth grade students also visit their feeder middle school for half a day to tour, sit in classes, eat lunch, meet student leadership and administration. During that time, meetings are held for parents in the evening. In the summer traditionally, transition classes are held at middle schools for fifth graders to attend for half days. Informational nights and socials are also held before school starts at middle schools.</p>
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		Added date:	
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<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>		
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<b>Status</b>	Tasks completed: 0 of 4 (0%)		
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<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/26/2013	
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	Index:	3	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	Currently, grade level meetings are on the yearlong calendar for once a month, 45 minutes before school. Data meetings are scheduled for once a month for one hour, after school. Most teams have common planning times, a minimum of 3 half hour sessions during the week.	
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<b>Plan</b>	Assigned to:	Veronica Eldridge	
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	How it will look when fully met:	By September 2017, students will increase at least one performance level in reading and math as evident on our Data Board, Sept to June. Student learning growth for reading will be measured by DRA in grades 1-5 and Reading Portfolio for kindergarten. In the area of Math, summative and formative assessments outlined in District Curriculum Map will be utilized by all grade levels. Grade Level Teams will develop high yield instructional strategies to deepen students understanding of standards. See SBAC data goal sheet in Title I School Wide plan misc. documents folder. Update (10/17/2016): In analyzing our data boards in connection to the SBAC, we discovered a high discrepancy between the data boards and SBAC results. We are now going to look at I-Ready screenings and growth monitoring to project success.
	Target Date:	09/01/2017
Tasks:		
	1. Analyze student progress by utilizing formative and summative literacy assessments at grade level PLCs.	
	Assigned to:	Stephanie Kay-Fredrickson
	Added date:	09/26/2013
	Target Completion Date:	12/16/2016
	Frequency:	monthly
	Comments:	5/16/16: Upon completion of DRA, staff will analyze data to update data boards in June. 4/23/'15: We're continuing to strengthen the use of formative assessments in Reading. Summative assessments are reflected on Data Boards as students are identified in subgroups: Well Below, Below, Approaching and Meets. After review of summative assessments in November, January and March, students progress through the subgroups toward proficiency of grade level DRA benchmarks. 2/15:We have created a comprehensive data system on the school intranet website. A student data board for grades 3-5 has been created and is being used and updated after reviewing analysis of summative assessments. 10/4:Literacy Assessments: DRA, STAR, Reading Portfolio, and LLI Reading Records 10/17/16:We will utilize I-Ready screenings and classroom based standards assessments.
	2. Analyze student progress by utilizing formative and summative math assessments in grade level PLCs.	
	Assigned to:	Stephanie Kay-Fredrickson
	Added date:	09/26/2013
	Target Completion Date:	12/16/2016
	Frequency:	monthly

		Comments:	5/16/16: Upon completion of Think Central End of Year test, staff will analyze data to update our data boards in June. 4/23/'15: Summative assessments are reflected on Data Boards as students are identified in subgroups: Well below, Below, Approaching and Meets. After review of summative assessments in November, January and March, students progress through the subgroups toward proficiency of grade level standards. 2/15:We have created a comprehensive data system on the school intranet website. A student data board for grades 3-5 has been created and is being used and updated after reviewing analysis of summative assessments. 10/4:Math progress monitoring and assessments will include; Quick Quizzes, pre and post unit assessments, Interim CCSS assessments 10/17/16 We will use I-Ready, Think Central and curriculum based assessments.
		3. Arlington staff will attend release days for data review in grade level PLCs, four times a year.	
		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	09/26/2013
		Target Completion Date:	06/09/2017
		Frequency:	four times a year
		Comments:	5/16/2016: During 2015-16 we used SCLT's to analyze data. We will consider release days for the 2016-17 year. 4/23/'15: So far, we have had release days for Grades Kindergarten, 2nd, and 3rd. The time in SCLTs and PLCs have been used to analyze data. This task will continue for 2015-16. In 2015-16, release days will be provided for Instructional Planning and Data Review, as needed. 2/23/15: Currently Arlington used extended planning time 2 times each month for data review and lesson planning. Release days have not been scheduled at this point, but are a consideration for March/April. 10/17/16: Each data day, we will look at data and reinforce high yield strategies for learning in all classrooms.
		4. Develop and monitor attendance monthly.	
		Assigned to:	Ronnee Fullerton
		Added date:	04/12/2016
		Target Completion Date:	06/09/2017
		Comments:	5/16/2016: This year we developed a morning attendance class incentive to promote students being at school on time and all day. In addition, Absence Inquiry Letters are sent out every week from the office notifying parents that their child was absent and parents are requested to provide an explanation for the absence. Parents have responded positively to this new system with returned letters of more than 50%. 10/10/2016: Based on our transitional location, attendance is a challenge this year with late buses and students missing the bus and not getting to school. We will explore options next year. At this time, we will implement the new district attendance policy.
<b>Implement</b>	Percent Task Complete:		0%

<b>Indicator</b>	<b>P5-IID09 - Instructional Teams use student learning data to plan instruction.(107) (SWD)</b>		
<b>Status</b>	<b>Objective Met</b> 10/7/2014 10/7/2014		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/07/2013	
		<b>Objective Met</b> - 10/07/2014 10/07/2014	
	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:	Currently there are not regularly scheduled grade level meetings. There are varying degrees of implementation of team meetings with a lack of focus on using data to plan instruction.	
<b>Plan</b>	Assigned to:	Veronica Eldridge	
	How it will look when fully met:	By December 2014, 100% of the staff will meet per grade level to analyze and develop a student achievement plan based off of data as measured by state, district, and curriculum assessments.	
	Target Date:	06/06/2014	
	<b>Tasks:</b>		
	1. Establish 2 -45 minute grade level meetings per month utilizing an agenda, data protocol and creating meeting minutes that will be given to SCDM chair and Principal.		
	Assigned to:	Maria Borgert	
	Added date:	01/11/2013	
	Target Completion Date:	02/01/2013	
	Comments:	Wendy will provide protocol and template. SCDM is working on establishing a calendar for grade level meetings and will have that in place by the end of the 2012-2013 school year. At 5/20 SCDM meeting, grade level team meetings were established.	
	<b>Task Completed:</b>	<b>6/10/2013 12:00:00 AM</b>	
	2. Establish a Response to Intervention Team (RTI) and training, to discuss ways to help students who are struggling.		
	Assigned to:	Kristina Fitch	
	Added date:	01/11/2013	
	Target Completion Date:	06/01/2014	
	Comments:	We are moving in that direction and have an informal RTI team but need to continue to work to put structures in place to enhance this team. As the district moves to a more inclusive model, we will look at our structures here at Arlington and how they align with the new district policies.	
	<b>Task Completed:</b>	<b>4/22/2014 12:00:00 AM</b>	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/7/2014 10/7/2014	

Experience:	10/7/2014 Grade Level PLCs have been established monthly. Summative and formative assessments have been used. Agendas, data protocol, and minutes are in Meetings Folder. An RTI has been created and meets weekly on Tuesdays to develop success action plans for students of concern. 10/7/2014 Grade Level PLCs have been established monthly. Summative and formative assessments have been used. Agendas, data protocol, and minutes are in Meetings Folder. An RTI has been created and meets weekly on Tuesdays to develop success action plans for students of concern.
Sustain:	10/7/2014 Continue conducting grade level PLCs and RTI meetings on schedule. RTI is a standing school wide committee. 10/7/2014 Continue conducting grade level PLCs and RTI meetings on schedule. RTI is a standing school wide committee.
Evidence:	10/7/2014 Sample of minutes are uploaded. 10/7/2014 Sample of minutes are uploaded.

**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** In Plan / No Tasks Created

<b>Assess</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, we have administered DIBELS to second through fifth grade students. Upon results of the DIBELS, Strategic and Intensive students were given the DDS. Then small intervention groups were formed for instruction according to gaps in assessment. Instruction of the targeted groups is provided by support staff. Progress Monitoring is done bi-weekly for Strategic students and weekly on Intensive students. Pop and Drop of students will occur as needed in those focus groups. We need to further develop the following for Math across all grade levels and Reading at some grade levels: identifying students at risk and providing intensive instruction, progress monitoring, and formative assessments.
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**Plan** Assigned to: Not yet assigned

Added date:

**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** Tasks completed: 3 of 5 (60%)



<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/07/2013	
	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:	For the most part the staff agrees on the common area rules and procedures and supports each other in holding students accountable to those rules. We have started an implementation of CHAMPS throughout the building; however, more work needs to be done. There seems to be discrepancies in implementation at the individual level. Some staff and student interactions could be more positive. Current positive reinforcements include monthly student assemblies, Running of the Tigers, attendance and birthday recognition, and specialist awards. Morning announcements are given by students about positive monthly traits.	
<b>Plan</b>	Assigned to:	Ronnee Fullerton	
	How it will look when fully met:	The District Initiative of PBIS will be implemented at Arlington for the first time in the 2015-2016 school year. As a result 100% of staff will demonstrate the strategies of a positive, friendly, but firm classroom environment as measured by Pre and Post PBIS observations by June 2016.	
	Target Date:	06/14/2017	
	<b>Tasks:</b>		
	1. Develop a positive, friendly, but firm classroom culture as measured by the 5D.		
	Assigned to:	Ronnee Fullerton	
	Added date:	01/11/2013	
	Target Completion Date:	06/15/2017	
	Comments:	4/12/2016: Arlington's SET baseline data was at 47% in the Spring of 2015. We made significant gains on the SET survey. Our Implementation Average increased to 87% on our last SET survey in December 2015. Continue with book studies that support teachers with strategies for positive, friendly and firm classroom cultures. 5/6/2015: With the district initiative to implement the PBIS program, our school is scheduled to start the program in the 2015-16 school year. We are hopeful that this program will enhance our school environment. 2/12/15: At the November meeting regarding 5D and TPEP classroom environment and culture was reviewed. Staff have individual conferences during the year with the principal regarding classroom growth and progress they have to share. 10/2014: This task remains a building focus. For this school year staff need to be aware of 5D Classroom Culture and Environment components, rank themselves on the rubric and move to Distinguished; focusing on Routines, Rituals, Monitoring student behavior, Classroom Culture and Student Status. Have district facilitator come and do professional development on the classroom environment and culture section of 5D in August of 2013. 6/10/13, Wendy will contact Ryan to schedule a date.	

		2. PBS team will meet monthly to assess needs and develop action plans, which includes communication meetings with playground hourly support staff.
		Assigned to: Wendy Pye-Carter
		Added date: 01/19/2016
		Target Completion Date: 06/09/2017
		Frequency: monthly
		Comments: 5/16/2016: In the fall of 2016, discussion will continue focused on building positive classroom environments and implementation of the Check In, Check Out system (C.I.C.O.) as a Tier 2 behavior intervention. The discipline referral tool will be reviewed in the fall and implemented. 4/12/2016: We met with Playground supervisors to get feedback on their needs for support. Based on their feedback we purchased games and playground equipment for rainy day recess activities. We also requested our PE specialist teach collaborative games for students to participate in during recess. Our instructional coach regularly monitors and supports recess behavior and supervision. 10/17/16: With a majority of students bused this year (temporary location), we would like to meet with the bus drivers monthly (9:05 AM) to evaluate and coordinate strategies concerning student bus behavior.
		3. CHAMPS: 1. Self-assessment of staff's present level of use and understanding. 2. Building wide agreements and expectations 3. Visible indicators of a CHAMPS school: Rules and expectations posted that are developed by teacher and students, School Wide Expectations and Rules, positive reinforcement, etc. 4. Visit a school that has full implementation
		Assigned to: Rose Moisio
		Added date: 01/11/2013
		Target Completion Date: 12/18/2013
		Comments: On 3/18/13 we visited two schools that have full CHAMPS implementation. (6/10/13) An hour at August Waiver Day will be dedicated to creating school wide common agreements and expectations for CHAMPS.
		<b>Task Completed:</b> 1/3/2014 12:00:00 AM
		4. Hold assemblies throughout the year about school wide expectations, rules and procedures in the Fall, Winter, and Spring for students.
		Assigned to: Wendy Pye-Carter
		Added date: 01/15/2013
		Target Completion Date: 05/01/2014
		Comments: Principal held the first school wide expectation assembly in the spring 2013. Assemblies held in Sept. 20, 2013, Jan. 15, 2014.
		<b>Task Completed:</b> 1/15/2014 12:00:00 AM
		5. Create Buddy Room procedures and expectations.
		Assigned to: Ronnee Fullerton
		Added date: 01/15/2013
		Target Completion Date: 12/19/2014

		Comments:	1/13/15: SCDM Team presented to staff the Buddy Room system and at our next meeting compiled the Buddy Room guidelines and procedures and Ronnee wrote the final document and Buddy referral slips. We will give the procedures document and Referral Slips to staff on the Jan. 20 Waiver Day.
		Task Completed:	12/19/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		60%

**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** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2013	
	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:	Currently, the Student Recognition assemblies emphasize different character traits for Student of the Month. Individuals are also acknowledged with Golden Coins and Tiger Tickets for positive academic and social choices. This builds on a sense of community by inviting all families and community members to participate. Staff are continuing development of CHAMPS to promote a safe and orderly academic environment. An area of growth is physical environment that is welcoming and conducive to learning and an academic environment that promotes learning and self - fulfillment.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

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

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

**Indicator P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)**

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2013	
	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, we have an active Booster Club that provides resources that enable students to participate in field trips, enrichment assemblies and nurture partnerships in the community. This Fall, parents were invited to join a forum to revise the Parent-Student-Teacher-School Compact. Our hope is that this group will springboard into The School Community Council.
<b>Plan</b>	Assigned to:	Not yet assigned
	Added date:	
<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>	Tasks completed: 3 of 5 (60%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/07/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has completed the updating of key documents such as the Arlington handbook, mission statement, parent involvement policy and compact. Additional key documents such as the homework guidelines and classroom visit procedures still need to be updated. Parents have the ability to access school information through the school website and an online grading system called Home Access Center (HAC).
<b>Plan</b>	Assigned to:	Wendy Pye-Carter
	How it will look when fully met:	By June 2016, all Arlington key documents with support from families will be reviewed and revised to reflect the needs and culture of our families and community as measured by a survey.
	Target Date:	06/10/2016
	<b>Tasks:</b>	
	1. Create a survey to assess the effectiveness of all key compacts and documents with all stakeholders.	
	Assigned to:	Wendy Pye-Carter
	Added date:	01/11/2013
	Target Completion Date:	06/16/2017

		Comments:	5/21/15: At our last Staff Meeting on May 19, 2015, staff reviewed and revised the Compacts, to be ready for the 2015-2016 school year. 5/6/'15: Parent were given the opportunity to provide input on the Compact, which was included in the School-wide Newsletter (April 2015). Next we will get SCDM and staff input for next year. 2/12/'15: Compacts were distributed at the December '14 conferences. A survey will be developed and distributed to gain parent input as to the effectiveness and understanding of the Compact. 10/7/2014: The key compacts and documents will be distributed by October Conferences and a parent survey to ask for parent input about usefulness and understanding will be printed in the PAWS (parent newsletter). We will continue to investigate ways to assess effectiveness of the key compacts and documents. This will be reviewed at June 17th SCDM meeting.
		2. Teachers will post the following on their SWIFT site: Welcome Message Contact Info including best time and method of contact Homework Policy Classroom Management System Volunteer Opportunities (also include that a background check is necessary via office) Visitor Guidelines Also, update their classroom websites (SWIFT) at least once a month with announcements, upcoming events, or projects.	
		Assigned to:	Ana Romero
		Added date:	01/11/2013
		Target Completion Date:	06/14/2017
		Comments:	10/17/16: We need to orientate new staff on navigating the website and being able to post updates and information. We discussed the idea of grade levels sharing sites to collaborate and maintain single sites for convenience. 5/16/16: We need to review effective ways in which staff members are communicating with parents in accordance with 5D expectations. 5/6/'15: Individual support will be offered for teachers who need assistance with updating their SWIFT sites. 2/12/'15: Currently, nine of the twelve classroom teachers are regularly updating their SWIFT sites. This task will remain open and monitored as we strive for 100% compliance. Principal will put reminders and encouragement in the Staff Bulletin. 10/7/2014: Teachers attended an "Updating Your SWIFT Site" session. In addition, some teachers met with the Instructional Coach individually. Instructional Coach also distributed info about SWIFT to teacher's boxes. Review of activity log will determine level of participation. 6/10/13: This will be on the one page Administrative Expectation document given on August Waiver Day. 5/25/13 continuing to update SWIFT pages monthly. Using district tech. support person to come and teach intro class to SWIFT (updated 1/28/13 completed)
		3. The following documents will be posted on our school website: Mission, Vision and Value Statements Parent-Student-Teacher-School Compacts Student Handbook	
		Assigned to:	Kenneth Freeberg
		Added date:	01/11/2013
		Target Completion Date:	06/15/2017
		Comments:	We have updated the web page.
		Task Completed:	5/20/2014 12:00:00 AM

		4. Using TEA and District policies, establish a school wide classroom visit procedures for parents.	
		Assigned to:	Wendy Pye-Carter
		Added date:	01/11/2013
		Target Completion Date:	10/31/2013
		Comments:	Principal shared TEA language regarding parent classroom visits. Parent visit protocol is continuing to be investigated and agreed upon.
		<b>Task Completed:</b>	1/15/2013 12:00:00 AM
		5. Conduct partnership conferences within first six weeks of beginning school year.	
		Assigned to:	Wendy Pye-Carter
		Added date:	01/15/2013
		Target Completion Date:	10/18/2013
		Comments:	This calendar will be set by SCDM by the end of the 12-13 school year. October 14th to 17th, 4-6PM are dates established for early parent/teacher conferences.
		<b>Task Completed:</b>	10/18/2013 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		60%
<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> 10/7/2014		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2013	
		<b>Objective Met</b> - 10/07/2014	
	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:	Arlington does have a current Parent-Student-Teacher-School Compact that lists agreements for each stakeholder. This compact was shared and signed at the October conferences with families.	
<b>Plan</b>	Assigned to:	Ronnee Fullerton	
	How it will look when fully met:	By June 2015 through collaboration of all stakeholders, Arlington's Compact will include responsibilities/expectations that communicate what all stakeholders can implement to support every student's learning as measured by completion of family responsibilities at home (completed homework assignments, Reading Logs).	
	Target Date:	06/12/2015	
	<b>Tasks:</b>		
		1. At October conferences, teachers will inform and invite families to participate in a forum to help review/revise the compact.	

		Assigned to:	Stephanie Kay-Fredrickson
		Added date:	10/23/2013
		Target Completion Date:	10/18/2013
		Comments:	1/13/15: While this task is completed, it is an annual Title I requirement. Procedures are currently in place to make this happen. Parents were invited during conference time, two ConnectEd phone messages, handwritten invitations, posters at entrances, and in person invitations.
		<b>Task Completed:</b>	<b>10/25/2013 12:00:00 AM</b>
	2. SCDM will review and revise current Compacts.		
		Assigned to:	Ronnee Fullerton
		Added date:	10/23/2013
		Target Completion Date:	11/19/2013
		Comments:	
		<b>Task Completed:</b>	<b>10/9/2013 12:00:00 AM</b>
	3. Hold first parent forum meeting.		
		Assigned to:	Ronnee Fullerton
		Added date:	10/23/2013
		Target Completion Date:	12/11/2013
		Comments:	Attended by 10 parents and child care and dinner was also provided.
		<b>Task Completed:</b>	<b>12/4/2013 12:00:00 AM</b>
	4. Staff reviews and revises Compacts.		
		Assigned to:	Ronnee Fullerton
		Added date:	10/23/2013
		Target Completion Date:	01/22/2014
		Comments:	Completed on January Waiver Day
		<b>Task Completed:</b>	<b>1/21/2014 12:00:00 AM</b>
	5. Final family forum for approval of Compacts.		
		Assigned to:	Ronnee Fullerton
		Added date:	10/23/2013
		Target Completion Date:	02/05/2014
		Comments:	
		<b>Task Completed:</b>	<b>2/11/2014 12:00:00 AM</b>
	6. Approval of final draft by SCDM members.		
		Assigned to:	Ronnee Fullerton
		Added date:	10/23/2013
		Target Completion Date:	05/22/2014
		Comments:	Tasks themselves needed to be more specific and we wanted them to be a smaller number of items. Most importantly, in accordance to Wise Ways.

		<b>Task Completed:</b>	5/22/2014 12:00:00 AM
		7. Hold meetings with families in grade levels, facilitated by at least one teacher per grade level, using a predetermined protocol.	
		Assigned to:	Classroom Teachers
		Added date:	05/28/2014
		Target Completion Date:	10/02/2014
		Comments:	
		<b>Task Completed:</b>	10/2/2014 12:00:00 AM
		8. SCDM reviews and accepts the drafted compacts and the final document is published for viewing at an evening family function for feedback.	
		Assigned to:	Ronnee Fullerton
		Added date:	05/28/2014
		Target Completion Date:	06/04/2014
		Comments:	
		<b>Task Completed:</b>	6/4/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		10/7/2014
	Experience:	10/7/2014 In October, we invited all families to participate in Forums. SCDM and staff reviewed existing compacts. We held two meetings, one in December to review compacts and get feedback. At Waiver Day in January, parents' feedback was presented to staff for review. Then we had our second meeting with families in February to finalize compact. Lastly, in May we met with SCDM for review and approval.	
	Sustain:	10/7/2014 Annually review Compacts with family representatives as well as with staff and SCDM reps in preparation for upcoming school year.	
	Evidence:	10/7/2014 Uploaded drafts of Compacts.	
<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-IVA13 - The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: Full Implementation 10/25/2013	



	Evidence:	<p>Currently, we have responded to parent need of after school and during day programs by offering Coding Club that has supported the Tech Focus Pilot efforts. We also have All Star Reading Program offered after school in conjunction with UWT and Communities in Schools. Meetings are held continually to review student progress and plan for future needs. In addition, Read to Me has community mentors coming to work with intensive and strategic students in first, second and third grade.</p> <p>Continual review of effectiveness of partnerships is key to sustain efforts.</p>	
		Added date:	