

# 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 21, 2016

**First Creek MS---P** NCES - 530870003299

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-ID01 - A team structure is officially incorporated into the school governance policy. (36)**

**Status**        Tasks completed: 1 of 2 (50%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/21/2014	
	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:	<p>Sept. 2016 Principal met w/ existing SIG leadership team to ensure each grade level and content team was represented on our team. Additional staff was added to address any holes and the team fully represents all staff at this time. June 2015 Co-principals reviewed effectiveness of year 1 SIG leadership and determined a process for being part of the team was needed. A SIG Lead team application was implemented in June 2015 a new SIG Lead team was formed included some former and new to 15-16 team was created. July 2014 SIG Leadership Team was created to represent all grade levels &amp; contents including electives. As of August 2014 SIG leadership has met bi-monthly to review and plan SIG related initiatives and trainings.</p>	
<b>Plan</b>	Assigned to:	Becky Owens	

	How it will look when fully met:	2014-2015 Our SIG leadership team was created in June of last year to guide us in our staff development PD plan. They guide us in reviewing data around CEE, MSP , SRI, embedded assessments for LA and unit exams for math. They have approved and guided the revisions around the First Creek 5. They look at overall improvement in instructional practice. We began meeting once monthly and in Decemeber started twice monthly. This team is created from staff who remained at First Creek and those coming on board that are new to the structure. This is a balance between middle school, elementary and core subjects. In addition we have a leadership structure in SCDM that includes grade level reps and leadership within the buildings. It is run by teacher leaders and includes a parent representative to make key decisions around scheduling and daily decisions around school culture and shared planning.
	Target Date:	08/31/2014
	<b>Tasks:</b>	
	1. Meet twice monthly to review learning data	
	Assigned to:	Tammy Larsen
	Added date:	02/09/2015
	Target Completion Date:	06/12/2015
	Frequency:	twice monthly
	Comments:	Data is to be present to review with leadership, this will be dependent on the data collected ie- SRI, SBAC, CEE, STAR, Embedded Assessments for Springboard, end of unit exams- Engage NY and Big Ideas and student work samples. 2/24/15 In January our SIG leadership came together to assess level of PLC implementation. At that team decided a refocused push to ensure all PLC work involved review and focus on student work and common strategies was needed. It was decided 2 late start Fridays a month would be dedicated to PLC work.
	2. Restructure the SCDM around new leaders and voting structure ran by teacher leaders and including a parent representative	
	Assigned to:	Tammy Larsen
	Added date:	02/09/2015
	Target Completion Date:	10/31/2014
	Frequency:	monthly
	Comments:	Be sure to have teachers voted on. Be clear on stipends for SCDM members and chair Review agendas before the meeting/ discuss at admin meeting Review minutes for what occured and follow up 12/18/14 Parent, Candace Graves added to SCDM as parent rep
	Task Completed:	9/22/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	50%
<b>Indicator</b>	<b>P1-ID03 - All teams have written statements of purpose and by-laws for their operation.(37)(TitleITA)</b>	
<b>Status</b>	<b>Objective Met</b> 2/24/2015	

<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 10/21/2014
		<b>Objective Met</b> - 02/24/2015
		Will include in plan
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	1 (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:	2015-16 Each grade level and content team has a Charter and team norms that guide their work and a common agenda and minutes template. As of October 2014 teams are still being built and implemented. As teams come to know their work statements of purpose can be created. Anticipate this would be work for spring 2014.
<b>Plan</b>	Assigned to:	Tammy Larsen
	How it will look when fully met:	2014-2015 Each team for SCDM, SIG and PLC groups will produce bilaws and minutes of each meeting. In addition they will create norms for running meetings and a charter when applicable.
	Target Date:	01/31/2015
	<b>Tasks:</b>	
	1. Norms created for each team including PLC groupings, SCDM and SIG Leadership team	
	Assigned to:	Tammy Larsen
	Added date:	02/09/2015
	Target Completion Date:	01/31/2015
	Comments:	Send out minutes for each meeting 12/2014 All grade level, department and PLC teams have established norms and review our schoolwide staff charter
	<b>Task Completed:</b>	<b>12/18/2014 12:00:00 AM</b>
	2. Minutes will be taken and norms will be reviewed at each meeting	
	Assigned to:	Tammy Larsen
	Added date:	02/09/2015
	Target Completion Date:	06/12/2015
	Frequency:	monthly
	Comments:	Choose a member to be time keeper/ norm keeper and minute taker 2/24/15 Norms are reviewed for each meeting and minutes are taken and submitted to all staff
	<b>Task Completed:</b>	<b>2/24/2015 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	2/24/2015
	Experience:	2/24/2015 Structures our in place and will continue to be an ongoing process
	Sustain:	2/24/2015 Continue structure for time for teams to meet, teams hold each other accountable for following norms and taking/submitting minutes

	Evidence:	2/24/2015 Admin divides themselves up to attend almost all team meetings, minutes submitted to all staff.	
<b>Indicator</b>	<b>P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/24/2015	
	Evidence:	<p>FCMS teachers are grouped in content teams and grade level teams. Teams meet 2x monthly in content area/grade level PLC and weekly in grade level teams. All content teams w/ excepton of science have daily common planning time. All 6th grade teachers have daily commmon planning time and meet together 2x a week during this time.</p> <p>Our continued work is to have each PLC create student learning SMART goals and monitor progress.</p>	
	Added date:		
<b>Student and School Success Principle 1: Strong leadership</b>			
<b>Principal's role</b>			
<b>Indicator</b>	<b>P1-IE05 - The principal participates actively with the school's teams. (56)(SWD)</b>		
<b>Status</b>	<b>Objective Met</b> 2/24/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/21/2014	
		<b>Objective Met</b> - 02/24/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	2015-16 The 4 administrators are divided amongst the committees, content teams and grade levels. 2014-15 We revisited each team to be sure all have buy in to our SIG process. A SIG leadership team was developed in June to determine areas of need. In addition,we have restructured PLCs, Grade level meetings and SCDM to be in support of our school plan. Each team reports out for decisions, and activities around student learning and routines to be consistently used within the school.	
<b>Plan</b>	Assigned to:	Tammy Larsen	
	How it will look when fully met:	Our model has co-principals making it possible in scheduling to have at least or both principals at every SIG leadership team meeting. For SCDM, the two assistant principals attend the meetings that are run by a teacher who is SCDM leader. As an admin team, we review SCDM agenda prior to the meeting and the minutes after.	
	Target Date:	10/31/2014	
	<b>Tasks:</b>		

		1. School building principal will create agenda for SIG leadership and attend all meetings twice monthly	
		Assigned to:	Tammy Larsen
		Added date:	02/09/2015
		Target Completion Date:	06/12/2015
		Frequency:	twice monthly
		Comments:	Move control over agenda from principal influence to data and teacher influence to creat agenda items 2/24/15 Principal still creating agenda but instead creates agenda based on teams' collaborative ideas. Both principals attend and actively drive work of SIG Leadership meeting work. Our assistant principals fully participate and drive work of SCDM. This will be an ongoing activity.
		Task Completed:	2/24/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		2/24/2015
	Experience:		2/24/2015 This has been an easy task to complete, both principals are fully invested in this process and see it as a key component to our predicted success.
	Sustain:		2/24/2015 We will annually review commitment of the team leaders to keep focused work moving forward.
	Evidence:		2/24/2015 2x a month meetings well established
<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: 11 of 16 (69%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/17/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	2013-14 walk through tool, PLC data protocol, common planning and teacher collaboration 10/20/14 Data Review (MSP, CEE...), Coaches selected for assistance with student engagement, school climate and increasing rigor. School day restructured, weekly job embedded PD during Friday Late starts, learning time increased by 2 hours weekly. Focus on transition from elementary to middle school (limiting student transitions during day to focus on relationship building to support student strengths and challenges.) 15-16 Ongoing PD-Friday late starts, additional PD around CHAMPS, RULER have been employed. addition, ELL strategies around vocabulary were implemented along with KAGAN student engagement strategies. Conscious Classroom was added so that specific classroom management could be integrated. As a result of last year's FC 5 walkthroughs and climate surveys, it was determined that more specific classroom strategies were required to keep students in class, increase learning time and assure engagement while students were there. In addition. We have content specific coaches and a coaching cycle plan to get specific to teacher needs. This way we have differentiated instruction that is job embedded and /specific to each team or teacher's needs. Each principal is assigned a content area for evaluation and the evaluation/growth cycle will be followed including monitoring of student growth 16-17 Based on weekly through data collected and the addition of 20 new certificated staff members we continue work to support year 3 full implementation of RULER, CHAMPS, AVID and GLAD to be supported with late start Friday PD. This year a new focus has been started on equity of implementation from classroom to classroom through our weekly Studio, PLC and RTI review work lead by coaches and teacher leaders supported by principal.
<b>Plan</b>	Assigned to:	Tammy Larsen
	How it will look when fully met:	2013-2014-Principal has set walk-through schedule. Principal oversees PLC's learning Cycle.- 2014-2015 If we narrow down 5 essential high leverage strategies from the 5D instructional framework and strategies related to principle #6 provide weekly feedback on these "First Creek Five" & principle #6 strategies then we impact learning by have consistent language and strategies schoolwide that will result in increased learning and rigor for all students as measured by 2015 Smarterbalance in math & reading. 2015-16 If FC staff complete coaching cycles and implement feedback then their student learning will increase and teacher practice will be consistent and 80% will be alligned with the First Creek Five and TPSD High Leverage Strategies resulting in a 10% increase from 2014-15 SBAC scores in both math and ELA. 2016-17 We have created weekly calendared scheduled collaborative grade level content studio work and weekly PLC time led by instructional coaches focused on implementation of ELL/AEL strategies and TPS high yield strategies. If all content/grade level teams complete studio and PLC work this year inconsistent fidelity of GLAD & High yield strategy implementation will improve from 40% of fidelity of implementation to 60% fidelity of implementation as measured by building walk throughs.
	Target Date:	05/31/2016

<b>Tasks:</b>	
1. SIG leadership team to approve First Creek 5 & Principle #6 walk through tools	
Assigned to:	Tammy Larsen
Added date:	10/21/2014
Target Completion Date:	10/20/2014
Comments:	This is loaded in evidence for both principal leadership and basis for professional development. Leadership team approved FF5 during the meeting and is using as a tool weekly for walkthroughs.
<b>Task Completed:</b>	<b>10/27/2014 12:00:00 AM</b>
2. FCMS admin team to use both walk through tools on a rotating weekly basis to give feedback to teachers related to principle 6 and the First Creek 5	
Assigned to:	Tammy Larsen
Added date:	10/21/2014
Target Completion Date:	12/26/2014
Comments:	2/28/2015 We are using the tool on an ongoing basis. This is in progress. We are using this more frequently than once weekly. Teachers and admin visit one another's classrooms daily on a rotating basis.
<b>Task Completed:</b>	<b>2/24/2015 12:00:00 AM</b>
3. Teachers to participate in teacher learning walks monthly using the walk through forms.	
Assigned to:	Tammy Larsen
Added date:	10/21/2014
Target Completion Date:	06/26/2015
Frequency:	monthly
Comments:	2/24/15 SIG teacher leaders helping lead the continuous push to get teams of teachers to participate in walk throughs using the First Creek Five Walk through tools. SIG Lead team meets biweekly to review walk through data and how to continue this support of this practice
<b>Task Completed:</b>	<b>2/24/2015 12:00:00 AM</b>
4. 2/24/15 SIG leadership team reviewing walk through data and determining what are next steps for implementation of 5 reform strategies (RULER/CHAMPS, Learning Target, Vocabulary, Student Talk, Meaningful entry/exit tasks.)	
Assigned to:	Tammy Larsen
Added date:	02/24/2015
Target Completion Date:	06/19/2015
Frequency:	twice monthly
Comments:	During the summer of 2015 our lead team will work to refine our walk through tool, and how we will build peer walks more systematically next year. Although all tasks were completed this year the next level of refinement is next year's work.
<b>Task Completed:</b>	<b>5/25/2015 12:00:00 AM</b>
5. 2015-16- we now have content specific coaches 2015-16 content coaches are working with content data teams, individual teachers and leading all staff PD	

		Assigned to:	Tammy Larsen
		Added date:	09/21/2015
		Target Completion Date:	09/30/2015
		Frequency:	daily
		Comments:	2015-16- As a result of walkthroughs, we now have content specific coaches who will work with coaching cycle that included data teaming and specific modeling and coaching cycles. Our FC5 will be updated to give more specific feedback on building initiatives and high level strategies specific to TPSD, KAGAN and ELL GLAD: Numbered Heads (no opt out), Cognitive Content Dictionary and T chart for social skills.
		<b>Task Completed:</b>	<b>9/2/2015 12:00:00 AM</b>
	6. 15-16 SIG leadership team reviewed First Creek 5 walk through tool and decided some small modifications could be made to the tool to incorporate some of our more recently learned instructional practices (i.e. Kagan Strategies, GLAD strategies, TPS High Yield strategies, etc...)Tool to be revised 10/13/15 and shared with grade level teams.		
		Assigned to:	Tammy Larsen
		Added date:	10/13/2015
		Target Completion Date:	11/20/2015
		Comments:	
		<b>Task Completed:</b>	<b>10/30/2015 12:00:00 AM</b>
	7. 15-16 If SIG Lead Team reps lead teams in completing regular walk throughs using the First Creek 5 tool (revised 10/20/15) then staff will increase their alignment to the instructional initiatives to 90% of all criteria being observed with clear evidence (as measured by the First Creek Five tool.)		
		Assigned to:	Tammy Larsen
		Added date:	10/13/2015
		Target Completion Date:	05/20/2016
		Comments:	Staff will use revised tool, lead team reps to lead walk throughs, evidence tracked on the school tally system in main office.
		<b>Task Completed:</b>	<b>5/4/2016 12:00:00 AM</b>
	8. Revision of First Creek Five will be made to reflect the most important commitments and strategies focused on for the year.		
		Assigned to:	Joanne Bartlemay
		Added date:	05/05/2016
		Target Completion Date:	10/17/2016
		Comments:	Review with sig leadership team to determine new FC5. Review data monthly to determine how we are doing with implementation around FC5
		<b>Task Completed:</b>	<b>1/5/2015 12:00:00 AM</b>
	9. First Creek shadowing walkthrough will be developed to include all areas of engagement we want ELL and AEL students to have. We will shadow students twice monthly to determine improvements around ELL instruction and high leverage strategies.		
		Assigned to:	Joanne Bartlemay

		Added date:	05/05/2016
		Target Completion Date:	10/31/2016
		Frequency:	twice monthly
		Comments:	review with ELL lead team as well as SIG Leadership to assess implementation of practices.
		<b>Task Completed:</b>	<b>5/20/2016 12:00:00 AM</b>
	10. Content/grade level studios will be scheduled at least 3x during the year.		
		Assigned to:	Joanne Bartlemay
		Added date:	10/12/2016
		Target Completion Date:	09/06/2016
		Comments:	
		<b>Task Completed:</b>	<b>9/6/2016 12:00:00 AM</b>
	11. Weekly PLCs led by instructional coaches will be will be scheduled and held weekly.		
		Assigned to:	Jen Crump
		Added date:	10/12/2016
		Target Completion Date:	09/06/2016
		Comments:	
		<b>Task Completed:</b>	<b>9/6/2016 12:00:00 AM</b>
	12. Building walk throughs will be completed monthly to assess and collect data on fidelity of implementation of both GLAD and High Yield strategies to progress monitor.		
		Assigned to:	Tammy Larsen
		Added date:	10/12/2016
		Target Completion Date:	05/17/2017
		Comments:	
	13. GLAD & High Yield strategy training will continue for all staff through Friday late start, quarterly studio work and weekly content grade level PLC work.		
		Assigned to:	Joanne Bartlemay
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
	14. SIG Lead team will review quarterly walk through data to monitor progress		
		Assigned to:	Tammy Larsen
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
	15. Monthly Principal/Coach walk throughs are held to calibrate lens and to determine further training needs		
		Assigned to:	Tammy Larsen
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017

		Comments:	
		16. Data will continue to be reviewed by SIG Lead team to determine specific coaching and training needs and further help refine studio practice	
		Assigned to:	Tammy Larsen
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		69%
<b>Student and School Success Principle 2: Staff evaluation and professional development</b>			
<b>Professional development</b>			
<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: 0 of 4 (0%)		
<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:	2013-14 We are identifying professional development needs for this year, based on student performance data and staff survey input. Professional development at First Creek has focused on developing cultural responsive teaching practices. As of October 2014 SIG Leadership team has surveyed and narrowed areas of focus for professional development and staff training. PD is being provided through a "trainer of trainers" model for classroom management with CHAMPS (Safe & Civil Schools) and for social emotional intelligence with RULER. We have contracted with the state literacy taxi to provide pd related to student engagement, student talk and meaningful learning targets. We have contracted with state math taxi to provide specific support with training and studio classroom around implementing Engage New York in 7th & 8th grade. We are also working with our district AVID director to provide ongoing professional development around implementing AVID strategies schoolwide. 15-16 based on year one of our SIG grant staff evaluation and walk throughs as well as student performance indicated we needed additional training regarding classroom management, engagement strategies and specific schoolwide strategies to support learning of ELL students.	
<b>Plan</b>	Assigned to:	Tammy Larsen	

	How it will look when fully met:	2014-2015 All teachers will be engaged in PLC work based on the test scores of students and student work brought to PLC. Teachers will use Date teaming process protocols around student test scores. In addition, First Creek 5 is a walkthrough tool used in each teachers classroom at least once weekly if not more. Based on the results of implementation and evidence, PD is developed around each area in the FF5: Targets, Ruler, CHAMPS, Engagement, 10/10 and Targets 15-16 Based on staff evaluation, walk through data and student performance more & additional training/professional development going deeper with specific strategies is needed. Additional professional development was and will be provided for CHAMPS (Tough Kids), RULER (Feeling Words Curriculum), Conscious Classroom, AVID (WICOR), Kagan (engagement structures & strategies) and ELL (GLAD strategies.) If staff were to implement initiative strategies in daily instruction then student engagement would improve by 50%.
	Target Date:	06/17/2016
	<b>Tasks:</b>	
	1. First Creek Five will be reviewed as a staff and walk throughs conducted using this tool. PD will be created based on results of implementation of FF5	
	Assigned to:	Becky Owens
	Added date:	02/09/2015
	Target Completion Date:	06/19/2015
	Frequency:	daily
	Comments:	First Creek 5 must move to general practice rather than compliance level. Regular PD will be driven around the FF5 First Creek 5 shows up in all walkthroughs and in evaluation process. List of PD to include: Target PD- November/January 10/10 and CHAMPS- ongoing and October/Feb all day trainings and June 18 and 19 all day trainings RULER training- monthly at Friday late start Engagement strategy PD on Friday late start monthly
	2. Data Teaming Process Protocol will be used to look at math work	
	Assigned to:	Mark Kilcup
	Added date:	02/09/2015
	Target Completion Date:	03/27/2015
	Frequency:	weekly
	Comments:	Using state taxi and data from math , teachers will use data protocol to review learnig and instructional practice in math
	3. Powerful word lists will be made to be sure consistent academic vocab will be used cross curriculum.	
	Assigned to:	Becky Owens
	Added date:	02/09/2015
	Target Completion Date:	04/30/2015
	Frequency:	four times a year

		Comments:	Powerful word list to be reviewed from last year Each PLC needs to create own academic vocab list Time needs to be used at Friday late start PD to review and agree on shared words from adhoc vocab committee Costas should reviewed
		4. 15-16 CHAMPS, AVID, RULER, Conscious Classroom, Kagan, ELL (Glad) training will be provided between June 2015-June 2016.	
		Assigned to:	Tammy Larsen
		Added date:	10/13/2015
		Target Completion Date:	06/17/2016
		Comments:	
<b>Implement</b>		Percent Task Complete:	0%
<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: 14 of 23 (61%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/26/2013	
		<b>Objective Met</b> - 04/21/2014 01/25/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>2013-14 Coaching support is provided for teachers through one on one coaching cycles, and PLC meetings. Some teachers engage with coaches around developing instructional capacities other teachers don't choose to. Professional development is provided on ongoing and regular basis. Not all teachers participate in 100% of these PD opportunities. October 2014 Every Friday we have late start to provide ongoing PD and training for staff weekly to support implementation. 2015-16- As a result of walkthroughs, we now have content specific coaches who will work with coaching cycle that included data teaming and specific modeling and coaching cycles this will be individualized and differentiated for teachers in their coaching cycles and when available in a selection of offerings. 2015-16 Schoolwide PD on high level strategies specific to TPSD, KAGAN and ELL GLAD: Numbered Heads (no opt out), Cognitive Content Dictionary and T chart for social skills, Conscious Classroom, and CHAMPS. 2015-16 Studio collaborative PLC work will be cycled through,, Book studies around specific comprehension and vocabulary development. January 2016- Based on Walkthrough data using First Creek 5 as well as CEE data from Fall 2015 we are seeing progress towards implementation of our PD for the school year. In addition, based on exit tickets and staff surveys, PD includes differentiation of instruction for staff that may repeat instructional practice or the implementation of new strategies in both standards and GLAD strategies. 2016-17 Based on ELL continued low performance on SBA and ELPA21 Focused PD will continue in year 3 around GLAD and high yield strategies and self selected monthly book study learning to further support fidelity of implementation schoolwide. This work will continue through Friday Late Starts, weekly PLC's and quarterly content/grade level studio work.</p>
<b>Plan</b>	Assigned to:	Tammy Larsen

How it will look when fully met:		<p>2013-14 Staff will be given high quality, ongoing, job-embedded professional development based on the needs of particular content PLC staff. For the math PLC teachers will be provided studio PD sessions facilitated by Jennifer Callenburger of Teacher Development Group. The Science PLC will be given studio PD sessions. The language arts PLC will be offered PD in a studio format as well, hosted by Abeo: A School Change and facilitated by Holly Hansen.</p> <p>2013-14 Along with these PLC opportunities, teaching staff will also be offered the opportunity to develop strategies for cultural and linguistic responsive teaching with Dr. Sharokie Hollie. October 2014 If we align our weekly Friday late start PD time to provide job embedded training related to the areas of need as determined by Spring 2014 staff surveys (Classroom Management, Social Emotional Intelligence, Student Engagement, schoolwide AVID strategies) the we will impact learning by ensuring a consistent high level of demand for activities and assignments occur every day in every classroom that result in increased academic achievement as measured by 2015 state math &amp; reading state assessments. 2015-16 School year- If we implement coaching cycles we will see a shift of practice in high yield strategies being used as evidenced by increased number of high yeied strategies observed on the walkthrough tool/ data collection from 25% implementation to 80% implementation resulting in a 10% from 14-15 SBAC in both math &amp; ELA. 2016-17 If we implement ELL co-taught GLAD model classrooms we will see an increase of student talk supporting increased language acquisition as evidenced by a reduction of 60% of students in profile 3 to 40% of students in profile 3 as measured by iReady assessments.</p>
Target Date:		06/23/2017
Tasks:		
	1.	<p>Summer training will be offered to train staff in the new school model: Rigor, Relevance, Relationship. Principals will provide summer training dates to all staff on May 20th. 2/24/15 Update: Summer training was provided to all staff for CHAMPS (classroom management) and RULER (social/emotional teaching practice curriculum.) With support from First Creek 5 we are seeing a level of increased student engagement from this training. Training continues monthly on these areas.</p>
	Assigned to:	Tammy Larsen
	Added date:	05/15/2014
	Target Completion Date:	09/05/2014
	Comments:	<p>2/24/15 Update: Summer training was provided to all staff for CHAMPS (classroom management) and RULER (social/emotional teaching practice curriculum.) With support from First Creek 5 we are seeing a level of increased student engagement from this training. Training continues monthly on these areas.</p>
	Task Completed:	2/24/2015 12:00:00 AM
	2.	<p>Language Arts PLC will receive a full release day on November 20th to meet and develop capacity with differentiated instruction. The grade level teams will work on developing formative and summative common assessments. Regina RAINBOLT and Nadine Hansen will be leading this PD workshop.</p>
	Assigned to:	Regina Rainbolt

		Added date:	11/04/2013
		Target Completion Date:	11/20/2013
		Comments:	This training focused on Differentiated Instruction and Formative Assessment for all language arts teachers. Teachers worked with the different types of Formative Assessment so that they could know if their students were meeting the learning targets and then they would be able to differentiate their instruction to meet the needs of all students. In this training, teachers were given the opportunity to share out their current practices and discuss implications for further work. The instructor gave the students an assignment to complete before the next training day which included experimenting with different types of differentiation in their classes and coming up with a list of at least 10 types of formative assessment.
		<b>Task Completed:</b>	<b>1/21/2014 12:00:00 AM</b>
	3. July 2014 CHAMPS staff training provided by Safe & Civil schools trainer		
		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	07/11/2015
		Comments:	CHAMPS training follow up has occurred monthly from our CHAMPS committee work focus. Safe & Civil schools trainer, Tricia Skyes came back February 2015 and June 2015 to support continued implementation
		<b>Task Completed:</b>	<b>2/24/2015 12:00:00 AM</b>
	4. Take 11 teachers to AVID training in San Diego 2/24/15 11 teachers including both coprinicipals and 1 assistant principal attended the annual Summer AVID workshop		
		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	08/13/2014
		Comments:	Over the 3 years of the grant this will be annual training we will send targeted groups of students to attend
		<b>Task Completed:</b>	<b>8/8/2014 12:00:00 AM</b>
	5. Take 5 teachers, 1 school psychologist and 1 school counselor to become RULER (soc/emot intelligence) trainer of trainers at Yale University		
		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	08/21/2014
		Comments:	2/24/15 Update: Our RULER trainer of trainers continue to provide monthly training to support implementation
		<b>Task Completed:</b>	<b>8/15/2014 12:00:00 AM</b>
	6. RULER training provided to all staff for Fall initial implementation		
		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	09/19/2014
		Frequency:	four times a year

		Comments:	2/24/15 Update RULER training provided monthly to all staff from RULER trainers of trainers
		Task Completed:	8/15/2014 12:00:00 AM
		7. Contract OSPI Literacy Taxi to provide on going PD training, modeling, studio classroom work related to student engagement with focus on learning targets and questioning to promote student to student talk	
		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	10/21/2014
		Frequency:	twice monthly
		Comments:	2/24/15 Update our OSPI literacy coach continues to support literacy through our bimonthly PLC work 5/26/15 We had Nina Sotomayer as our literacy coach this year, she came in twice monthly to work with our humanities PLC work and observing in classrooms and working with some teachers.
		Task Completed:	5/25/2015 12:00:00 AM
		8. Contract with OSPI Math Taxi to provide on going PD training, modeling, walk throughs and studio classroom work	
		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	10/21/2014
		Frequency:	twice monthly
		Comments:	We had our state math coach, Janet Zumbro, come in every Friday to work with our math PLCs. She worked very closely with our assistant principal, Mark Kilcup who oversees our math department in implementing data teaming protocols with our math teachers.
		Task Completed:	5/26/2015 12:00:00 AM
		9. Bring district AVID director to provide ongoing PD related to AVID schoolwide strategies.	
		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	10/07/2014
		Frequency:	monthly
		Comments:	Erin Jones continues to come monthly provide PD related to AVID schoolwide strategies and smartgoals to support implementation of shared strategies. Erin Jones has continued to come in monthly to do PD with the whole staff related to AVID and engagement strategies.
		Task Completed:	5/26/2015 12:00:00 AM
		10. Leadership team will attend national ASCD conference to learn more about High Leverage Strategies	
		Assigned to:	Becky Owens
		Added date:	02/09/2015
		Target Completion Date:	03/23/2015

		Comments:	Attendees reduced to 6 from 11 due to school board policy 5/26/15 6 of our SIG team attended the annual ASCD conference in Houston. During this conference a team of 4 visited a high performing middle school, Dean, that we were able to glean lots of good practice ideas to bring back to FCMS. Two of the attendees attended a Conscious classroom workshop that we have then consulted to bring full staff training in August 2015.
		<b>Task Completed:</b>	5/26/2015 12:00:00 AM
	11. Safe and Civil Schools / Conscious Classroom teams to continue school climate work		
		Assigned to:	Becky Owens
		Added date:	02/09/2015
		Target Completion Date:	07/31/2015
		Comments:	Send two groups of 4 to attend these trainings as trainer of trainers and then train on staff 5/26/15 Friday PD reinforced CHAMPS learning weekly and will continue to be a focus for next year.
		<b>Task Completed:</b>	5/26/2015 12:00:00 AM
	12. Begin coaching cycles that are content specific.		
		Assigned to:	Joanne Bartlemay
		Added date:	09/21/2015
		Target Completion Date:	05/31/2016
		Frequency:	daily
		Comments:	15-16 in October we started releasing teachers by content teams do coaching cycles with GLAD strategies.
		<b>Task Completed:</b>	11/30/2015 12:00:00 AM
	13. First Creek 5 will be updated to include high leverage strategies and specify what the strategies are.		
		Assigned to:	Tammy Larsen
		Added date:	09/21/2015
		Target Completion Date:	05/31/2016
		Comments:	15-16 monthly training is being provided to staff related to the district 5 high yield strategies and some components of the strategies have been merged with the First Creek 5 Walk Through tool.
		<b>Task Completed:</b>	10/30/2015 12:00:00 AM
	14. 15-16 SIG Lead Team members to lead walk throughs using revised walk through tool		
		Assigned to:	Tammy Larsen
		Added date:	10/13/2015
		Target Completion Date:	05/20/2016
		Comments:	15-16 each week an a.m. and p.m. "learning walk" time is scheduled where teachers are released to do walks using the First Creek 5 tool led by instructional coaches.
		<b>Task Completed:</b>	1/8/2016 12:00:00 AM

	15. First Creek will complete GLAD training which will reinforce the work we are doing with our state coach around the area of ELL instructional high leverage strategies. We will maximize the number of staff who can attend training and train additional staff as opportunities come available
	Assigned to: Joanne Bartlemay
	Added date: 03/28/2016
	Target Completion Date: 07/01/2016
	Comments:
	16. ELA, math and science will conduct studio rotations to examine best practices for instruction from one time yearly to three times per year.
	Assigned to: Jen Crump
	Added date: 03/28/2016
	Target Completion Date: 05/04/2017
	Frequency: three times a year
	Comments: work is completed. Review plan at the end of the year to determine is increase can be made in number of studios conducted.
	17. GLAD implementation will take place with fidelity and teachers will begin to train others around strategies taught on a monthly basis by teachers attending June 2016 training.
	Assigned to: Joanne Bartlemay
	Added date: 05/05/2016
	Target Completion Date: 11/01/2016
	Comments: monthly check in of strategies taught at ELL lead team Weekly meetings of coaches will include glad strategies to reinforce and train.
	18. Weekly PLCs will scheduled and led by instructional coaches
	Assigned to: Jen Crump
	Added date: 10/12/2016
	Target Completion Date: 09/06/2016
	Comments:
	19. Quarterly content/grade level studios will be scheduled and led by instructional coaches and teacher leaders
	Assigned to: Joanne Bartlemay
	Added date: 10/12/2016
	Target Completion Date: 09/06/2016
	Comments:
	20. Staff will choose from 4 different book studies related to: culturally responsive practice, intervention for struggling students, strategies for students who challenge us most and best classroom instructional practices. 1 late start Friday a month will be devoted to these book studies.
	Assigned to: Tammy Larsen
	Added date: 10/12/2016
	Target Completion Date: 05/26/2017
	Comments:

	21. Monthly co-teacher planning release days will be used to support both core and ELL/SPED teachers planning of intentional GLAD units supported by state OSPI ELL & Co-Teach coaches
	Assigned to: Tammy Larsen
	Added date: 10/21/2016
	Target Completion Date: 06/23/2017
	Comments:
	22. Quarterly teachers will be released to observe in GLAD co-taught model classrooms to support implementation of GLAD practices throughout all classrooms
	Assigned to: Tammy Larsen
	Added date: 10/21/2016
	Target Completion Date: 06/23/2017
	Comments:
	23. GLAD teachers will be videoed to be used in late start PD quarterly to support schoolwide implementation of GLAD.
	Assigned to: Tammy Larsen
	Added date: 10/21/2016
	Target Completion Date: 06/23/2017
	Comments:
<b>Implement</b>	Percent Task Complete: 61%
	Objective Met: 4/21/2014 1/25/2016
	Experience: 4/21/2014 Eight math PLC members attended the two 3 hour workshops. Teachers have been demonstrating new skills by integrating differentiation strategies. 1/25/2016 15-16 a need to implement common daily practice of implementing our First Creek 5 instructional practices.
	Sustain: 4/21/2014 Grade level teams will need to continue collecting evidence of student learning, and using the data to plan meaningful learning experiences that incorporate differentiation strategies. 1/25/2016 15-16 continued refinement of the First Creek 5 tool will need to occur to expand to next level of need regarding common best instructional practices in order to continue to increase student achievement.
	Evidence: 4/21/2014 First Creek has three grade level teams in the math department. The 6th grade, and 7th grade and 8th grade teams have been focusing their PLC around implementing multiple strategies for differentiation, that include differentiating the learning target, process or product. 1/25/2016 15-16 all tasks lined out of the plan have been completed and as based on plan PD and learning walks are occurring. Data collecting from First Creek tool shows more "clear evidence" of practices occurring regularly.
<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>	Tasks completed: 2 of 4 (50%)
<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:	2013-14 We are working to set goals for professional development. Our PLC framework, administration team and coaches are working to develop a plan that monitors the extent to which professional development impacts instructional practice. October 2014 SIG Leadership team has identified specific areas of focus for professional development and a walk through tool to be used to monitor and provide feedback to teachers related to the specific areas of focus. 15-16 Commitments for improvement were created and reviewed with all FCMS staff in spring 2015 & start of 15-16 school year. Within the commitments "Implementation of all training" is expected, including CHAMPS, AVID, Conscious classroom, RULER, GLAD, TPS 5 High Yield strategies.	
<b>Plan</b>	Assigned to:	Tammy Larsen	
	How it will look when fully met:	This Objective will be fully met when professional development opportunities for staff create increased capacity in the areas of teaming, leadership roles, collegial inquiry, and mentoring. 2015-16 Commitments to implementation of professional development is clear expectation. The First Creek Five Walk Through tool has been revised to included current professional development to monitor implementation. If the First Creek Five Walk Through tool is revised to include (RULER, CHAMPS, AVID, GLAD, Conscious Classroom, TPS High Yield Strategies)and is used to provide feedback to staff related to implementation then implementation of the "five" will increase from 40% implementation to 80% implementation as measured by the collection of First Creek Five walk through data.	
	Target Date:	05/20/2016	
	<b>Tasks:</b>		
	1. All staff members will work in collaboration with colleagues on two PLC teams. They will meet in content area teams, and grade level teams.		
	Assigned to:	Michael Joshua	
	Added date:	05/02/2014	
	Target Completion Date:	06/06/2014	
	Comments:		
	2. 15-16 CHAMPS, AVID, RULER, Conscious Classroom, Kagan, GLAD & TPS 5 High Yield Strategies professional development opportunities will occur for all staff.		
	Assigned to:	Joanne Bartlemay	
	Added date:	10/13/2015	
	Target Completion Date:	12/18/2015	
	Comments:	15-16 RULER, AVID, CHAMPS, GLAD, TPS High Yield Strategies & Conscious Classroom professional development occurred with follow up trainings planned all year through coaching cycles and late start Friday professional development days.	

		<b>Task Completed:</b>	10/2/2015 12:00:00 AM
		3. 15-15 SIG Leadership team to revised First Creek Walk Through tool to include 15-16 professional development "look fors" to include RULER, CHAMPS, AVID, GLAD, Conscious Classroom, TPS HIgh Yield Strategies to provide feedback to staff regarding implementation of these strategies.	
		Assigned to:	Tammy Larsen
		Added date:	10/13/2015
		Target Completion Date:	11/06/2015
		Comments:	15-16 on 10/12/15 SIG Lead team met to review and revised the First Creek 5 Walk Through tool to include current completed trainings.
		<b>Task Completed:</b>	10/13/2015 12:00:00 AM
		4. 15-16 SIG Lead team reps will lead teams in peer walk throughs using the First Creek Five Walk through tool to provide frequent feedback and monitor progress toward implementation of these strategies.	
		Assigned to:	Tammy Larsen
		Added date:	10/13/2015
		Target Completion Date:	05/20/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		50%
<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-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: 4 of 8 (50%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
		<b>Objective Met</b> - 05/26/2015	
	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:	2013-14 Our school is implementing a system for monitoring progress of the extended learning time program. In our system our teachers are using data to identify and select kids for specific programs, and are collecting data at specific points to make modifications to strategies and programs. 2014-15 October 2014 Now that FCMS has added 30 minutes to the school day 4 days a week we will monitor SRI, DMA, Unit Assessments and ultimately MSP to monitor and adjust strategies being used. 2015-16 Increased referrals to the afterschool program that uses both Title Funds and Partnership funds to create a tiered level of service for those students falling behind standard. 100% of students have extended day for 30 mins longer 4 days a week, totalling 120 more minutes per week. 2016-17 Based on all schoolwide performance data (SBA, iReady, ELPA21, etc...) we see a need to continue extended day learning in addition to our after school learning program. Year 3 we have started a RTI team consisting of RTI coach, behavior coach, afterschool coordinator, school psychologist and principal to use monthly data to have a more systematic approach to ensure students are properly targeted for additional in school and afterschool interventions.
<b>Plan</b>	Assigned to:	Tammy Larsen
	How it will look when fully met:	2013-14 Instructional teams will use data to identify learning needs in specific groups of kids. Sessions of extra learning opportunity programs will be focused on identified needs and standards. Teachers will monitor progress of students toward the learning targets and standards with formative data collection systems. October 2014: If we implement an extended learning day 30 minutes a day, four days a week for students we will impact more targeted time on task for students that results in increased student learning for all students as measured by an increase of 2015 Math & Reading State assessments. 2015-16: If we target more students at level 2 and 3 on ELPs, during our extended day schedule, we will improve student academic vocabulary resulting a 10% increase from 14-15 SBAC in both math & ELA 2016-17 If our RTI team uses data to target students for inschool and afterschool intervention we will improve from only 10% of targeted students receiving needed intervention to 50% of students receiving targeted intervention as measured by winter and spring iReady data.
	Target Date:	06/23/2017
<b>Tasks:</b>		
	1. Collect daily student attendance in extended learning day program	
	Assigned to:	Lisa Duncan
	Added date:	10/21/2014
	Target Completion Date:	11/28/2014
	Frequency:	monthly

		Comments:	Will collect monthly student attendance for extended day/learning lab 2/24/15 All students are participating in extended day program as we have designed it to be part of the school day, school day extended to 3:15 5/25/15 All students attended learning lab time as part of the school day. 4 students opted out due to decreased school day for behavior concerns. Total number of students attending 777/781 students attending increased school day for 30 minutes per day.
		<b>Task Completed:</b>	5/25/2015 12:00:00 AM
		2. Grade level teams to determine learning objectives and activities for learning lab time. Grade level teams to review student success during extended learning day/learning lab monthly.	
		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	11/28/2014
		Frequency:	monthly
		Comments:	Grade level team leaders will meet with teams to review progress and student success monthly. 2/24/15 Based on readiness of staff learning lab became part of the extended day not an intervention model. Focus has been on improved core instruction and student engagement. 5/25/15 120 additional minutes have been added to the school week for every child. This has increased overall time for all core subjects. This will be ongoing for the 2015-2016 school year.
		<b>Task Completed:</b>	5/25/2015 12:00:00 AM
		3. 2/2015 January - April targeted students not meeting standard in math will attend our 2x a week Extended Learning Opportunity (ELO) 3:30-5:00 taught by grade level by highly qualified math teachers.	
		Assigned to:	Jason Ihde
		Added date:	02/24/2015
		Target Completion Date:	01/21/2015
		Comments:	2/2015 ELO implemented
		<b>Task Completed:</b>	1/21/2015 12:00:00 AM
		4. 15-16 implement schoolwide GLAD/ELL strategies to support increased academic language for all students	
		Assigned to:	Becky Owens
		Added date:	09/21/2015
		Target Completion Date:	01/15/2016
		Comments:	Continued training related to GLAD/ELL strategies occurring
		<b>Task Completed:</b>	1/15/2016 12:00:00 AM
		5. As a result of the need to reduce the extended day for all from 30 mins per day to 15 mins per day, the leadership team will review the impact of the reduction in time per day around student achievement to assure learning is not lost.	
		Assigned to:	Tammy Larsen
		Added date:	03/28/2016
		Target Completion Date:	08/31/2016

		Comments:	WE are leaving this indicator open as we are in ongoing conversations around is it and extended day for 15 minutes daily or 30 minutes daily. This is dependent on additional funding coming in year 3 of the SIG grant process. When we have official word on additional funding we will determine to increase time for remain at 15 minutes daily.
	6. Fall 2016 RTI team will be formed, will review data to target students for interventions		
		Assigned to:	Mackenzie Flores
		Added date:	10/21/2016
		Target Completion Date:	11/01/2016
		Comments:	
	7. A hot list of tiered students will be developed and targeted students recommended for either EAGLE Center or Title I math & reading intervention support		
		Assigned to:	Mackenzie Flores
		Added date:	10/21/2016
		Target Completion Date:	12/01/2016
		Comments:	
	8. The RTI team will review progress in spring and winter of targeted students based iReady benchmark and progress monitoring data		
		Assigned to:	Mackenzie Flores
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:	50%	
	Objective Met:	5/26/2015	
	Experience:	5/26/2015 Aug. 2015 all staff voted and parents were informed and questioned as to whether all students would attend full day. All teachers and parents opted in to full implementation of 30 more minutes per day.	
	Sustain:	5/26/2015 2015-16 school year will continue the 30 minutes per day and will have more core instruction with additional learning lab and mandatorial time.	
	Evidence:	5/26/2015 Bell to bell instruction takes place 8:15-3:15 M-TH	
<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, Title I TA)</b>		
<b>Status</b>	Tasks completed: 3 of 4 (75%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/26/2013	
	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:	2015-16 based on 14-15 SBAC data that showed less than 40% of all grade levels meeting standard in both math and ELA. Because we need more frequent data to predict student outcomes we implemented a data teaming PLC protocol to create a structure for looking at standards, creating standards based common pre and post assessments for teams to determine frequent student strengths and weaknesses and collaborate to implement agreed upon high yield strategies to address student weaknesses between pre & post assessments. A data team protocol worksheet was developed to collect and monitor bi-weekly pre and post assessment growth data. 2013-14 Each teacher participates in content area PLC's. Attendance fluxuates among the various PLC's with most teachers attending regularly and arriving on time. There are varying degrees of collaboration among content area grade level teams, with some teams meeting more than once a week and other teams sporadically. Oct. 2014 We have established Monthly time for grade level team meetings, Content/Department team meetings and PLC time. Team leader duties have been established and each team/PLC has elected a team leader. Focusing the work of the team around reviewing student work or a specific problem of practice is our next step in this work.
<b>Plan</b>	Assigned to:	Tammy Larsen
	How it will look when fully met:	Our PLC groups will have a team structure that provides the structure for collaboration. The specific structures will be provided by the leadership team which consists of all PLC lead-teachers and building administrators and coaches. PLC groups will work to develop instructional units of learning, analyzing formative assessment data, and making differentiations based on the student learning data. 15-16 Common planning times is created within the master schedule 5x a week for each grade level for collaboration. Teams are expected to collaborate at least 1x a week during common planning time, many teams choose to do so multiple times a week. The 2nd & 4th Late Start Fridays are set aside for the data teaming protocol led by their data team leader. As a result of this data teaming protocol and structure teachers should be able to intervene between pre and post assessments causing a 30% increase of students meeting standard from to post assessments.
	Target Date:	09/30/2016
<b>Tasks:</b>		
	1. Collect the PLC agendas and minutes from grade level and content area PLC's.	
	Assigned to:	Regina Rainbolt
	Added date:	10/31/2013
	Target Completion Date:	06/06/2014
	Comments:	
	2. 15-16 Data team leaders trained in the data team protocol.	
	Assigned to:	Mark Kilcup
	Added date:	10/13/2015

		Target Completion Date:	07/24/2015
		Comments:	In July 2015 a data team leader was trained for all grade level content teams in the data teaming protocol structure by assistant principal Mark Kilcup.
		Task Completed:	7/9/2015 12:00:00 AM
	3. 2015-16 Schedule of late start Fridays created to set aside the 2nd & 4th Fridays dedicated for data teaming work.		
		Assigned to:	Tammy Larsen
		Added date:	10/13/2015
		Target Completion Date:	09/09/2015
		Comments:	This schedule was implemented as part of our weekly late start Friday schedule with 2nd & 4th Fridays devoted to data teaming PLC work.
		Task Completed:	9/2/2015 12:00:00 AM
	4. 15-16 Data team protocol worksheets submitted by each team at the end of each data cycle to monitor data team implementation and student progress.		
		Assigned to:	Mark Kilcup
		Added date:	10/13/2015
		Target Completion Date:	11/20/2020
		Comments:	This currently happens with all teams monthly
		Task Completed:	1/22/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		75%

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

##### **Engaging teachers in aligning instruction with standards and benchmarks**

<b>Indicator</b>	<b>P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<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:	2015-2016-At this time this indicator is not in our plan as the work of this indicator is addressed in other indicator. As we were working other areas in the last school year we had limited development for the PLC work of our teams. With first order work finished and distractions currently out of the way around discipline and culture, we have a strong emphasis around PLC work. Each team and subject area meets twice monthly minimum to address the work of data teaming and problems of practice around instruction and student growth. 6th grade appears to be the furthest along in their process with regular work around common assessments in math. In LA, teachers have determined which common assessments to use in both SRI data for formative and interim SBA data . In addition 7th and 8th grade use snipit tool with interim SBA and embedded curriculum assessments to compare practice and student growth. Science and math teams work together using a TDG model and student assessments to determine the work of each grade level. The pacing guide and ability to stay in sync one another is often the work of the math team. Review of standards and pacing is also work of science team and LA. 2013-2014 Plan- Our instructional teams are working in grade level PLC groups to develop standards-aligned units of instruction. For each subject area these PLC groups meet weekly to identify standards, create common assessments, plan instructional materials, and analyze formative assessment data. October of 2014-15 Plan- PLCs that address standards based units are not a priority at this time, due to other presenting issues within the building. PLCs will address those problems of practice that are based on MSP data, CEE data and EOC exams. Grade level PLCs will be discussing this data and determine the progress of practice the first week of October at our Friday late start. We do use district pacing guides and curriculum based around the Washington State Standards. October 2014 Besides district level pacing guides and the CCSS team developed units have little to no level of implementation at this time. This is work that we will plan to address in future as immediate priorities are addressed first.
<b>Plan</b>	Assigned to:	Tammy Larsen
	How it will look when fully met:	Teachers will work in learning teams organized by grade level to build the taught curriculum from learning standards and curriculum guides and other resources. They will then organize the curriculum into unit plans that will guide instruction. 15-16 Through the data teaming process teachers are determining common assessments, determining priority standards to be taught. If teams create common assessments aligned to priority standards then student progress will improve from 30% of students meeting proficiency on pre assessment to 60% of students meeting proficiency on post assessment.
	Target Date:	09/03/2014
<b>Tasks:</b>		
	1. The 7th grade math team will meet each week to create common assessments, and build unit lesson plans for the following week.	
	Assigned to:	Michael Joshua

		Added date:	05/05/2014
		Target Completion Date:	06/06/2014
		Comments:	
	2. Language arts PLC will work in grade level teams, to create a grade level pacing guide. Following the pacing guide, grade level teams will build weekly lesson plans from learning targets and other resources.		
		Assigned to:	Regina Rainbolt
		Added date:	05/05/2014
		Target Completion Date:	06/06/2014
		Comments:	
	3. 15-16 Data team leaders will be trained in the data team protocol.		
		Assigned to:	Mark Kilcup
		Added date:	10/13/2015
		Target Completion Date:	07/24/2015
		Comments:	
	4. 15-16 Teams will prioritize standards to be addressed at their grade levels.		
		Assigned to:	Tammy Larsen
		Added date:	10/13/2015
		Target Completion Date:	12/18/2015
		Comments:	
	5. 15-16 teams will create common pre assessments aligned to standards. They will analyze results using the data protocol worksheet to determine strengths and challenges of student learning to inform specific instructional strategies to be implemented.		
		Assigned to:	Mark Kilcup
		Added date:	10/13/2015
		Target Completion Date:	05/20/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637)(Expected,TitleITA)</b>		
<b>Status</b>	Tasks completed: 8 of 11 (73%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
		<b>Objective Met</b> - 05/05/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	2016-17 CEE data (that indicates 51% of students live in homes where English is not spoken), SBA & ELPA21 indicates ELL continues to be our highest priority to be addressed within core instruction. 6 teachers were trained in Tier I GLAD over the summer and are currently working with ELL staff in a co-teaching model. Tamar Krames, our OSPI ELL Success Coach continues to provide schoolwide GLAD training and support. She additionally trained new 20 staff members in GLAD strategies in October. 2015-16-Reviewing SBAC data the SIG lead team determined a more specific and focused plan for meeting the needs of ELL students was a priority. We consulted Tamar Krames, an OSPI ELL support coach to plan for professional development and coaching cycles to occur around implementation of GLAD strategies. 2013-14 Our leadership team currently works to improve the core instructional program by developing high functioning PLC groups that are based on evidence of student learning. October 2014 the SIG leadership team is meeting monthly review progress of core instructional strategies and define support needed to get to full implementation.
<b>Plan</b>	Assigned to:	Tammy Larsen
	How it will look when fully met:	2013-14 See strategic plan. October 2014 If we narrow down 5 essential Instructional strategies to be implemented and monitored using the First Creek 5 walk through tool then we impact consistent instructional practice that results in rigorous learning for students in every class, every day as measured by our collected walk through data (Goal: 5 out of 5 strategies will be observed every day in every class.) June 2015- Work begins at late start PD to recraft the Frist Creek 5 to the specific work of the coming year. 2015-2016 school year. Specific areas in the FF5 tool will be retooled to create more specific feedback for teachers including engagement strategies, target relevance and ELL strategies that work. When these FF5 practices are fully implemented schoolwide we will see a 10% increase from 14-15 SBAC in both math & ELA. 2016-17 2016-17 If we implement ELL co-taught GLAD model classrooms we will see an increase of student talk supporting increased language acquisition as evidenced by a reduction of 60% of students in profile 3 to 40% of students in profile 3 as measured by iReady assessments.
	Target Date:	06/23/2017
<b>Tasks:</b>		
	1. SIG leadership team to narrow focus on 5 high leverage instructional strategies (aligned to the 5D instructional framework) to create consistent instructional practice building wide.	
	Assigned to:	Tammy Larsen
	Added date:	10/21/2014
	Target Completion Date:	10/20/2014
	Comments:	SIG leadership team determined the First Creek 5 to be: 1) Classroom management strategies (CHAMPS & RULER) 2) Effective learning targets 3) Student talk to student talk promoted by questioning 4) Focus vocabulary (academic & content) 5) Entry/Exit tasks
	<b>Task Completed:</b>	6/1/2015 12:00:00 AM

	2. FCMS admin team to use First Creek 5 walk through tool to give feedback to teachers on a weekly basis.
	Assigned to: Tammy Larsen
	Added date: 10/21/2014
	Target Completion Date: 11/28/2014
	Frequency: weekly
	Comments: This is ongoing indicator. We will increase our number of walkthroughs for the 2015-16 school year to weekly walkthroughs in all classes. We will also update the FF5 tool with more explicit feedback.
	<b>Task Completed:</b> 6/1/2015 12:00:00 AM
	3. First Creek 5 walk through tool adopted by SIG leadership team.
	Assigned to: Tammy Larsen
	Added date: 10/21/2014
	Target Completion Date: 10/30/2014
	Comments: 10/20/14 First Creek 5 walk through tool discussed and created with SIG leadership at October 20, 2014 meeting.
	<b>Task Completed:</b> 1/9/2015 12:00:00 AM
	4. Teachers/staff to participate in monthly teacher learning walks using the First Creek 5 walk through tool to begin in January (based on ability to hire in building subs)
	Assigned to: Tammy Larsen
	Added date: 10/21/2014
	Target Completion Date: 01/30/2015
	Frequency: monthly
	Comments:
	<b>Task Completed:</b> 6/3/2015 12:00:00 AM
	5. Revise and update First Creek 5 walkthrough tool to include ELL strategies and specific engagement strategies
	Assigned to: Tammy Larsen
	Added date: 06/04/2015
	Target Completion Date: 11/02/2015
	Frequency: weekly
	Comments: We have met with Tamar from OSPI to begin work of ELL strategy PD. Leadership team is being formed to create vision for ELL for First Creek.
	<b>Task Completed:</b> 5/22/2015 12:00:00 AM
	6. 15-16 Coaching cycles will be created for staff to work with Tamar to implement GLAD strategies.
	Assigned to: Joanne Bartlemay
	Added date: 10/13/2015
	Target Completion Date: 10/09/2015
	Comments: 15-16 this schedule has been created and implemented
	<b>Task Completed:</b> 10/30/2015 12:00:00 AM

	7. 15-16 SIG leadership team has determined additional GLAD strategies and training will need to continue to support staff practice and increasing student academic language proficiency. Work with Tamar to find full GLAD training for trainer of teachers model to occur during summer 2016.
	Assigned to: Tammy Larsen
	Added date: 01/25/2016
	Target Completion Date: 08/31/2016
	Comments: GLAD training is secured and will be conducted June 27-June 30. We will complete training at FC so more staff may be present for training portions.
	<b>Task Completed:</b> 5/4/2016 12:00:00 AM
	8. 15-16 SIG lead team determined more support was needed to ensure GLAD strategy implementation in all core math content classes. Janet Zombro to lead individual math/GLAD lesson study cycles in math classes.
	Assigned to: Tammy Larsen
	Added date: 01/25/2016
	Target Completion Date: 06/30/2016
	Comments: These strategies taught by J.Zombro was conducted. Next steps will include new teachers hired for the 16-17 school year.
	<b>Task Completed:</b> 3/31/2016 12:00:00 AM
	9. Create new First Creek 5 tool to include adopted GLAD strategies that will be implemented with fidelity.
	Assigned to: Jen Crump
	Added date: 05/05/2016
	Target Completion Date: 11/30/2016
	Comments: This must include those strategies that are agreed on by staff and monitored weekly.
	10. Differentiated training around First Creek 5 strategies including all building initiatives will take place to account for new hires coming in to the building. This will be implemented through out the school year
	Assigned to: Jen Crump
	Added date: 05/05/2016
	Target Completion Date: 05/01/2017
	Frequency: monthly
	Comments: Trainings will have to be reviewed and assessed for difficulty and teaching ability. They may happen simultaneously to account for new teachers to the SIG process.
	11. SIG Lead team will review quarterly walk through data to determine further training needed around GLAD strategies
	Assigned to: Tammy Larsen
	Added date: 10/21/2016
	Target Completion Date: 06/23/2017
	Comments:
<b>Implement</b>	Percent Task Complete: 73%

Objective Met:	5/5/2016
Experience:	5/5/2016 Staff worked with state math coach specifically on GLAD strategies for the math classroom. Clearly some math teachers are teaching strategies with more fidelity than others.
Sustain:	5/5/2016 Up to 5 new math teachers will be hired therefore work will need to be revisited in implementation of glad strategies into the math classroom setting.
Evidence:	5/5/2016 agenda for glad strategies taught in math classrooms or feedback given from the coach to the teacher.

#### 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: 4 of 6 (67%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
		<b>Objective Met</b> - 05/05/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	2016-17 Teachers are currently using our new district iReady assessments to determine differentiation needs and student support needed in core classes as well as intervention classes. iReady will be used 3 times this year to measure progress towards end of year standards. It will also be used to progress monitor on a 6-9 week assessment cycle. 2015-16- Based on the interim scores of students on SBA and SRI, teachers are creating lessons that are based on the needs of students rather than following curriculum page for page. In addition, in 6 week intervals we assess students progress towards meeting standards and create intervention or small groups based on these numbers. This happens with reading intervention, math and Learning Labs at the 6th grade level. Grade level content data teams are following a specific data team protocol using pre and post formative assessments to track student strengths & challenges in order to determine best instructional strategies to improve percentage of students meeting proficiency and determining data team smart goals and creating success criteria in order to best support individual learning of all students. This year content PLC's are being restructured to focus on reviewing student work, creating common assessments, reviewing student success and implementing common instructional practices/strategies.
<b>Plan</b>	Assigned to:	Tammy Larsen

	How it will look when fully met:	When this objective is fully met our teachers will work collaboratively to develop common formative assessments. They will use the data from formative assessments to differentiate instructional activities for individual students. When this objective is fully met our teachers will have developed unit plans that include differentiated learning activities among various modes of instruction. PLC groups will work collaboratively to learn and generate differentiation strategies. 15-16 Using the data team protocol process teams will use common pre assessments to track proficiency, determine strengths and challenges of individual students to choose common intervention strategies. If teams use data team protocol to determine priority intervention strategies then student proficiency will improve from 30% meeting standard as measured by common pre assessments to 60% meeting standard as measured by post assessment. 2016-17 Utilizing our bi-monthly RTI/Data grade level content teams will use common pre assessments to track proficiency, determine strengths and challenges of individual students to choose common intervention strategies. If teams use common intervention strategies then student proficiency will improve from 40% meeting standard as measured by common pre assessments to 65% meeting standard as measured by post assessment.
	Target Date:	06/23/2017
	<b>Tasks:</b>	
	1. Refocus PLC work lead by PLC leaders to decide on common assessments to be used	
	Assigned to:	Tammy Larsen
	Added date:	03/06/2015
	Target Completion Date:	03/06/2015
	Comments:	Assessments are being determined. We will use Think Through Mathematics for intervention and does include a pre and post assessment that will be used. In addition we will select a reading assessment. Currently we use SBAC, WELPA and SRI. We will use ongoing assessment at 9 week intervals for determination of RTI.
	<b>Task Completed:</b>	6/1/2015 12:00:00 AM
	2. PLC teams will analyze common assessments in order to determine common high leverage strategies to be implemented.	
	Assigned to:	Tammy Larsen
	Added date:	03/06/2015
	Target Completion Date:	04/24/2015
	Comments:	Work has begun but additional assessments must be implemented to create RTI model.
	<b>Task Completed:</b>	6/1/2015 12:00:00 AM
	3. 15-16 Implement data team protocol process for each PLC Team by training data team leaders to lead grade level content teams.	
	Assigned to:	Jen Crump
	Added date:	10/13/2015
	Target Completion Date:	12/18/2015

		Comments:	Review of data team process shows mixed results. 6th grade math team is well on their way to using the data teaming process with fidelity. We will have each PLC team review their process and submit plans to determine their method and protocol for the 16-17 school year.
		Task Completed:	5/4/2016 12:00:00 AM
		4. 15-16 Data team leaders to collect data protocol worksheets at the conclusion of each data cycle in order for us to track implementation of the process and monitor student achievement progress.	
		Assigned to:	Jen Crump
		Added date:	10/13/2015
		Target Completion Date:	01/22/2016
		Comments:	Teachers turned in data protocol sheets. Consistency was an issue in terms of effectiveness of the data teaming protocol. This has resulted in the need to revisit the protocol and PLC process with staff.
		Task Completed:	5/4/2016 12:00:00 AM
		5. The SIG Leadership team will work with team leaders to create a plan that includes a data team protocol specific to each subject and team. Data will be reviewed along with the best teaching practices that garner the greatest growth.	
		Assigned to:	Jen Crump
		Added date:	05/05/2016
		Target Completion Date:	06/01/2016
		Frequency:	monthly
		Comments:	review of each data team will be done by leadership team
		6. Grade level content teams will meet bi-monthly to review progress and monitor and adjust common strategies to be used	
		Assigned to:	Jen Crump
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:	67%	
	Objective Met:	5/5/2016	
	Experience:	5/5/2016 We find we need to revisit the design up PLC to make it focus on student learning. Teams may look different depending on teaching area.	
	Sustain:	5/5/2016 Review of Dufour's work, Learning By Doing by the leadership team and each PLC to determine what a PLC is and is not.	
	Evidence:	5/5/2016 Data teaming protocol will be shared from 6th grade math team to show use of data protocol.	
<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>	Tasks completed: 6 of 10 (60%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 05/16/2014	
		<b>Objective Met</b> - 06/04/2015	
	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:	<p>2016-17 Based on 2016 5th grade SBA data we have less than 30% of 6th graders entering 6th grade at standard in either math or ELA. This indicates a severe need to do a more concentrated effort to collaborate with our 5 regional feeder schools. We have requested through our deputy superintendent some support to help us bring all schools together on a more regular basis (at least 3x a year.)Continued work is planned between Lincoln and FCMS to focus on 8th - 9th grade building on work that started last year. Teacher walk throughs of both schools planned along with coach &amp; principal planning meetings. 2015-16- Based on surveys of students and staff around transition processes, meetings between grade levels have begun. Walk through data for regions has provided a picture of the need for consistency from grade level and school to school. CEE data around students perception of teachers care for them and understanding of their learning needs has provided evidence of a better articulation between grade levels. Exit tickets of staff show the need to work collaboratively with previous and future grade levels to improve transition for students. Data around special education and ELL students highlights the need to have better transition and consistent practices between grade levels. In addition to continuing our 6th grade model to support transition this year we are working on setting up meetings with Lincoln High School teachers to help our 8th grade teachers determine priority standards to address to support students in the transition from 8th to 9th grade. 2014-15 This year we have had a transition day for incoming 5th graders to First Creek in the Spring. This day included class visits, school tour, assembly and school lunch. Additionally,the 8th graders took a trip to Lincoln High School where they were able to go to classes, listen to students discuss high school and have lunch. There is a planned August transition day for incoming 6th graders and their families.</p>	
<b>Plan</b>	Assigned to:	Tammy Larsen	

	How it will look when fully met:	<p>The school will prepare 5th grade and 8th grade students to be successful in their new school setting by hosting two transition events where students visit their new school. Older students will act as guides for the younger students as they show them what will be expected at their new school. In addition, there will be parent meetings to prepare parents and students for the increased rigor of middle school. Parents will be given an opportunity to ask questions and talk about their child's needs with a staff member. 15-16 FCMS 8th grade teachers will meet with 9th grade Lincoln High School teachers to help prioritize standards to focus on during 8th grade to better support transition. If 8th grade teachers prioritize standards to be addressed during 8th grade then students transitioning from 8th grade to 9th grade will increase from 30% meeting standard in ELA &amp; 36% meeting standard in math to 50% meeting standard in ELA &amp; 45% meeting standard in math as measured by SBAC. 2016-17 Transition activities will continue to occur. If 8th grade teachers prioritize standards to be addressed during 8th grade then students transitioning from 8th grade to 9th grade will increase from 41% meeting standard in ELA &amp; 29% meeting standard in math to 55% meeting standard in ELA &amp; 45% meeting standard in math as measured by SBA.</p>
	Target Date:	06/23/2017
<b>Tasks:</b>		
	1. Plan a visit to First Creek in the Winter to help 5th graders start preparing for their middle school transition.	
	Assigned to:	Rebecca Owens
	Added date:	05/16/2014
	Target Completion Date:	12/05/2014
	Comments:	Great success- next will be advertising for JUMPSTART and encouraging 100% participation!
	<b>Task Completed:</b>	<b>4/15/2015 12:00:00 AM</b>
	2. First Creek will hold a parent night to welcome incoming 5th graders parents and answer questions that parents might have.	
	Assigned to:	Tammy Larsen
	Added date:	05/16/2014
	Target Completion Date:	02/13/2015
	Comments:	Happens Aug 16 and dinner is provided. Attendance and elementary parent nights is complete.
	<b>Task Completed:</b>	<b>6/1/2015 12:00:00 AM</b>
	3. First Creek will host a second transition event where students are able to visit classrooms and learn about life in middle school from middle school students.	
	Assigned to:	Rebecca Owens
	Added date:	05/16/2014
	Target Completion Date:	04/24/2015
	Comments:	Completed at parent nights for students and school visits
	<b>Task Completed:</b>	<b>5/6/2015 12:00:00 AM</b>

	4. Annual 6th Grade jump start summer school, all 6th graders to be invited, taught by 6th grade team to support transition from 5th to 6th grade.
	Assigned to: Tammy Larsen
	Added date: 02/09/2015
	Target Completion Date: 09/08/2015
	Frequency: once a year
	Comments: Arranged- transport, staffing and activities.
	<b>Task Completed:</b> 6/3/2015 12:00:00 AM
	5. High school counselors come yearly to meet w/ 8th graders to discuss graduation requirements and successful middle to high school transition steps.
	Assigned to: Russell Phillips
	Added date: 02/09/2015
	Target Completion Date: 02/13/2015
	Comments: Completed- Transition summer school arranged. Building meetings between schools. IEP transition meetings happened. Visit to High Schools completed
	<b>Task Completed:</b> 4/30/2015 12:00:00 AM
	6. 15-16 Set up meetings for 8th grade teachers to meet with 9th grade teachers.
	Assigned to: Joanne Bartlemay
	Added date: 10/13/2015
	Target Completion Date: 10/30/2015
	Comments: 15-16 On Tuesday January 19th a regional 8th & 9th grade teacher meeting was held at Lincoln to support transition to high school
	<b>Task Completed:</b> 1/19/2016 12:00:00 AM
	7. Attend Lincoln High School breakfast to monitor freshman success and review grades and plans with students.
	Assigned to: Becky Owens
	Added date: 03/28/2016
	Target Completion Date: 05/01/2017
	Frequency: monthly
	Comments: Ongoing next year. Will start earlier in the fall to be sure we connect with more students moving to highschool and ease transition.
	8. ELL marking system will be implemented to ease transition for ELL students as they move from grade level to grade level. Additional methods to create more information on levels is being researched and shared with the school district.
	Assigned to: Becky Owens
	Added date: 05/05/2016
	Target Completion Date: 10/01/2016
	Comments:
	9. Waiver days are used to address needs of transition from elementary to middle and middle to high schools, making a more seamless and predictable change for students. Teachers work together at the feeding or receiving schools.

		Assigned to:	Tammy Larsen
		Added date:	05/05/2016
		Target Completion Date:	03/31/2017
		Comments:	This has occurred spring of 2016 but will be more effective if we do it at the beginning of the year and end to assure transition is followed through from start to finish.
	10. Opportunities for elementary feeder school teachers to meet w/ 6th grade teachers and 8th grade teachers to meet w/ Lincoln 9th grade teachers will be set up to happen throughout the school year		
		Assigned to:	Joanne Bartlemay
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		60%
	Objective Met:		6/4/2015
	Experience:		6/4/2015 The general transitional framework is part of regular school district timeline. This has been overseen more specifically by our AP, Mr. Howard. Each grade level has been provided transitional day and visit to school either in middleschool or high school. It is difficult to get ahold of all elementary feeders involved. Some elementaryies are more responsive to our inquiries and requests than others.
	Sustain:		6/4/2015 Increased involvement between elementary and middleschool will improve transition as there improved communication.
	Evidence:		6/4/2015 Student visits made at each school, transportation provided.
<b>Indicator</b>	<b>P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106) (ELL,Expected,SWD,TitleITA)</b>		
<b>Status</b>	Tasks completed: 7 of 10 (70%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/26/2013	
	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:	<p>2016-17 Data teaming protocols from 15-16 continue with some refinement based on teacher input. Coaches are leading content grade level teams to review spring SBA and fall iReady data to create team action plans with common high yield strategies and structure to address learning gaps. These RTI review meetings will happen 2x a month during late start Friday to monitor progress and results and adjust instructional strategies based on data. 2015-16 - Based on the results of the Interim SBA and the SRI results as well as our district unit assessments for math, we are looking at student improvement data twice monthly to make decisions on what to teach, reteach and accelerate. In addition, student schedules are to include intervention in math and reading if students are performing below standard taught. Intervention is based on these scores. We have begun the data teaming process to really get at the targeted work of school improvement. There is a two to three week data teaming process depending on the unit of study. Each teacher brings the data of the pre-decided assessment and discussions with coaches and team members ensues. Strategies are discussed for those who improved outcomes and teachers ultimately will test those strategies that teacher employed. Coaches will use data to determine next steps for instructional professional development and both model and teach instructors how to use them in their classrooms. 2013-14 Currently we have team structures in place. Each teacher belongs to a content area PLC. Within these various PLCs there exists varying degrees of collaboration around the use of data to assess strengths and weaknesses of the curriculum and instructional strategies. October 2014 grade level teams, content/department teams and content PLCs have all been established. The next step is grounding their work using student data to determine program strengths and weaknesses and choose most impactful learning strategies.</p>
<b>Plan</b>	Assigned to:	Tammy Larsen

	How it will look when fully met:	<p>2013-2014-By June 14th 2014, All teachers will regularly meet in content area PLC teams with formative assessment data from exit tickets, quick writes, and 4 question quizzes for the purposes of identifying common misconceptions and specific student needs, differentiating instruction, and developing lesson plans. We will know that this objective is fully met by every PLC's minutes reflecting these practices.</p> <p>2014-2015- If we review embedded assessment data for Springboard, Engage New York, and Big Ideas with the help of both OSPI Taxis for math and student engagement, we will monitor and adjust our instructional practice based on student performance which will result in increased student learning in every area.</p> <p>15-16 Data teams will use the data team protocol process to monitor student proficiency levels to determine individual strengths and challenges and decide on common intervention strategies. The shift in practice will be if teams use the data protocol process to monitor individual student progress and implemented agreed upon common high impact strategies then student proficiency will improve from 30% of students meeting standard on the pre assessment to 60% of students meeting standard on the post assessment as measured by common assessment to be determined by teams.</p> <p>2016-17 If content teams follow fall action plans then each grade level ELA &amp; Math percentage of students meeting standard will increase by 10% as measured by 2017 SBA.</p>
	Target Date:	06/23/2017
<b>Tasks:</b>		
	1. Teachers will engage in learning walks to observe one another's practice of using First Creek 5. They will use our SIG leadership team walkthrough tool to find evidence of these best practice	
	Assigned to:	Tammy Larsen
	Added date:	10/21/2014
	Target Completion Date:	05/31/2015
	Frequency:	monthly
	Comments:	<p>This is ongoing and should be done with more frequency. New teachers on board will cause this to be revisited and additional expectations for walkthroughs will be reviewed. New coaches are developing a cyclical walkthrough feedback format using peer observations.</p>
	<b>Task Completed:</b>	<b>6/1/2015 12:00:00 AM</b>
	2. Bi-weekly administrative and coach walkthroughs will take place to assure First Creek Five are implemented in every classroom everyday.	
	Assigned to:	Becky Owens
	Added date:	10/21/2014
	Target Completion Date:	06/15/2014
	Comments:	<p>All teachers will receive feedback on walkthroughs. District coaches, State coaches and TAXIS will walk through all staff member classrooms State TAXI trainers will be secured and met with to provide training/PLC feedback to staff members</p>
	<b>Task Completed:</b>	<b>6/1/2015 12:00:00 AM</b>

		3. We will work with OSPI taxis to create a system for reviewing needs within Engage New York to better serve all of our students.
		Assigned to: Becky Owens
		Added date: 10/21/2014
		Target Completion Date: 06/12/2015
		Frequency: twice monthly
		Comments: Work with Janet Zombro from OSPI to create PLCs with math team. 5/2015- after reviewing ELL data we will add coach from OSPI to specifically work on ELL strategies to improve student learning.
		<b>Task Completed:</b> 6/2/2015 12:00:00 AM
		4. Identify and implement formative assessments in all classrooms at First Creek.
		Assigned to: Kimberly Hildebrandt
		Added date: 09/26/2013
		Target Completion Date: 11/12/2013
		Comments: 13-14 school year: OSPI will contact Brad about scheduling a triaing for formative assessments. 15-16 school year. This has not been an area of focus for this school year although will be added in the future
		<b>Task Completed:</b> 6/3/2015 12:00:00 AM
		5. Explain to all staff the purpose of this indicator and how it will be accomplished. - begin with the crew team - extend to the whole faculty team
		Assigned to: Lisa Hertzog
		Added date: 09/26/2013
		Target Completion Date: 11/05/2013
		Comments: Introduce at crew meeting first. Then role out to whole staff.
		<b>Task Completed:</b> 11/12/2013 12:00:00 AM
		6. Scheduled professional development to understand: - formative assessment - differentiated instruction - student data analysis
		Assigned to: Michael Joshua
		Added date: 09/26/2013
		Target Completion Date: 11/08/2013
		Comments: Content area PLC's minutes reflect the implementation of this practice.
		<b>Task Completed:</b> 4/21/2014 12:00:00 AM
		7. 2/2015 Content teams will review 1st semester grade summary reports creating the following action plan: What is an area where our teams' students struggled? Do you know who these students are? What do we believe is the cause of their struggles? What is your teams' plan for improving the results?
		Assigned to: Tammy Larsen
		Added date: 02/24/2015
		Target Completion Date: 02/24/2015
		Frequency: twice a year

		Comments:	Grade reports and data were reviewed at the midpoint of the year. E's were reviewed. PLCs reviewed grade data. The leadership team review the need to better understanding grading at FC overall and plans to do so will be reviewed in the 15-16 school year.
		Task Completed:	6/2/2015 12:00:00 AM
	8. Meet bi monthly in data team meetings to review practice and student improvement.		
		Assigned to:	Joanne Bartlemay
		Added date:	10/13/2015
		Target Completion Date:	05/31/2017
		Frequency:	twice monthly
		Comments:	Teachers will complete data cycles to review students growth. Instructional coaching will ensue to improve teaching practice around learning included in data cycle. New work around data plan and PLC plans will be implemented. Each team will use the data protocol determined by them based on the school data team elements.
	9. 15-16 Data team protocol worksheets submitted to admin at end of each data cycle to monitor protocol implementation and student progress.		
		Assigned to:	Tammy Larsen
		Added date:	10/13/2015
		Target Completion Date:	04/03/2017
		Comments:	In an effort to use data that is relevant, teachers are encourage to use data from protocol for evaluation student growth.
	10. Grade level content teams will meet bimonthly to monitor progress and adjust instructional strategies as needed.		
		Assigned to:	Jen Crump
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		70%
<b>Indicator</b>	<b>P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715) (Expected,TitleITA)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: Limited Development 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:	2015-16 This indicator is not part of our plan as it is addressed specifically in P3-IVD06. Currently we have moved to monitoring of student work and in addition to review of pacing guides of district curriculum. Focus on Common Core Standards and Power Standards are being unpacked as the driver of instruction and less reliance on a given curriculum is emphasized. Staff are coming to understand standards in a way that they can see curriculum is just a tool amongst many for reaching the standard. 2013-14 We are currently working in grade level PLC groups to identify common core state standards, and align curriculum and instruction to these standards. We will develop common formative assessments for monitoring student mastery of these standards-based objectives. October 2014 currently staff is using district programs and pacing guides with a focus on fidelity to implementation. Next steps will be to monitor student success in order to determine adjustments that might need to be made.	
<b>Plan</b>	Assigned to:	Kimberly Hildebrandt	
	How it will look when fully met:	See strategic plan.	
	Target Date:	09/03/2014	
	Added date:		
<b>Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health</b>			
<b>School and classroom culture</b>			
<b>Indicator</b>	<b>P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)</b>		
<b>Status</b>	Tasks completed: 7 of 11 (64%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
		<b>Objective Met</b> - 06/04/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>2016-17 With 20 new certificated staff members there was a need to differentiate training around classroom/school expectations/procedures around CHAMPS and RULER. 50% of new staff were able to attend Safe &amp; Civil Schools summer institute. Teacher trainers gave initial training for all new staff in August. Honor level continues to support as a PBIS of strategies for students making desired choices. A Honor level team meets monthly to review honor level data and design monthly incentives for students. Learning walks continue to support schoolwide implementation and determine areas needed for more professional development opportunities. -1516 Three main data areas are reviewed weekly by admin staff and sent to rest of staff weekly. We look at Honor Level data to determine lowest level compliance, then situation reports are reviewed and out of school suspensions. Finally, checklists from CHAMPS Foundations are used to observe and make changes to common areas of the school. All staff have a charter in their classroom and CHAMPS each individual lessons. This has become a no opt out policy and has been observed in each classroom. Teachers all completed additional CHAMPS training and this August all completed CONscious Classroom training which is specific to classroom need rather than school wide systems focus. A team of 12 attended summer trainer of trainer CHAMPS training. Teachers are required to turn in classroom management plans to administrators by Sept 20. We moved to an HONOR level program that rewards and recognizes those students making good behavior choices around the school motto: Keep it R.E.A.L. Responsible, Engaged Accountable Learners. 2013-14 We are currently utilizing shared procedures and rules for classroom engagement and noise levels. We are developing the use of learning walks for learning teams to work together to develop this capacity with all teachers. 2014-15- We have revisited safety concerns around two areas: Social-Emotional Intelligence and through school wide language/ instructional practices that center around common language and shared vision for behavior. A CHAMPS team has been implemented and training is conducted with a nationwide trainer 3 times for this school year. CHAMPS committee was formed, students were taught both schoolwide and classroom expectations during advisory. The expectations are reviewed weekly in announcements. Finally, The RULER through Yale has been trained for and implemented. This includes Charters for each classroom and staff and a mood meater to self monitor emotions. Deescalation techniques will be taught in December. All staff are trained and are using these tools wth students. A walkthrough tool around Principle 6 will be implemented November 2014 and used every other week to provide feedback on safe and civil learning environment.</p>
<b>Plan</b>	Assigned to:	Tammy Larsen

	How it will look when fully met:	Oct. 2014: If we teach CHAMPS using schoolwide shared language then we improve school climate and student success by explicitly teaching and reinforcing expectations that results in increasing learning time for students by decreasing major discipline office referrals & suspensions by half(baseline data Sept. 2014 6th grade: 10 referrals weekly, 7th & 8th grade: 30 referrals weekly. Goal by Sept. 2015 6th grade: 5 weekly, 7th & 8th grade: 15 weekly.) We will continue to monitor discipline referrals on a weekly basis per grade level, per gender, per ethnicity to monitor and adjust strategies for CHAMPS implementation. 2015-16 When we implement CHAMPS, RULER, Honor Levels and Conscious Classroom, we will have a safe and civil school with decreased discipline/situation reports. 2016-17 If we implement CHAMPS, RULER and Honor Level structures we will see a decrease from 30 office referrals a week to less than 20 office referrals a week.
	Target Date:	06/23/2017
	<b>Tasks:</b>	
	1. CHAMPS training provided by Safe & Civil Schools trainer for all staff	
	Assigned to:	Tammy Larsen
	Added date:	10/21/2014
	Target Completion Date:	07/11/2014
	Comments:	Happened regular frequency, fall, winter and spring-summer will be "tough kids" training and safe and civil school conference in July. Trainer of trainer model will be used so that as national trainer is phased out, in building trainers will take over.
	<b>Task Completed:</b>	6/3/2015 12:00:00 AM
	2. Follow up training for staff who couldn't attend July CHAMPS training	
	Assigned to:	Mark Kilcup
	Added date:	10/21/2014
	Target Completion Date:	08/29/2014
	Comments:	Follow up training given in fall for those not in attendance in summer. Additional training will be given for tough kids and safe and civil schools this summer- 2015. New CHAMPS committee will review incentive June 5, 2015
	<b>Task Completed:</b>	6/3/2015 12:00:00 AM
	3. Staff to implement CHAMPS for all common school areas & classrooms	
	Assigned to:	Mark Kilcup
	Added date:	10/21/2014
	Target Completion Date:	09/19/2014
	Comments:	Common area posters are made and 90% of classrooms have them up. They are throughout school. They will be remade and revisited with words that are readable and briefer.
	<b>Task Completed:</b>	12/1/2014 12:00:00 AM
	4. Staff training day #2 with Safe & Civil Schools CHAMPS trainer	

		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	02/27/2015
		Comments:	Staff trainer came to First Creek and completed phase two of CHAMPS training. Teachers were able to review common language and determine next steps for school. Plan was made for June Tough Kids training.
		<b>Task Completed:</b>	<b>6/2/2015 12:00:00 AM</b>
	5. Staff training #3 (2 days) with Safe & Civil Schools CHAMPS trainer.		
		Assigned to:	Tammy Larsen
		Added date:	10/21/2014
		Target Completion Date:	06/26/2015
		Comments:	To be completed June 18 and 19. In addition trainer of trainer models will be implemented after safe and civil schools training in July.
		<b>Task Completed:</b>	<b>6/1/2015 12:00:00 AM</b>
	6. Teachers will attend TOUGH KIDS training 2 days after school is out. Safe and Civil Schools training will be attended by trainer of trainers team in Portland. Training will take place in the fall.		
		Assigned to:	Becky Owens
		Added date:	06/04/2015
		Target Completion Date:	07/31/2015
		Comments:	Will be implemented June 18 and 19.
		<b>Task Completed:</b>	<b>6/1/2015 12:00:00 AM</b>
	7. Implement an Honor Level system		
		Assigned to:	Becky Owens
		Added date:	09/21/2015
		Target Completion Date:	09/30/2015
		Frequency:	daily
		Comments:	Purchase program and assign monitoring to staff
		<b>Task Completed:</b>	<b>5/4/2016 12:00:00 AM</b>
	8. New teachers to First Creek Middle School will be sent to CHAMPS training in Portland to create consistency around enforcing positive behavioral expectations.		
		Assigned to:	Becky Owens
		Added date:	05/05/2016
		Target Completion Date:	07/31/2016
		Comments:	Teachers will need to send their champs plan to the office for review and monitoring
	9. Honor Level Calendar will be established and implemented by positive behavior team to be monitored by new behavior dean.		
		Assigned to:	Becky Owens
		Added date:	05/05/2016
		Target Completion Date:	09/30/2016

		Comments:	add to list of responsibilities for dean
		10. Champs & RULER training will support continued implementation	continue to differentiated for new and existing staff to support continued implementation
		Assigned to:	Tammy Larsen
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
		11. Our leadership team will lead trainings and conversations around poverty and relationship building to support staff in implementing practices that will lead to decreased undesired behaviors.	
		Assigned to:	Tammy Larsen
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		64%
	Objective Met:		6/4/2015
	Experience:		6/4/2015 All parts have been implemented within the school. Trainings to be completed by July 18.
	Sustain:		6/4/2015 Revising of school wide champs posters. Bringing all new staff on brd with champs training.
	Evidence:		6/4/2015 Training dates- Aug 2014, Feb 2015, June 2015 and July 2015
<b>Indicator</b>	<b>P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).(2639)(Expected)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assess</b>	Level of Development:	Initial:	Limited Development 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:	<p>2013-2014 The school leadership team is implementing building wide strategies to develop healthy social and emotional environments among students and staff. These strategies include a restorative justice discipline model, as well as student discussion circles in an advisory class model.</p> <p>2014-15- We have revisited safety concerns around two areas: Social-Emotional Intelligence and through school wide language/ instructional practices that center around common language and shared vision for behavior. A CHAMPS team has been implemented and training is conducted with a nationwide trainer 3 times for this school year. CHAMPS committee was formed, students were taught both schoolwide and classroom expectations during advisory. The expectations are reviewed weekly in announcements. Finally, The RULER through Yale has been trained for and implemented. This includes Charters for each classroom and staff and a mood meater to self monitor emotions. Deescalation techniques will be taught in December.</p> <p>2015-16 Aug. Ruler training attended and Mood Meter used. CHAMPS are reviewed and Trainer of Trainers sent to Safe and Civil Schools conference. Foundations Schoolwide program implemented- CHAMPS trainer walkthroughs completed.</p>
<b>Plan</b>	Assigned to:	Becky Owens
	How it will look when fully met:	<p>2015-16 First Creek Middle School will be safe and orderly as indicated by reductions in suspension and overall situation reports for unsafe behavior. Staff, parents and students will report feeling safe and valued by staff and each other. This will be determined by CEE perception data, as well as climate survey. Discipline data will be reviewed. If CHAMPS and RULER are implemented with fidelity safety will be increased resulting in a reduction of 40% of office referrals and suspensions from 2014-15 to 2015-16 and a 30% increase of "feeling safe" as measured by both 2015 CEE and 2016 district climate survey. 2013-14 First Creek will be guided by our singular vision for providing a safe and orderly atmosphere conducive to learning. This vision will be rooted in our view that cultural, linguistic responsiveness is the needed lens in which to develop each of the key components of the teaching learning cycle. With teachers practicing the actions of affirming and validating student's cultural behaviors, while building and bridging to more school appropriate behavior, the classroom learning environments will be rooted in respect. Our school's full implementation of the Restorative Justice discipline model will create opportunities for children to reflect on thier personal responsibility in causing harm to the learning environment or to learning community members. With this reflection comes the opportunity to make their wrongs, right.</p>
	Target Date:	06/21/2016
<b>Tasks:</b>		
	1. The leadership team will work in PLC meetings to evaluate the state of our school's classrooms in terms of established rules and procedures with appropriate consequences for violations.	
	Assigned to:	Regina Rainbolt
	Added date:	10/25/2013

		Target Completion Date:	06/06/2014
		Comments:	
	2. If teachers use RULER and CHAMPS to both teach behaviors and self regulation then students will decrease their number of suspensions from 250 for the year to 125.		
		Assigned to:	Becky Owens
		Added date:	10/13/2015
		Target Completion Date:	06/24/2016
		Comments:	RULER must be used in every classroom and during the discipline or redirection process.
	3. If teachers use behavior support interventionist before administrative discipline, students will be reduce their discipline by learning new positive behaviors to replace ineffective unsafe behaviors which will reduce discipline by 50%		
		Assigned to:	Sheila Williams
		Added date:	10/13/2015
		Target Completion Date:	06/26/2015
		Frequency:	daily
		Comments:	Office staff and teachers must request behavior support first as an intervention. Honor level system is in place as an intervention as well. Intervention must be done before discipline.
	4. If Honor Level is used as an intervention before discipline, teachers will be in charge of level 1 discipline decrease level 2 and 3 levels by 50 %		
		Assigned to:	Michelle Dimant
		Added date:	10/13/2015
		Target Completion Date:	06/19/2016
		Frequency:	daily
		Comments:	Honor levels and rewards will need to be purchased. Regular rewards and reinforcement must be ongoing. Also looking at regular intervals of honor levels need to be reviewed weekly.
<b>Implement</b>	Percent Task Complete:		0%

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

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

<b>Indicator</b>	<b>P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)</b>		
<b>Status</b>	Tasks completed: 3 of 4 (75%)		
<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:	2013-14 We currently have family representation in the form of a Y.M.C.A community program director that works in our school and give direct input in matters related to family-school relations. 2014-15 We continue to work with the community partnerships through YMCA, College Readiness, TRIO and with feeders to take input about needs within the school and the community need. In addition we have hired a full time office staff member who speaks Spanish to bring in additional stake holders. We have requested a parent from the hispanic community to join our SIG leadership team. We have shared our SIG grant, plan and changes to the school day through newsletters, parent meeting in April of 2014, and in our Title I parent night September 25th. Finally we brought stake holders to the school through an Eastside parade that included all elementary and high school feeders. 2015-16 Each SIG initiative will be shared at a parent night. Initiatives have been shared in newsletters but feedback has only been informally collected. A formal process will be developed to enhance parent feedback on SIG initiatives.
<b>Plan</b>	Assigned to:	Becky Owens
	How it will look when fully met:	Parents and school leadership team will regularly communicate in planned meetings. These meetings will facilitate both input and feedback from parents around school culture and learning initiatives. School administration, and the Y.M.C.A community program director will inform parents of school initiatives and also gather feedback from parents. 2015-16 Parent nights will be created around each SIG initiative and a feedback element/ surveying will be created to solicit input from parents and community.
	Target Date:	05/30/2016
	<b>Tasks:</b>	
	1. Quarterly meetings will be scheduled for parents and school leadership to meet and discuss a variety of topics to include school systems and parent advocacy for their child, teacher - parent communication, parent enrichment, school climate and instruction resources.	
	Assigned to:	Fahren Johnson
	Added date:	05/05/2014
	Target Completion Date:	06/06/2014
	Comments:	Community Partnership meetings are conducted quarterly. Events that showcase student work are well attended but meeting format are not. A combination of student showcases with meetings will increase attendance.
	<b>Task Completed:</b>	<b>6/17/2015 12:00:00 AM</b>
	2. Parent surveys will be given to gather feedback around school - parent communication. Areas of inquiry will include, school safety, addressing language barriers, transportation issues, community resource access, and general parent concerns.	
	Assigned to:	Fahren Johnson
	Added date:	05/05/2014
	Target Completion Date:	06/06/2014

		Comments:	These surveys were conducted through the YMCA and included communication, safety, ELL and education. Additionally the surveys are created this year in English and Spanish and in 2015 in Vietnamese as well. Additional surveying will include academic achievement, interventions and school initiatives. CEE perception data will used as well as Healthy Youth Survey and finally Climate surveys.
		Task Completed:	6/1/2015 12:00:00 AM
		3. The adult education division of Tacoma Community College will provide two teachers of English language, to host level 1 through 4 classes. Each class is a 10 week course that meets Monday through Thursday. The classes will meet quarterly.	
		Assigned to:	Fahren Johnson
		Added date:	05/05/2014
		Target Completion Date:	06/06/2014
		Comments:	This has been ongoing for 2 years and continues to be a weekly class for families at First Creek. The past year and a half includes a waiting list to get into the program.
		Task Completed:	10/13/2015 12:00:00 AM
		4. Parent Night Series will be based on SIG initiatives and contain a survey/ input session for parents to inform it constituents of the work being done at First Creek Middle School	
		Assigned to:	Becky Owens
		Added date:	10/13/2015
		Target Completion Date:	05/30/2016
		Frequency:	monthly
		Comments:	Surveys should be ready as well as input session for each night developed .Both verbal input and an exit ticket would be useful in English and Spanish.
<b>Implement</b>	Percent Task Complete:		75%
<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: 2 of 6 (33%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
		<b>Objective Met</b> - 06/04/2015	
	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:	2016-17 Based on parent attendance (sign in data) our September 2016 Open House night was the best attended parent night we've had since starting SIG work at FCMS. The PI policy, mission statement, compact were all shared with parents and allowed them opportunity to provide feedback and input. Our 16-17 parent involvement committee is planning monthly parent engagement opportunities to increase parent engagement. We've added an October parent conference night (as district parent conference are not until December which our staff was too late to have as initial meeting for our parents.) We've also planned a November Harvest Resource Parent NIGht connecting our families to community resources. 2015-16 - CEE perception data will show improvement in the area of parent involvement. In addition we will show increased numbers of participation in our attendance at parent nights, performance and student led conference attendance will improve. Parent numbers of responses to district climate surveys will increase. This information is included in student handbook and will be linked to the website and shared at ELL nights in a variety of languages. In addition, parent night Sept 24 will include information on this compact and parent involvement. 2013-14 We currently communicate key documents to teachers, school personnel, parents and students in different formats. Teachers have access to this information in a staff handbook, as well as on a school district shared website. Parents and students receive information via e-mail, phone, letter, conferences, and open house events. 2014-15 We continue to include all documents, policies, visiting schedules and other parent involvement pieces with parents in the fall, at parent teacher conferences and through monthly regular newsletters home and finally on our school website.
<b>Plan</b>	Assigned to:	Tammy Larsen
	How it will look when fully met:	15-16 All parents will report understanding the resources available from TITLE I and First Creek Middle School. Handbooks will go to all students and updates will be made to all new TITLE I regulations. Parent night will be conducted providing specific information on SES tutoring, school improvement process and level of school failure is covered. As a result of ongoing parent nights centering around parent involvement and improved instructional practices/ social emotional learning, parents will report an increase in overall satisfaction of CEE data and TPSD Climate Survey. 2016-17 If we increase parent engagement opportunities we will see increased parent participation/attendance at parent events from less than 25% attendance increase to 40% attendance as measured by parent sign ins.
	Target Date:	06/23/2017
<b>Tasks:</b>		
	1. 2/24/25	The monthly newsletter is collaborated upon by administration, the front office and topics submitted by staff. The monthly newsletter is then translated and printed in two sided document (1 side English, 1 side Spanish.)
	Assigned to:	Becky Owens
	Added date:	02/24/2015

		Target Completion Date:	09/16/2014
		Frequency:	monthly
		Comments:	Newsletter completed once monthly English and Spanish. All information provided with Spanish translation
		<b>Task Completed:</b>	<b>6/1/2015 12:00:00 AM</b>
	2. 2/24/15 Parent Involvement policy, mission statement, Compact etc...are always available and open for input by parents at each parent event.		
		Assigned to:	Tammy Larsen
		Added date:	02/24/2015
		Target Completion Date:	09/08/2014
		Frequency:	three times a year
		Comments:	Completed. This is reviewed at parent nights in English or Spanish. We are working to have a parent assist us in planning these evenings.
		<b>Task Completed:</b>	<b>6/1/2015 12:00:00 AM</b>
	3. 4 parent meetings per year will be conducted where each of the title I regulations will be shared. There will be samples and sign ins for each event that outline these regulations.		
		Assigned to:	Tammy Larsen
		Added date:	03/28/2016
		Target Completion Date:	06/01/2017
		Frequency:	four times a year
		Comments:	
	4. Parents and community will be surveyed during parent nights to determine satisfaction and understanding of initiatives happening at FCMS		
		Assigned to:	Becky Owens
		Added date:	03/28/2016
		Target Completion Date:	05/01/2017
		Frequency:	once a year
		Comments:	
	5. Community Partners will conduct showcases for student work and performance which includes parents and community and highlights students work for FCMS. Parents and students will be surveyed around overall satisfaction for the work done.		
		Assigned to:	Fahren Johnson
		Added date:	03/28/2016
		Target Completion Date:	04/01/2017
		Frequency:	twice a year
		Comments:	
	6. Parent involvement committee will increase parent engagement opportunities		
		Assigned to:	Tammy Larsen
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	

<b>Implement</b>	Percent Task Complete:	33%
	Objective Met:	6/4/2015
	Experience:	6/4/2015 Completed newsletters monthly.
	Sustain:	6/4/2015 Continual translations in additional languages needed
	Evidence:	6/4/2015 10 newsletters completed for school year in English and Spanish.
<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>	Tasks completed: 4 of 5 (80%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013
		<b>Objective Met</b> - 06/04/2015 05/05/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	2016-17 We will continue 2015-16 work to address this indicator. We are not at full implementation thus far as we are still striving for better ways to get communication to all families, especially those with language barriers. This year will strive for full implementation by adding opportunities for families to learn about curriculum and ways they can support their children to be more successful at school. 2015-2016- Perception data from CEE will be used to assess whether parents understand their rights and responsibilities around parent involvement. Climate survey results will be collected around how well we are communicating with parents. We will carefully look at the data surrounding our students speaking different languages in their home to determine if we are reaching these harder to reach communities. The compact is developed and distributed on the first week of school to all students and returned to each homeroom/advisory teacher. Once again parent teacher conferences will be held in October where the compact is reviewed and collected. 2013-2014 Our teachers currently communicate with parents about routines and guidelines for supporting students' academic work at home. 2014-2015- The compact has been shared in our student handbook home. In addition, the responsibilities of school, home and students is addressed at back to school night on Sept. 25. Parent/teacher conferences were conducted Oct. 17 and 18 and parents were provided with compacts then.
<b>Plan</b>	Assigned to:	Tammy Larsen

How it will look when fully met:		<p>16-17 As a result of continued parent nights in every focus area for First Creek including, ELL, AVID, RULER, and SBAC using translators to interpret, involvement will increase at each event by 20% each time. As a result of conducting parent nights in areas of focus at First Creek Middle schools, parents will report overall satisfaction and "focus on rigorous instruction up by 20% as measured by the district climate survey. 15-16 This task must be completed yearly. The compact was sent out to all students in the student handbook and was As a result of conducting parent nights in every focus area for First Creek including, ELL, AVID, RULER, and SBAC using translators to interpret, involvement will increase at each event by 10% each time. As a result of conducting parent nights in areas of focus at First Creek Middle schools, parents will report overall satisfaction and "focus on rigorous instruction up by 10%.returned to homeroom/advisory teachers. It was reviewed with all other TITLE I requirements at an openhouse on September 26, 2015. In addition SES tutoring all calls went out to all families from the TITLE I office on October 11, 2015. The schools goals will be communicated with our families so they understand how they can support their student's achievement. The school will hold events where parents can come and learn about the curriculum that teachers will be using. These events will also include ways families can communicate with their child's teacher and access their child's progress towards meeting the classroom goals. Regular phone calls home, classroom and school flyers will go home to keep parents informed of the school events.</p>
Target Date:		09/26/2015
Tasks:		
	1. Families will be invited to an August Back to School event that will highlight the different curriculum areas and allow parents and students to meet the teachers.	
	Assigned to:	Rebecca Owens
	Added date:	05/05/2014
	Target Completion Date:	08/29/2014
	Comments:	Auto call complete, August parent night will be for incoming 6th graders with dinner provided. Back to school parad will be tied to training day on Sept 3 to have perfect attendance from staff and high number of parents and students here for bbq dinner. Additional parent night will be conducted in Sept.
	Task Completed:	6/1/2015 12:00:00 AM
	2. Teachers will be trained to use the email system that is attached to the gradebook to send regular messages to parents about their classroom. Teachers will also utilize an online site to post specific information about their classes. Each grade level will create a flyer or newsletter to inform parents about the goals of their specific grade level.	
	Assigned to:	Regina Rainbolt
	Added date:	05/05/2014
	Target Completion Date:	10/03/2014

		Comments:	2013-Contact the Tech department for help in setting up professional development for teachers. 2014-15 school year- All teachers expected to check email twice daily. School newsletter communicates events for school as a whole with reminders to parents for individual subjects.
		Task Completed:	6/1/2015 12:00:00 AM
		3. A parent night will be held to show parents how to access their students progress in each class through the on-line grading system. During this event, parents will be able to meet with their child's teachers and spend more time learning about the learning expectations for the school year. Teachers will give parents specific responsibilities that support their student's achievement.	
		Assigned to:	Tammy Larsen
		Added date:	05/05/2014
		Target Completion Date:	10/03/2014
		Comments:	6 parent nights were conducted with a variety of topics- college readiness, grade access, student led conferences, community resources, transition, math help and language arts help
		Task Completed:	5/13/2015 12:00:00 AM
		4. Parents were invited on September 26th to attend a TITLE I information night where compact is reviewed, SIG status was shared and SES opportunities are provided.	
		Assigned to:	Becky Owens
		Added date:	10/13/2015
		Target Completion Date:	10/30/2015
		Comments:	TITLE I resources are needed for handbook. Powerpoint of where First Creek is stationed in improvement process is shared. Interpreters are provided. SES resources must be acquired by Title I office.
		Task Completed:	1/1/2016 12:00:00 AM
		5. Parent nights will be done every 6-8 weeks and will include the requirements of Title I with compact posted, resources provided and information given on resources for parents when needed.	
		Assigned to:	Tammy Larsen
		Added date:	05/05/2016
		Target Completion Date:	05/02/2017
		Frequency:	four times a year
		Comments:	Providing table set up with all resources at each parent night will be manned by Title I support staff will assure required elements are given out to every parent.
<b>Implement</b>	Percent Task Complete:	80%	
	Objective Met:	6/4/2015 5/5/2016	
	Experience:	6/4/2015 Parent nights a success. Next year we will have an administrator assigned to generate information nights. More organized efforts towards high interest topics will be made. 5/5/2016 Parent nights that include compacts and information around TITLE I supports are done every 6 weeks and include information on involvement, resources and other Title I requirements.	

Sustain:	6/4/2015 Continued parent nights with each admin creating a parent night to generate more interest in topics. More advertising needed with more student work and performance to create culture shift and work around student input and work. 5/5/2016 Continued parent nights that include student showcase will increase attendance.
Evidence:	6/4/2015 dates of parent nights: Sept, Oct, Dec, Feb, March, May 5/5/2016 Sign in sheets for parent nights with agenda show this has been met.

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

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

<b>Indicator</b>	<b>P7-IVA13 - The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)</b>		
<b>Status</b>	Tasks completed: 5 of 9 (56%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
		<b>Objective Met</b> - 06/04/2015 05/05/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>2016-17 Previous years work continues. Parent attendance continues to be sporadic throughout the year based on parent sign in data. Our parent involvement committee has made "engaging parents and community" in the transformation process a priority in year 3 work. They are intentionally collaborating together to find topics that will interest families in a more meaningful way with the intent to increase parent engagement. 2015-16 First Creek Middle School continues to engage in monthly parent nights. They are sporadically attended by parents, however the 6th grade model continues to draw larger crowds. Performances draw higher numbers. Pairing academic nights with performance will help to increase input and numbers. Our data around climate and culture obtained by surveys on CEE and School Climate are increasing as we have improved the ability to work with both Vietnamese and Hispanic cultures. 2013-14 First Creek houses a Y.M.C.A lead community schools model with the objective of aligning the goals of the school leadership team with multiple community partners for the benefit of students, parents and other stakeholders. The first leg of this community engagement work is a before/during/and after school program called Eagles Center. Multiple program collaboration provides support in the areas of academic enrichment, social and emotional support and healthy lifestyle and eating. These are the programs that currently support these objectives: 21st Century Eagle's Nest, Brotherhood, Comprehensive Health Services, El Camino, Ladies First, Male Involvement Project, MESA, Proyecto Mole, Sisterhood, Teen Outreach Program, Trio, Write@253, YMCA Recreation, and YMCA Visual Arts. We have a biweekly meeting for Latino families that includes feedback on their children's participation at First Creek. 2014-2015- Eagle Center continues with 18 community services provided. Reduction in who has access to this program has been made to be sure that all programs are high leverage /academic quality so that students do not get distracted by their existence. Instead they must be an enhancement to the learning /academic day to be included. Increased partnership and control for oversight of the Eagle Center has increased the academic and rigorous focus of this extended day program. Community meetings are attended and progress is shared at parent involvement nights, community regional meetings and with the school district cabinet. All newsletters are provided in both English and Spanish. Interpreters are readily available to increase parent involvement for 40% of FC population</p>
<b>Plan</b>	Assigned to:	Tammy Larsen

	How it will look when fully met:	<p>2013-2014-First Creek as an educational institution will be transformed in the lives of parents from a place of alienation and fear, to a place of inclusion and a sense of belonging. Our parents will be involved in planning processes of outreach events. Parents will be present during school leadership meetings. Parents will be active and engaged with building a positive school culture. The school will have structures that facilitate the training and development of parents to do this work. 2014-2015- If we provide feedback to parents about our most current data to parents in the area of academic and behavior, then we impact parents to become better consumers of their children's education which will result in increased parent involvement at school events. 2015-16 By attending parent events highlighting the initiatives of the school improvement process, parents will become more engaged and educated about building strategies and therefore support their students emotional and academic education. By providing parents with First Creek Information through parent nights and newsletters in their own languages will increase of access, parents and students will improve their CEE Perception Data by 10% growth in Benevolence/caring at school. 2016-17 If FCMS surveys parents to find and plan meaningful events they are interesting in attending parent attendance at events will increase from 25% attendance to 40% attendance as measured by parent sign ins.</p>
	Target Date:	06/23/2017
	<b>Tasks:</b>	
	<p>1. The staff will create a 4 parent night series in conjunction with Eagle Center and the FCMS. These will include meals to assure parents have time to come to the school with their families. Each night will include a state of First Creek address that will include where we have been and current data. In addition, parents will be given an ongoing survey of how we are implementing the changes to increase student learning.</p>	
	Assigned to:	Wilfred Allison
	Added date:	10/21/2014
	Target Completion Date:	06/12/2015
	Frequency:	four times a year
	Comments:	Will ask Fahren Johnson to collect parent signatures for each parent night. Will create survey monkey to collect survey data on perception data on how we are doing Will ask Damaris Rivera to interpet all surveys and parent nights
	<b>Task Completed:</b>	<b>5/13/2015 12:00:00 AM</b>
	<p>2. Parents will be provided newsletters translated in English and Spanish to provide ongoing data about how well students are performing in academic assessments as well as with discipline at First Creek</p>	
	Assigned to:	Becky Owens
	Added date:	10/21/2014
	Target Completion Date:	06/12/2015
	Frequency:	monthly

		Comments:	Damaris Rivera will interpret for each newsletter. Jason Ihde will provide data for each monthly newsletter to inform parents and families of how students are doing with both behavior and acadmically Add newsletter to website.
		Task Completed:	6/3/2015 12:00:00 AM
		3. We will implement a program we are calling Life at First Creek: Parent University. These will be educational, life skill classes offered to parents in the evenings. The classes will include ESL, home economics, and school success strategies. These classes will have three sessions, and each session will meet Monday through Thursday 6pm to 8pm and last for 6 weeks.	
		Assigned to:	Fahren Johnson
		Added date:	10/25/2013
		Target Completion Date:	06/06/2014
		Comments:	Changed to parent nights as in previous indicator
		Task Completed:	1/5/2015 12:00:00 AM
		4. Four family engagement events will be hosted via First Creek Eagle's Center. Each event will have its own theme. The themes include, health, bullying, cultural expression, and youth Olympics.	
		Assigned to:	Fahren Johnson
		Added date:	10/25/2013
		Target Completion Date:	06/06/2014
		Comments:	Happened throughout 15-16 school year using SIG, title I and Eagle Center funding
		Task Completed:	5/13/2015 12:00:00 AM
		5. Monthly parent meetings will be conducted centered around one building initiative monthly including, AVID, ELL, Data, Ruler and CHAMPS	
		Assigned to:	Becky Owens
		Added date:	10/13/2015
		Target Completion Date:	05/30/2016
		Frequency:	monthly
		Comments:	Each administrator and committee team will be responsible for creating a parent night focused on the areas above. Teams will arrange for interpreters and advertising.
		Task Completed:	4/28/2016 12:00:00 AM
		6. There will be 4-6 parent involvement nights that will include a student performance or showcase so that each parent finds more reason to come for information.	
		Assigned to:	Becky Owens
		Added date:	05/05/2016
		Target Completion Date:	05/02/2017
		Frequency:	four times a year
		Comments:	Each Admin will oversee the parent night that coincides with their oversight.
		7. A Title I parent resource table will be set at all parent involvement events so that parents have resources at their fingertips.	
		Assigned to:	Joanne Bartlemay
		Added date:	05/05/2016

		Target Completion Date:	05/02/2017
		Frequency:	four times a year
		Comments:	
	8. A parent survey will be sent out to parents regarding the transformation initiatives FC is involved in. A computer kiosk will be made available at each parent night to solicit parent input on how we are doing.		
		Assigned to:	Joanne Bartlemay
		Added date:	05/05/2016
		Target Completion Date:	04/07/2017
		Frequency:	four times a year
		Comments:	
	9. Parent survey will created and given at December conference to assess parent desired school events		
		Assigned to:	Tammy Larsen
		Added date:	10/21/2016
		Target Completion Date:	06/23/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:	56%	
	Objective Met:	6/4/2015 5/5/2016	
	Experience:	6/4/2015 In conjunction with community partners, Eagle Center, Title I and FC, we have reached out to community regularly. We had greatest amount of climate surveys as a result of reaching out in thre languages: English, Spanish and Vietnamese. 5/5/2016 We must include student showcase to make this motivating to parents to come. Topics or food just is not enough to motivate parents to come.	
	Sustain:	6/4/2015 Continual interpetation makes all the difference 5/5/2016 Create students buy in by featuring their work and learning.	
	Evidence:	6/4/2015 Climate survey results, parent sign ins 5/5/2016 Agendas for family nights are included	