

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 28, 2016

Angelo Giaudrone Middle School---P NCES - 530870003155

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-ID05 - All teams prepare agendas for their meetings.(39)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 10/23/2013	
	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:	Staff, SCDM, Grade Level, Core Content, AVID, IB, SpEd, PTSA and others all produce agendas based on the results from their last meeting, needs for improvement or other concerns. Folks from each team are assigned portions of the agenda to clarify responsibilities and facilitate outcomes. Agendas are sent out at least the day before if not sooner.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator P1-ID06 - All teams maintain official minutes of their meetings.(40)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 10/23/2013	
	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:	Staff, SCDM, Grade Level, Core Content, AVID, IB, SpEd, PTSA and others all provide minutes from their meetings to all staff. This allows for clear communication of team/committee work. The coordinator of each team then keeps a binder of record for each set of minutes and agendas. Any tasks assigned at a meeting shows the person who has the lead for a given project so folks know who to contact. Coaching days = The head principal has Monday and Thursday blocked off on his schedule to do walkthroughs and work in the classrooms. Each Ast principal has one day (AP – Wednesday and Dean Tuesday)
Plan	Assigned to:	Not yet assigned
	Added date:	
Indicator	P1-ID08 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	
Status	In Plan / No Tasks Created	
Assess	Level of Development:	Initial: Limited Development 10/23/2013
	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:	SCDM is our site council that has reps for each content area, grade level, special program (IB, AVID) administration, paraeducators. When making changes to mission/vision and special events we have parents and students that join us. We meet: Twice a month for 45 minutes 2 hours in August to prepare for the year 2 afternoon retreats for 4 hours for full program review each spring to help drive program implementation and change for the upcoming school year.
Plan	Assigned to:	Not yet assigned
	Added date:	
Indicator	P1-ID09 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	
Status	In Plan / No Tasks Created	
Assess	Level of Development:	Initial: Limited Development 10/23/2013
	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:	SCDM started 3 years ago with half the staff interested in participating. After narrowing down our needs, the reality of the tasks and how we could build a wide breadth of communication we settled on about 1/3 of the staff. Then we changed our meeting times to 2nd & 4th Tuesday mornings in order to then hold grade level meetings on Thursday mornings to disseminate the SCDM information and provide opportunities for input and feedback.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)(TitleITA)		
Status	In Plan / No Tasks Created		
Assess	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:	Four tiers of data are used at Giaudrone. 1 - State. 2 - District benchmark assessments. 3 - Summative. 4 - Formative 1 - State level assessments help shift support of programs, resources and staffing, along with driving big picture thinking on instructional needs for meeting standard. 2 - SRI, MBA and Gates-McGinite. These benchmark assessments help building, classroom teachers and students better grasp their growth over time and standards as they roll out fall, winter and spring each year. 3 - Summative assessment data has been an integral part of our standards based grading and teachers will compare notes with each other during common planning time to better understand instructional moves and student understanding around individual or multiple standards. 4 - Formative assessment has become a weekly activity for reflection by teachers. Teams will compare notes, co-write or even exchange formative assessments for comparisons. We practice both verbal or hand cues(fist to five, thumbs up/down) along with short slips for feedback. short slips include, Do Now(entry tasks), exit slips, quick surveys, reflections or other. Teachers find collecting these items allows them to better assess students needs, learning and effectiveness of instruction. During common planning meetings these physical examples allow for deep discussions around teaching and learning and push teachers to make gains with All students.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)		

Status	Objective Met 6/1/2014		
Assess	Level of Development:		Initial: Limited Development 10/24/2013
			Objective Met - 06/01/2014
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The entire school is organized into colleges by grade level. There are two colleges for each grade level. In each college is a math, science, humanities, specialist/elective, SpEd, administrator, counselor and support staff person. These colleges are assigned 112 students at the max. This allows for teams to support students, reduce communication chains, align programs, teach and learn cross content (IB) and build team/college pride through special events/spirit days. We also support parents by reducing the need to track down all their child's teachers every time there is an issue. We also have common planning by core content: 1st period - Math 2nd period - half the specialists/electives 3rd period - humanities 4th period - half the specialists/electives 5th period - science	
Plan	Assigned to:	William Harris	
	How it will look when fully met:	The entire school is organized into colleges by grade level. There are two colleges for each grade level. In each college is a math, science, humanities, specialist/elective, SpEd, administrator, counselor and support staff person. These colleges are assigned 112 students at the max. This allows for teams to support students, reduce communication chains, align programs, teach and learn cross content (IB) and build team/college pride through special events/spirit days. We also support parents by reducing the need to track down all their child's teachers every time there is an issue. We also have common planning by core content: 1st period - Math 2nd period - half the specialists/electives 3rd period - humanities 4th period - half the specialists/electives 5th period - science	
	Target Date:	03/28/2014	
	Tasks:		
	0. Maintaining this system as enrollment increases, mobility of students and second semester scheduling will require meeting as an administrative team with counselors and scheduling secretaries.		
	Assigned to:	William Harris	
	Added date:	02/28/2014	
	Target Completion Date:	03/28/2014	
	Frequency:	twice a year	
	Comments:	Enrollment is predicted to hold at 640. Staffing is almost complete for next year. Master schedule has been drafted.	
	Task Completed:	5/30/2014 12:00:00 AM	

Implement	Percent Task Complete:	100%
	Objective Met:	6/1/2014
	Experience:	6/1/2014 Admin staff meet annually to make sure we keep program consistent.
	Sustain:	6/1/2014 Continue above
	Evidence:	6/1/2014 As stated in comments. Staffing has been completed with HR. Budgets have been provided to admin for next year and a master schedule has been drafted.

Student and School Success Principle 1: Strong leadership

Principal's role

Indicator P1-IE05 - The principal participates actively with the school's teams. (56)(SWD)

Status In Plan / No Tasks Created

Assess	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:	Principal is an active part of the SCDM, SpEd, grade level, core content, IB, AVID, PTSA and ASB. They attend these meetings, take on tasks and share in the production of outcomes.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

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

Status Tasks completed: 2 of 5 (40%)

Assess	Level of Development:	Initial: Limited Development 10/24/2013	
		Objective Met - 06/01/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	See Principle P1-ID10. With the heavy frequent use of data, two coaching days a week and participation on teams there are repetitive opportunities to improve instruction, reflect on practices and provide perspective for teams and teachers to continually evolve and improve.	
Plan	Assigned to:	William Harris	

	How it will look when fully met:	<p>The principal and assistant principals at Giaudrone rely on a series of systems to ensure student learning and improved instruction. Each administrator oversees a core content area. Reading dropped in 2 of 3 grade levels last year so I have Humanities. We attend bi-weekly team meetings for our core content, have coaching days designated for extensive walk-throughs, complete evaluations for our core content staff, attend district trainings and studio days for our core content and team with the instructional coach. We monitor data from all angles: grades, benchmark tests, embedded assessments, state tests, common prompts, prior years data and more. Evidence: Minutes from meetings (SCDM, Grade Level, Staff, Core Contents (Math, Science, Humanities). graphs of the data. EDIT 10/27/2016 William Harris is principal at Giaudrone Middle School. He keeps a continued focus on instructional improvement and student learning. This objective will be fully met, however, when he visits classrooms on a scheduled and regular basis, uses our new walkthrough tool to provide feedback to staff, connects his observations to CEL 5D, provides intentional and differentiated staff professional development, shares instructional, researched based protocols, supports and guides PLCs, trains staff on methods of effective assessment and feedback, analyzes varied forms of student data, and presents data to staff to promote additional consideration and actions.</p>
	Target Date:	06/09/2017
<p>Tasks:</p>		
	1. Minutes from meetings (SCDM, Grade Level, Staff, Core Contents (Math, Science, Humanities).	
	Assigned to:	William Harris
	Added date:	11/15/2013
	Target Completion Date:	01/08/2014
	Frequency:	monthly
	Comments:	Minutes from meetings (SCDM, Grade Level, Staff, Core Contents (Math, Science, Humanities).
	Task Completed:	6/1/2014 12:00:00 AM
	2. Create graphs of the data.	
	Assigned to:	Zeek Edmond
	Added date:	11/15/2013
	Target Completion Date:	03/26/2014
	Frequency:	three times a year
	Comments:	
	Task Completed:	6/1/2014 12:00:00 AM
	3. Craft an observation schedule for 3 administrators and 1 instructional coach, ensuring weekly visits to each classroom	
	Assigned to:	William Harris
	Added date:	10/27/2016
	Target Completion Date:	11/09/2016

		Comments:	
		4. Focus on PLC study schoolwide, in particular close examination of the critical five (5) questions identified in P3-IVD06	
		Assigned to:	William Harris
		Added date:	10/27/2016
		Target Completion Date:	06/20/2017
		Frequency:	weekly
		Comments:	
		5. Administrators and/or instructional coaches to guide PLC practice, offering feedback and resources as needed to foster continued growth; DuFour's PLC rubric will be shared and used in this process	
		Assigned to:	William Harris
		Added date:	10/27/2016
		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:	40%	
	Objective Met:	6/1/2014	
	Experience:	6/1/2014 time consuming and district data system is inadequate	
	Sustain:	6/1/2014 just keep doing it	
	Evidence:	6/1/2014 in file cabinet	
Indicator	P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58) (TitleITA)		
Status	Tasks completed: 1 of 2 (50%)		
Assess	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:	Coaching days = The head principal has Monday and Thursday blocked off on his schedule to do walkthroughs and work in the classrooms. Each Ast principal has one day (AP – Wednesday and Dean Tuesday) The principal also participates in studio days, core content meetings, and district trainings through the curriculum & instruction office.	
Plan	Assigned to:	William Harris	
	How it will look when fully met:	Administrative team maintains coaching days. Monday's are our Admin meetings and we frequently walk together to observe instruction and provide feedback.	
	Target Date:	09/08/2014	

	Tasks:		
	1. Developed a staff walk through tool based on needs identified from admin learning walks. Monitor the progress of the use of the tool throughout the year with hopes of improvement identified from baseline data gathered on the week of Oct. 27-31 2014.		
	Assigned to:	Chris McCrummen	
	Added date:	10/21/2014	
	Target Completion Date:	01/20/2015	
	Frequency:	three times a year	
	Comments:		
	Task Completed:	2/4/2015 12:00:00 AM	
	2. Principal attends content meetings at least once a month to monitor progress of vertical teams.		
	Assigned to:	William Harris	
	Added date:	02/25/2015	
	Target Completion Date:	02/01/2016	
	Frequency:	monthly	
	Comments:	Principal attends content meetings once a month	
Implement	Percent Task Complete:	50%	
Indicator	P1-IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)		
Status	Tasks completed: 1 of 4 (25%)		
Assess	Level of Development:	Initial: Limited Development 10/24/2013	
		Objective Met - 10/21/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	With the opportunity to witness so many lessons, provide coaching support, meet with teams and have a building coach; we are able to connect with struggling teachers and provide feedback for growth. Examples include (but are not limited to): data collection during the lesson, side by side coaching, peer coaching, team teaching, modeling, covering classes while teachers observe others, scripted feedback, funds to cover registration for trainings/workshops/conferences.	
Plan	Assigned to:	William Harris	
	How it will look when fully met:	Ongoing through consistent administrator walkthroughs	
	Target Date:	09/04/2014	
	Tasks:		
	1. Develop an electronic tool to provide immediate feedback to teachers while completing walk-throughs		

		Assigned to:	Zeek Edmond
		Added date:	06/01/2014
		Target Completion Date:	06/05/2014
		Frequency:	weekly
		Comments:	Preferably we could keep the feedback as a log of data to collect and compare. Perhaps even score
		Task Completed:	10/17/2014 12:00:00 AM
	2. Admin team and coach plan staff meetings that include staff development based on building needs.		
		Assigned to:	Chris McCrummen
		Added date:	02/25/2015
		Target Completion Date:	02/02/2016
		Comments:	
	3. Principial and Assistant Principal meet with individuals who need one-on-one support to be successful.		
		Assigned to:	William Harris
		Added date:	02/25/2015
		Target Completion Date:	06/12/2015
		Frequency:	twice monthly
		Comments:	
	4. Teachers have a partner to participate in a learning walk. Teachers will focus on student engagement in the classroom.		
		Assigned to:	William Harris
		Added date:	02/25/2015
		Target Completion Date:	06/12/2015
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	25%	
	Objective Met:	10/21/2014	
	Experience:	10/21/2014 We used sharepoint to create a survey.	
	Sustain:	10/21/2014 Learning Walks are Oct. 27-31 2014 Staff we enter data into the survey	
	Evidence:	10/21/2014 The link is on our website. https://employee.tacoma.k12.wa.us/teams/Giaudrone/Lists/Giaudrone%20Team%20Walk%20Through/overview.aspx	
Student and School Success Principle 2: Staff evaluation and professional development			
Professional development			
Indicator	P2-IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)		
Status	In Plan / No Tasks Created		
Assess	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:	With the opportunity to witness so many lessons, provide coaching support, meet with teams and have a building coach; we are able to connect with struggling teachers and provide feedback for growth. Examples include (but are not limited to): data collection during the lesson, side by side coaching, peer coaching, team teaching, modeling, covering classes while teachers observe others, scripted feedback, funds to cover registration for trainings/workshops/conferences. Our teaching framework is 5 Dimensions from CEL out of the University of Washington. Each dimension has a rubric that provides clear language on what exemplary teaching looks like.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	P2-IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)(ELL)		
Status	In Plan / No Tasks Created		
Assess	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:	PD for the staff has been driven by three resources: 1-staff surveys on strengths, areas they want to improve, program needs (IB, AVID etc..) 2 – principal driven needs based on observations, team meetings, student performance 3 – SCDM and tams drive PD needs	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected,TitleITA)		
Status	Tasks completed: 1 of 2 (50%)		
Assess	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:	Based on the answers to P2-IF08, P2-IF07 and P1-ID10; we have several forms of input for how staff development decisions are made. We have also looked at outside data from our district Climate Survey, BERC research group feedback and trend data.	
Plan	Assigned to:	Regina Rainbolt	
	How it will look when fully met:	Training will focus on students with disabilities, creating folders and plans for reading, writing and math. Special education teachers and general education teacher will collaborate for these training sessions.	
	Target Date:	09/04/2015	
	Tasks:		
	1. August PD to train teachers.		
	Assigned to:	Regina Rainbolt	
	Added date:	05/28/2015	
	Target Completion Date:	09/04/2015	
	Comments:		
	2. Regular trainings for special education teachers and general education teachers to collaborate around student data.		
	Assigned to:	Regina Rainbolt	
	Added date:	05/28/2015	
	Target Completion Date:	06/10/2016	
	Frequency:	three times a year	
	Comments:	Weekly meetings where SPED resource teachers meet with gen ed teachers collaborating around assessment and student successes.	
	Task Completed:	5/26/2016 12:00:00 AM	
Implement	Percent Task Complete:	50%	
Indicator	P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)		
Status	Objective Met 5/26/2016		
Assess	Level of Development:	Initial: Limited Development 10/24/2013	
		Objective Met - 05/26/2016	
	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:	School staff engages in formal, ongoing, and regularly scheduled collective professional learning opportunities (e.g. weekly content area meetings, grade level meetings, peer observations and Learning Walks, Teachers Development Group - math, OEL - science, Humanities Team Teaching and Studio classroom, LEAD Team). Colleagues are invited to observe others in practice and offer constructive feedback. This occurs across grade levels and content areas. School leaders set high expectations for adult performance within the school, and communicate these expectations regularly and in a variety of ways. Performance and professional standards are intentionally used as benchmarks for evaluation. School staff integrate new professional practices into their work and become mutually accountable (e.g. make group commitments, public commitments to try something new - Learning Walks, Lesson Studies, Collegial Coaching) to their peers , leaders, and students for continually improving their practice.
Plan	Assigned to:	William Harris
	How it will look when fully met:	Learning walk templates produced to infuse IB, 5D, AVID strategies. Studio events scheduled with Science, Math, Humanities. notes/minutes from these studio events. Increase PD opportunities by altering half-day schedules, late night conferencing and August/summer retreats. IB unit writing will always need support, leadership and constant reflection.
	Target Date:	04/29/2014
	Tasks:	
	1. Staff will have an August retreat to kick off the school year in 2014.	
	Assigned to:	William Harris
	Added date:	06/01/2014
	Target Completion Date:	06/30/2014
	Frequency:	once a year
	Comments:	
	Task Completed:	9/5/2014 12:00:00 AM
	2. January Waiver Day will focus on the implementaion of IB. Specifically around unit writing and assessment.	
	Assigned to:	Chris McCrummen
	Added date:	02/28/2014
	Target Completion Date:	01/21/2014
	Frequency:	twice a year
	Comments:	
	Task Completed:	5/8/2015 12:00:00 AM
	3. The math team will attend a training together to collaborate around math best practices to increase the results for all students.	
	Assigned to:	Patrick Paris
	Added date:	02/04/2015
	Target Completion Date:	04/06/2015

		Comments:	
		Task Completed:	3/27/2015 12:00:00 AM
	4. Content teams look at data together to improve student results.		
		Assigned to:	Chris McCrummen
		Added date:	02/25/2015
		Target Completion Date:	02/01/2016
		Frequency:	monthly
		Comments:	Students who were able to maintain advanced level or improve on their SRI data by 40 points received a free dress day. We had about 300 students earn this.
		Task Completed:	5/26/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		5/26/2016
	Experience:		5/26/2016 Staff have appreciated the work around studios and common planning.
	Sustain:		5/26/2016 Continue to do staff learning walks and studio work.
	Evidence:		5/26/2016 Through studio work, waiver days, and common collaborative planning, we have been able to increase professional development around best practices and student achievement.
Indicator	P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 1 of 10 (10%)		
Assess	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:		This is more evident in core content teams. Math, Science and Humanities have studio days during the school year and mid cycle work that challenges them to make changes to their daily practice. They then must be prepared to share out and/or show evidence at the next studio day. From here we can collect anecdotal or even benchmark assessment data to measure change.
Plan	Assigned to:		William Harris

	How it will look when fully met:	As described, we have several quality professional development opportunities at Giaudrone. However, we have not built any mechanisms to measure their progress after training and/or over time. We will seek to identify our main objectives from each PD event and then look for an appropriate tool to assess results. 2015-2016 Develop and utilize a tool aligned to the district 5 high-yield strategies, benchmarks and school I AM READY goals to track teacher implementation and develop a PD plan from that. 10/28/16 Giaudrone staff will participate weekly in professional development in order to improve instructional practice schoolwide. Opportunities to learn will be the same from teacher to teacher, classroom to classroom, increasing equity for all student. Instruction will be research based. Curriculum will be guaranteed and viable; there will be no discrepancy from the intended curriculum and the implemented curriculum. Administrators and coaches will be in classrooms daily to monitor and support pedagogical practice and fidelity in content curriculum delivery.
	Target Date:	06/09/2017
	Tasks:	
	1. Progress monitor the use of the team site and make sure it is meeting the needs of staff to more efficeintly and effectively communicate.	
	Assigned to:	William Harris
	Added date:	02/28/2014
	Target Completion Date:	04/23/2014
	Comments:	
	2. Tools need to be developed electronically to track data. Suggest building a teacher survey/feedback template in InfoPath and producing a SharePoint connection for teachers to report into and us to collect data.	
	Assigned to:	William Harris
	Added date:	10/31/2013
	Target Completion Date:	12/18/2013
	Comments:	Giaudrone Team SharePoint site is up and running. We have running records of students, data, document sharing and resoures for each content.
	Task Completed:	2/25/2014 12:00:00 AM
	3. Staff will participate in a book study, "How Children Succeed" by Paul Tough to gain a deeper understanding of our community and students.	
	Assigned to:	Chris McCrummen
	Added date:	02/25/2015
	Target Completion Date:	06/05/2015
	Comments:	
	4. Develop and present tool and baseline data to staff at Waiver day	
	Assigned to:	William Harris
	Added date:	10/16/2015
	Target Completion Date:	10/23/2015
	Comments:	

		5. Collect data weekly and analyze monthly	
		Assigned to:	Michelle Martinez
		Added date:	10/16/2015
		Target Completion Date:	06/17/2016
		Frequency:	monthly
		Comments:	1/20/16: Use walkthrough tool and monthly analyze results and share with staff as evident through data reports shared at staff meetings and feedback survey from staff. Also see PD plan.
		6. Explicitly and consistently share the why behind (goal/intent of) each PD late start with staff, connecting the work to our schoolwide goals	
		Assigned to:	William Harris
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	
		7. Craft an observation schedule for 3 administrators and 1 instructional coach, ensuring weekly visits to each classroom	
		Assigned to:	William Harris
		Added date:	10/28/2016
		Target Completion Date:	11/10/2016
		Comments:	
		8. Utilize walkthrough tool to collect/log pedagogical practice/GRP fidelity, sharing with staff noticed instructional growth; adjust tool as growth occurs, establishing new goals	
		Assigned to:	William Harris
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	
		9. Provide consistent individual and small group coaching to extend staff learning beyond Wednesday mornings	
		Assigned to:	William Harris
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	
		10. Explicitly monitor and connect student academic data to pedagogical changes/growth utilizing reliable, verifiable Iready data and midterm progress reports	
		Assigned to:	William Harris
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	three times a year

		Comments:	
Implement	Percent Task Complete:		10%
Student and School Success Principle 3: Expanded time for student learning and teacher collaboration			
Expanded time for student learning and teacher collaboration			
Indicator	P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)(TitleISW,TitleITA)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/30/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently working on increasing the frequency and specificity of input from the members of our school community. We have tried several different methods over the last three years and now have evidence that very short specific surveys provide general feedback but small group meetings yield the highest level of breadth and depth.	
Plan	Assigned to:	Regina Rainbolt	
	How it will look when fully met:	We will use IB as our umbrella to engage the community. IB allows us to make cultural connections, inquire with others regarding rigor and excellence in programming opportunities and provide opportunities for others to provide input on our global minded efforts.	
	Target Date:	04/30/2014	
	Tasks:		
	1. IB site council will seek out community members to help plan our first major IB outreach event.		
	Assigned to:	Regina Rainbolt	
	Added date:	02/28/2014	
	Target Completion Date:	03/26/2014	
	Comments:		
	2. We will host a Innovative Schools Night to inform and involve our families in school. AVID, IB, 5th & 8th grade transition will be part of the sessions.		
	Assigned to:	Regina Rainbolt	
	Added date:	02/25/2015	
	Target Completion Date:	05/01/2015	
	Comments:		
	3. We will have HARP conferences in the Fall and Spring to support struggling students.		
	Assigned to:	Regina Rainbolt	

		Added date:	02/25/2015
		Target Completion Date:	06/12/2015
		Frequency:	twice a year
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	P3-IVD03 - The school creates and sustains partnerships to support extended learning. (3056)(TitleITA)		
Status	Objective Met 5/26/2016		
Assess	Level of Development:	Initial: Limited Development 10/29/2014	
		Objective Met - 05/26/2016	
	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:	As of August, 2014 there was limited implementation of partnerships with the community to support student learning.	
Plan	Assigned to:	Regina Rainbolt	
	How it will look when fully met:	We will partner with our community groups to support our students during lunches and after school.	
	Target Date:	05/27/2016	
	Tasks:		
	1. Create a plan for after-school activities for students that involve our community partners.		
	Assigned to:	Regina Rainbolt	
	Added date:	05/28/2015	
	Target Completion Date:	05/27/2016	
	Comments:	1/20/16 -Secured a partnership with metro parks to have activities Monday through Thursday and lunch guidance as seen in the attendance sheets. -Academic tutoring Monday through Thursday to support math and literacy -Local Church hosts pizza afterschool on Tuesdays and supports and motivates students for academic success and I am READY Character development. -Students are engaged in athletics and participation for games is based on academic success and I am READY traits.	
	Task Completed:	5/26/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	5/26/2016	
	Experience:	5/26/2016 We have had some struggles launching and organizing the afterschool activities but look forward to better implementation next fall	
	Sustain:	5/26/2016 Work with the YMCA to help organize and sustain many partners.	

	Evidence:	5/26/2016 65% of our students have been involved in afterschool activities this year.	
Indicator	P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058) (Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	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:	We have extended learning time programs. We strategically select teachers. We strategically select students based on data, performance in class and grades. We have not consistently collected data at the different intervals of the extended learning time program. We have on a couple occasions use the data to make changes to the targeted grade levels, mathematical concepts and frequency in time. However, we need to develop a more robust system for progress monitoring.	
Plan	Assigned to:	Patrick Paris	
	How it will look when fully met:	Math and literacy team is able to identify not only the growth a student has made but tie that growth to the standard that was taught in class and supported during the ELO (Extended Learning Opportunity)	
	Target Date:	05/28/2014	
	Tasks:		
	1. Math team will be meeting December 6th to review data from mid-term report cards, ELO and more.		
	Assigned to:	Patrick Paris	
	Added date:	02/28/2014	
	Target Completion Date:	12/10/2013	
	Frequency:	monthly	
	Comments:		
	2. Literacy team will provide after-school tutoring sessions once a week to extend students learning and increase their achievement on regular embedded assessments.		
	Assigned to:	Regina Rainbolt	
	Added date:	02/25/2015	
	Target Completion Date:	06/12/2015	
	Frequency:	weekly	
	Comments:		
	3. Math team will provide after-school tutoring sessions once a week to extend students learning time and increase their achievement scores in math.		
	Assigned to:	Patrick Paris	

		Added date:	02/25/2015
		Target Completion Date:	06/12/2015
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635) (Expected,TitleITA)		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/31/2013	
	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:	There are a series of events throughout the week that allow for different teams to collaborate. The three biggest venues are: -Common Core Content planning (see below) -Grade level meetings 7:30-8:00 am Bi-Weekly -Site Council (SCDM) – 7:15-8:00 Bi-Weekly -Program councils (IB & AVID) meet monthly for 2 hours We have common planning by core content: 67 minutes per week 1st period - Math 2nd period - half the specialists/electives 3rd period - humanities 4th period - half the specialists/electives 5th period – science	
Plan	Assigned to:	William Harris	

How it will look when fully met:		<p>There are a series of events throughout the week that allow for different teams to collaborate. The three biggest venues are: -Common Core Content planning (see below) -Grade level meetings 7:30-8:00 am Bi-Weekly -Site Council (SCDM) – 7:15-8:00 Bi-Weekly -Program councils (IB & AVID) meet monthly for 2 hours We have common planning by core content: 67 minutes per week 1st period - Math 2nd period - half the specialists/electives 3rd period - humanities 4th period - half the specialists/electives 5th period – science 10/28/16 Giadrone staff will be supported in their teaching practices consistently via work on/within PLCs and via intentional, consistent modeling of the administrators PLC work. Teaming will be varied, allowing for support in pedagogy, content understandings, and identification of students struggling. PLCs will focus on learning, collaboration, and results. Intentional questions will include: What is it we want students to know, how will we know when they know it, how will we respond when they don't, how will we enrich/extend learning for those who do, and did one of my peers have excellent results in an area where my students struggled (and if so, what can I learn from the colleague)? Intentional collaboration will provide gains in student achievement, higher quality solutions to problems, increased confidence and belonging among staff, peer support of instructional strengths and areas of need, ability to test new ideas, support for new teachers to Giadrone, and an expanded pool of methods and materials. It will allow us to meet our goals: podium in all 7 areas of SBA, 300 (+) students with a 3.2 or higher GPA, and > 88% students with 0 suspensions.</p>
Target Date:		06/09/2017
Tasks:		
		<p>1. There are a series of events throughout the week that allow for different teams to collaborate. The three biggest venues are: -Common Core Content planning We have common planning by core content: 67 minutes per week 1st period - Math 2nd period - half the specialists/electives 3rd period - humanities 4th period - half the specialists/electives 5th period – science We are still working to acclimatize our new staff to Giadrone to the expectations during these meetings.</p>
	Assigned to:	William Harris
	Added date:	11/15/2013
	Target Completion Date:	02/05/2014
	Frequency:	twice monthly
	Comments:	
		<p>2. Provide time, support, data, and resources for weekly grade level planning and for bimonthly vertical (content level) planning</p>
	Assigned to:	Casey Silbaugh
	Added date:	10/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	weekly
	Comments:	
		<p>3. During Wednesday late start, focus on PLC study schoolwide, in particular close examination of the critical five (5) questions identified above</p>

		Assigned to:	Casey Silbaugh
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	
	4. Offer opportunities for teachers to observe effective, research based instructional practices (studio)		
		Assigned to:	Casey Silbaugh
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	four times a year
		Comments:	
	5. Administrators and/or instructional coaches to guide PLC practice, offering feedback and resources as needed to foster continued growth; DuFour's PLC rubric will be shared and used in this process		
		Assigned to:	Casey Silbaugh
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		0%
Student and School Success Principle 4: Rigorous, aligned instruction			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	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:	This principle is more complex at Gaudrone as we are seeking IB (International baccalaureate) MYP (Middle Years Programme) schoolwide status. Therefore, our standards are state and continually evolving CCSS aligned to current curriculum materials/resources and written in an IB unit planner. An IB unit planner requires additional IB components to be added and aligns with our whole child, high rigor expectations.	
Plan	Assigned to:	Patrick Paris	

	How it will look when fully met:	Literacy team is implementing the Springboard Curriculum across grade levels. This curriculum is based on the CCSS. The district provides professional development for our staff. In addition, we have regular monitoring walk-throughs to monitor 6 Success Criteria from Springboard. Math team is using new materials from Engage NY which is aligned to the CCSS-M. Grade level teams meet on a weekly basis to unpack standards and rehearse instructional strategies. Science team has an adopted curriculum that focuses on current state standards. Grade level teams meet on a weekly basis to plan lessons and work on productive discourse. We are collaborating with the district on transitioning to the Next Gen Standards which will be assessed in two years. This work will be measured on the SBAC IABs and SRI with a goal of Podium status (1, 2, or 3 and 50% in the meeting range)
	Target Date:	12/11/2015
Tasks:		
	1. Teams meet to collaborate to look at student work from the Check Your Understanding and then debrief.	
	Assigned to:	Regina Rainbolt
	Added date:	02/25/2015
	Target Completion Date:	02/05/2016
	Comments:	
	2. Teachers will look at student work during PLC time and in Common Scoring of Embedded Assessment sessions to identify what that work tells them about students learning.	
	Assigned to:	Chris McCrummen
	Added date:	02/25/2015
	Target Completion Date:	02/05/2016
	Comments:	
	3. At grade level math and humanities team meetings, teachers analyze exit slips and assessment results in order to guide instruction.	
	Assigned to:	Patrick Paris
	Added date:	02/27/2015
	Target Completion Date:	02/05/2016
	Comments:	Oct 16, 2015 Happening in humanities based on high yield strategies of summarizing from exit slips at a team meeting. Math studio also analyzed student exit slip data. 1/20/16 - Science and math teachers get together to analyze curriculum pacing and create assessments and look at student work. -IAB math results show 7th and 8th grade reached podium status with 7th grade, 2nd place, at 83.8% at, near or above standard and 8th grade, 1st place, at 69.7% at, near, or above. Next steps will be determined at upcoming content meeting to maintain or grow. - Humanities: Scored and analyzed block assessment and identified claim, evidence and reasoning as area to focus instruction for next unit.
	4. During our implementation of Science OEL Studio the science team analyzes student work and exit slips that are the result of a collaboratively planned lesson.	
	Assigned to:	Patrick Paris

		Added date:	02/27/2015
		Target Completion Date:	06/05/2015
		Frequency:	three times a year
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637)(Expected,TitleITA)		
Status	Tasks completed: 0 of 8 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At Giardrone we are constantly using data to assess the needs of the school, grade levels, content areas, subgroups and cohorts. We use state assessment data, benchmark data, grades, incidents, teacher feedback, BERK reports and more. Then we utilize our many professional development and collaboration systems to address the areas of concern, decline or slow growth.	
Plan	Assigned to:	Michelle Martinez	
	How it will look when fully met:	Data will remain a key driver, however, we need to make more informed decisions. We have 60%+ pass rates, we have special ed students outperforming general ed students. We need to stop just analyzing based on percentages, but look at the N and the face that goes with that N. I may only have 25 8th graders below grade level in reading but what adjustments can we make to bring them up to grade level and continue to push all other students forward. 10/28/16 The administrative and instructional coaching team will continuously examine data, disaggregated by student groups/demographics, in order to make decisions regarding core instruction. Data examined will be at the schoolwide level (ie GRP), classroom level (ie instructional strengths and areas of need), and the student level (ie Iready data, mid year progress reports, attendance, behavioral referrals).	
	Target Date:	06/09/2017	
	Tasks:		
	1. Start HUGS (Helping Underperforming Giardrone Students) - a web based data base that allows teachers to create a running record of interventions, support systems and communication. Train teachers on how to use the tools and target Q1 students or students that have suddenly started dropping rapidly in performance.		
	Assigned to:	William Harris	
	Added date:	11/15/2013	
	Target Completion Date:	11/30/2013	

		Comments:	
		2. Content teams will look at data regularly to identify students in need of specific interventions. This will also help instructors determine where there are instructional gaps.	
		Assigned to:	William Harris
		Added date:	02/25/2015
		Target Completion Date:	02/05/2016
		Comments:	
		3. Create a MTSS bi-monthly schedule to discuss student data in conjunction with tier 1, 2 and 3 instruction and supports	
		Assigned to:	Michelle Martinez
		Added date:	10/28/2016
		Target Completion Date:	11/10/2016
		Comments:	
		4. Use walkthrough tool observational data in order to regularly assess tier one (1) instruction and curriculum fidelity; ensure intended curriculum aligns with delivered curriculum	
		Assigned to:	Michelle Martinez
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	
		5. Structure time during PLCs to examine disaggregated student data; explicitly connect and then use this data to inform instructional practice and team collaboration in developing next steps in practice	
		Assigned to:	Michelle Martinez
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	
		6. Align MTSS work with grade level PLC work, ensuring all students discussed during MTSS meetings are also further discussed during PLC meetings; data from both meetings should be logged and shared immediately	
		Assigned to:	Michelle Martinez
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	twice monthly
		Comments:	
		7. Provide opportunities for teaching staff to regularly meet with instructional coaches to strengthen pedagogical practice, their use of district mandated curriculum, and their use of differentiated instructional strategies and resources; these opportunities are offered during Wednesday late starts, grade level and vertical PLC meetings, bi monthly staff meetings, and one on one coaching	
		Assigned to:	Michelle Martinez
		Added date:	10/28/2016

		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	
		8. Examine mid year progress reports and Iready math and reading data, shortly after testing window (three times annually), to address student strengths and areas of need; make adjustments to core instruction based on this examination, including adjustments to advisory lessons offered four times weekly; disaggregate all data examined in order to closely examine academic progress of each student group	
		Assigned to:	Michelle Martinez
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	three times a year
		Comments:	
Implement	Percent Task Complete:		0%
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: 1 of 4 (25%)		
Assess	Level of Development:	Initial: Limited Development 10/31/2013	
	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:	Still working on the 'All' portion of differentiation. Teachers are getting stronger at using their assessment results to guide instruction. We have added and continue to build on formative assessment strategies. Teachers have been attending more content based PD. Therefore, as we build on both a teachers skills and knowledge we have seen an increased ability to differentiate for almost all of their students.	
Plan	Assigned to:	Regina Rainbolt	
	How it will look when fully met:	Teachers will get stronger at using their assessment results to guide instruction. We will add and continue to build on formative assessment strategies. Teachers will be attending more content based PD. Therefore, as we build on both a teachers skills and knowledge we will see an increased ability to differentiate for almost all of their students.	
	Target Date:	05/05/2014	
	Tasks:		

		1. We will review our assessment data as we make final preparation for Smarter Balanced Assessment. Staff will be able to denote how much growth individual students have made and take whole class snapshots.
	Assigned to:	Regina Rainbolt
	Added date:	02/28/2014
	Target Completion Date:	05/05/2014
	Comments:	
		2. Content teams will be able to use a variety of formative assessment strategies to allow them to differentiate assignments. Strategies will be shared during regular PLC meetings.
	Assigned to:	Patrick Paris
	Added date:	02/25/2015
	Target Completion Date:	02/12/2016
	Frequency:	monthly
	Comments:	
		3. Humanities teachers will use the Springboard "Check Your Understanding" to formatively assess student work to increase success on the embedded assessments. This will allow teachers to plan instruction so that all students will meet the reading and writing standards.
	Assigned to:	Regina Rainbolt
	Added date:	02/25/2015
	Target Completion Date:	02/05/2016
	Comments:	
		4. Our LRC teachers push-in to classes as well as preteach concepts and skills for students before they enter Core classes to increase student success in meeting learning targets.
	Assigned to:	Patrick Paris
	Added date:	02/27/2015
	Target Completion Date:	02/05/2016
	Comments:	Continuing with push-in model supports student success.
	Task Completed:	5/26/2016 12:00:00 AM
Implement	Percent Task Complete:	25%

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

Assessing student learning frequently with standards-based assessments

Indicator 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)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 01/15/2016
	Index:	1 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	6th grade: All students take AVID. Scores from 5th Grade SBAC determine math support. 8th grade: Counselors from high school meet with students to choose appropriate course work for high school. Opportunities exist for the school to be creative increase ease of transition in pivotal years- 8th-9th and 5th to 6th.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106) (ELL,Expected,SWD,TitleITA)		
Status	Tasks completed: 0 of 8 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At Giardrone we are constantly using data to assess the needs of the school, grade levels, content areas, subgroups and cohorts. We use state assessment data, benchmark data, grades, incidents, teacher feedback, BERC reports and more. Then we utilize our many professional development and collaboration systems to address the areas of concern, decline or slow growth. Because of the frequency we can also identify trends year to year with curriculum and effectiveness of different instructional strategies within an unit.	
Plan	Assigned to:	Michelle Leonard	
	How it will look when fully met:	Data will now have running records for reference over time. Data will be linked to specific groups and marked with references to when and what was implemented during that window. Teams will then have opportunities to meet and confer on strengths and weaknesses of these lessons/units and/or decisions. 10/28/16 School administrators, counselors, nurses, teachers, and/or instructional coaches will meet bimonthly to examine student data (academic, behavioral, attendance) via MTSS (Multi Tiered Support System). These meetings will allow for a close examination of tier one (core) supports and instruction, including notions of fidelity and accessibility. Results of this work will lead to core instructional improvements where needed, as well as the implementation of tier two and three supports as determined.	
	Target Date:	01/27/2014	
	Tasks:		

		1. Data will be provided to teams from the principal, the coach, the district research & assessment dept or by teachers themselves. Once attained we will use our collaboration times to run through data protocols to better understand the challenges. We will then use a common template to plan next steps for improvement.
		Assigned to: Patrick Paris
		Added date: 11/15/2013
		Target Completion Date: 02/05/2014
		Frequency: monthly
		Comments:
		2. Data will be shared at staff meetings. Staff will be asked to evaluate strengths and challenges and create an action plan based on the data.
		Assigned to: William Harris
		Added date: 02/25/2015
		Target Completion Date: 02/05/2016
		Frequency: monthly
		Comments:
		3. Complete the SBAC Interim Assessment to determine student progress toward mastery of the skills measured by the summative assessment and to assess targeted concepts at strategic points during the school year.
		Assigned to: Patrick Paris
		Added date: 02/26/2015
		Target Completion Date: 05/02/2016
		Comments:
		4. Create a MTSS bi-monthly schedule to discuss student data in conjunction with tier 1, 2 and 3 instruction and supports
		Assigned to: Michelle Leonard
		Added date: 10/28/2016
		Target Completion Date: 11/10/2016
		Comments:
		5. Use walkthrough tool observational data in order to regularly assess tier one (1) instruction and curriculum fidelity; ensure intended curriculum aligns with delivered curriculum
		Assigned to: Michelle Leonard
		Added date: 10/28/2016
		Target Completion Date: 06/09/2017
		Frequency: weekly
		Comments:
		6. Align MTSS work with grade level PLC work, ensuring all students discussed during MTSS meetings are also further discussed during PLC meetings; data from both meetings should be logged and shared immediately
		Assigned to: Michelle Leonard
		Added date: 10/28/2016
		Target Completion Date: 06/09/2017
		Frequency: twice monthly

		Comments:	
		7. Provide opportunities for teaching staff to regularly meet with instructional coaches to strengthen pedagogical practice, their use of district mandated curriculum, and their use of differentiated instructional strategies and resources; these opportunities are offered during Wednesday late starts, grade level and vertical PLC meetings, bi monthly staff meetings, and one on one coaching	
		Assigned to:	Michelle Leonard
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	daily
		Comments:	
		8. Examine mid year progress reports and Iready math and reading data, shortly after testing window (three times annually), to address student strengths and areas of need; make adjustments to core instruction based on this examination, including adjustments to advisory lessons offered four times weekly	
		Assigned to:	Michelle Leonard
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	three times a year
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715) (Expected,TitleITA)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/31/2013	
	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:	Still working on the 'All' portion of student mastery. Teachers are getting stronger at using their assessment results to guide instruction. We have added and continue to build on formative assessment strategies. Teachers have been attending more content based PD. Therefore, as we build on both a teachers' skills and knowledge we have seen an increased ability to make appropriate curriculum adjustments. Our focus on standards based instruction and grading continues to evolve. Teachers have taken on team approaches to conquer SBI and SBG.	
Plan	Assigned to:	William Harris	

	How it will look when fully met:	Teachers in core courses (Humanities, Math & Science) will meet monthly to cover their prior units of study and compare rate of student success in meeting mastery. As they continue to roll out units they can monitor outcomes in comparison to prior units. 2015-2016 This work will be measured on the SBAC IABs and SRI with a goal of Podium status (1, 2, or 3 and 50% in the meeting range)	
	Target Date:	12/11/2015	
	Tasks:		
	1. Teachers in core courses (Humanities, Math & Science) will meet monthly to cover their prior units of study and compare rate of student success in meeting mastery. As they continue to roll out units they can monitor outcomes in comparison to prior units.		
	Assigned to:	William Harris	
	Added date:	06/01/2014	
	Target Completion Date:	06/17/2016	
	Comments:	1/20/16: All content teachers meet to analyze student work and assessments as tracked in grade book. The data drives next steps for reteaching considerations.	
	2. Teachers will collaborate to score student assessments and then adjust their instruction based on the information gained from this process.		
	Assigned to:	Patrick Paris	
	Added date:	02/25/2015	
	Target Completion Date:	02/05/2016	
	Frequency:	monthly	
	Comments:	1/20/16: Humanities will compare Fall to Winter SRI data by Feb 1, 2016. Math teachers meet to determine reteaching standards where students did not meet more than 50% proficiency.	
Implement	Percent Task Complete:	0%	
Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health			
School and classroom culture			
Indicator	P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)		
Status	Tasks completed: 1 of 2 (50%)		
Assess	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We have slowly built a system of trust and provided teachers more latitude in how they can enforce these measures in their classrooms. This has opened the door for building relationships with students, teaching and modeling behavior. Administration can remain bad cops while teachers can negotiate with students what is best and become an advocate. As we continue to develop common language we are also seeing more consistency across the entire student body.	
Plan	Assigned to:	Chris McCrummen	
	How it will look when fully met:	100% of teachers will be supporting and fully implementing the I AM READY initiative as evident by decreased suspensions, classroom walkthroughs and situation reports.	
	Target Date:	02/19/2016	
	Tasks:		
	1. Monitor Husky High 5 reinforcement through classroom instruction. Walk through data is tracked monthly.		
	Assigned to:	Chris McCrummen	
	Added date:	01/15/2016	
	Target Completion Date:	06/17/2016	
	Comments:		
	2. Staff will analyze monthly suspension rate as compared to last year. Goal to decrease overall and in African American boy subgroup. Team will identify support opportunities for students with repeated negative behaviors.		
	Assigned to:	William Harris	
	Added date:	01/15/2016	
	Target Completion Date:	06/17/2016	
	Comments:	Giaudrone has gone from 26% of all students in the 2015 school year to 14% in the 2016 school year.	
	Task Completed:	5/26/2016 12:00:00 AM	
Implement	Percent Task Complete:	50%	
Indicator	P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).(2639)(Expected)		
Status	Tasks completed: 0 of 8 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We have been building a stronger school climate and culture for the last three years. We collect all incident data electronically. We run social skills lessons during advisory. We built cohort colleges within the school. We host leadership lock-ins for all 6th grade week one and student leaders throughout the year. We review adult protocols for supervision. We have brought in comprehensive mental health services 5 days a week in-house. EDGE foundation provides funding for one full time ADD/ADHD coach for up to 45 students. Our counselors teach in the classroom lessons around sexual harassment, bullying, drug use, risk behavior and more. We offer one section of ART (Aggression Replacement Therapy) per semester for up to 12 students each session. Student recognition has expanded extensively to recognize IB learner profiles, 3.0+ GPA, students passing all portions of their state MSP and all school celebrations for moving up within the district on assessments.
Plan	Assigned to:	Michelle Leonard
	How it will look when fully met:	We need to continue to decrease student incidents against each other. We can track this and proactively teach student to student respect. We will continue to build on the programs listed above. We will also start to teach what caring looks like through advisory. We will return our SWAT team (Students Working with Administrators and Teachers) to seek student voice and feedback. 10/28/16 School leadership addresses school safety, discipline, and students' social, emotional, and health needs on a daily basis. Our school vision includes the element of safety. Administrators work to create and sustain a positive school culture and school climate, respecting all stake holders. There are established expectations and consequences that are predictable and consistent. Giadrone is welcoming and conducive to learning and building relationships. Our vision includes focus on belonging and self-fulfillment.
	Target Date:	06/09/2017
	Tasks:	
	1. We will return our SWAT team (Students Working with Administrators and Teachers) to seek student voice and feedback. First we need to better assess the specific challenges and needs. We have the views of the adults, now we need to hear from the students.	
	Assigned to:	Chris McCrummen
	Added date:	11/15/2013
	Target Completion Date:	01/08/2014
	Comments:	
	2. Have grade level assemblies to share behavior expectations with students.	
	Assigned to:	Chris McCrummen
	Added date:	02/25/2015
	Target Completion Date:	02/05/2016
	Frequency:	twice a year
	Comments:	Met with all seventh grade students on Friday May 14th to discuss data for situation reports and the trajectory for success.

		3. Create an advisory program that supports students and creates a relationship with a caring adult.
	Assigned to:	Regina Rainbolt
	Added date:	02/25/2015
	Target Completion Date:	06/03/2016
	Comments:	
		4. Monitor overall student behavioral data monthly, during Wednesday late starts and MTSS, noting improvements in overall discipline incidents and fidelity in GRP implementation; walkthrough tool will be source of data (tool will be adjusted as growth is made)
	Assigned to:	Michelle Leonard
	Added date:	10/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	monthly
	Comments:	
		5. Begin Paul Tough Helping Children Succeed monthly book study, addressing ways to build teacher/student relationships, increase student belonging, and decrease need for discipline
	Assigned to:	Michelle Leonard
	Added date:	10/28/2016
	Target Completion Date:	12/16/2016
	Frequency:	monthly
	Comments:	
		6. Create GRP Student Leadership Team to assist in implementation and understanding of GRP and to administer surveys regarding discipline program to staff, students and families
	Assigned to:	Michelle Leonard
	Added date:	10/28/2016
	Target Completion Date:	10/14/2016
	Comments:	
		7. Grade level PLCs and MTSS bimonthly meetings will address social emotional needs of students, in particular those students as struggling to make connections or feel a sense of belonging in school
	Assigned to:	Michelle Leonard
	Added date:	10/28/2016
	Target Completion Date:	06/09/2017
	Comments:	
		8. Create PBIS committee comprised of staff members to address schoolwide expectations and ways to reward students for their ability to meet these expectations
	Assigned to:	Michelle Leonard
	Added date:	10/28/2016
	Target Completion Date:	10/14/2016
	Comments:	
Implement	Percent Task Complete:	0%

Student and School Success Principle 7: Family and community engagement

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

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

Status Tasks completed: 2 of 3 (67%)

Assess	Level of Development:	Initial: Limited Development 10/31/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have used a couple different feedback methods during out parent events to help inform the school leadership team. However, we rarely have had parents face-to-face with the leadership team during a team meeting.	
Plan	Assigned to:	Regina Rainbolt	
	How it will look when fully met:	Our IB coordinator and parent volunteer coordinator will meet to identify parents that are willing to commit to regular meetings. During these meetings we will seek feedback from parents on how to better serve our learning community.	
	Target Date:	04/23/2014	

Tasks:

	1. Imet with our IB coordinator and parent volunteer coordinator to help establish parent protocols and attempt to pick a cross section that represents our student body.		
	Assigned to:	Rachel Van Fleet	
	Added date:	02/28/2014	
	Target Completion Date:	03/26/2014	
	Comments:		
	Task Completed:	1/5/2015 12:00:00 AM	
	2. Create a document that provides parents an overview of Giadrone and IB. Informed participants will provide richer conversations.		
	Assigned to:	Regina Rainbolt	
	Added date:	02/28/2014	
	Target Completion Date:	03/18/2014	
	Comments:		
	Task Completed:	2/26/2015 12:00:00 AM	
	3. Create a parent group that assists with planning events with the leadership team.		
	Assigned to:	William Harris	
	Added date:	02/27/2015	
	Target Completion Date:	02/05/2016	
	Comments:		

Implement	Percent Task Complete:	67%
Indicator	P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077)(Expected,TitleITA)	
Status	Tasks completed: 3 of 9 (33%)	
Assess	Level of Development:	Initial: Limited Development 10/31/2013
		Objective Met - 10/23/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the past 3 years we have made significant changes to these policies and practices. We have switched to an all-inclusive student planner which includes the above policies and procedures. This is then distributed to each student and staff walk student through them. Then the planner goes home for signing from a parent.
Plan	Assigned to:	Casey Silbaugh
	How it will look when fully met:	We have switched to an all-inclusive student planner which includes the above policies and procedures. This is then distributed to each student and staff walk student through them. Then the planner goes home for signing from a parent. 2015-2016 Academics are celebrated and value here as evident by a goal of 300 or more students with a 3.2 or more GPA. 2016-17 School administrators and staff work to promote connections and belonging. Our vision and mission support the building of a community. All stakeholders, including teachers, school staff, students, families, volunteers, and the Gaudrone neighborhood at large are included in this work. Our school promotes opportunities for learning, dialogue, and participation. Documents and communication are offered in multiple languages to promote and support inclusion. Gaudrone works to bridge language, cultural, economic and social barriers in order to build trust between home and school.
	Target Date:	06/09/2017
	Tasks:	
	1. Host an Open House for incoming 6th graders and their families in August.	
	Assigned to:	Chris McCrummen
	Added date:	02/25/2015
	Target Completion Date:	09/04/2015
	Comments:	Open House held August, 2015.
	Task Completed:	1/15/2016 12:00:00 AM
	2. Staff will revisit Binder and its contents each spring before placing orders for materials over the summer.	

		Assigned to:	William Harris
		Added date:	06/01/2014
		Target Completion Date:	06/10/2014
		Frequency:	once a year
		Comments:	All Materials ordered.
		Task Completed:	7/10/2014 12:00:00 AM
	3. Host a parent night to share the Innovative Programs in our school. Sessions that include AVID and IB will be included.		
		Assigned to:	Regina Rainbolt
		Added date:	02/25/2015
		Target Completion Date:	06/05/2015
		Comments:	Celebration and initiation for students entering the AVID program held October, 2015.
		Task Completed:	10/30/2015 12:00:00 AM
	4. Parents will be invited to an evening event to honor academic excellence of our students.		
		Assigned to:	Chris McCrummen
		Added date:	02/25/2015
		Target Completion Date:	09/02/2016
		Frequency:	twice a year
		Comments:	
	5. Monitor number of students achieving 3.2 GPA or higher each quarter to meet 300 club goal.		
		Assigned to:	Chris McCrummen
		Added date:	01/15/2016
		Target Completion Date:	06/17/2016
		Frequency:	four times a year
		Comments:	
	6. Family nights focused on academics, IB, and student achievement celebrations will occur quarterly		
		Assigned to:	Casey Silbaugh
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	four times a year
		Comments:	
	7. Wednesday late starts will offer access and opportunities for students to enrichment activities as well as homework help		
		Assigned to:	Casey Silbaugh
		Added date:	10/28/2016
		Target Completion Date:	06/09/2017
		Frequency:	weekly
		Comments:	

	8. After school activities, provided four (4) times a week, will be offered in conjunction with the YMCA and the 21st Century grant	
	Assigned to:	Casey Silbaugh
	Added date:	10/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	daily
	Comments:	
	9. Data will be recorded by the YMCA noting student participation, including demographics and attendance; our goal is to meet/exceed 70% of student participation	
	Assigned to:	Casey Silbaugh
	Added date:	10/28/2016
	Target Completion Date:	06/09/2017
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	33%
	Objective Met:	10/23/2014
	Experience:	10/23/2014 Good.
	Sustain:	10/23/2014 Dedicated office coordinator with a positive working relationship with administrators and teachers.
	Evidence:	10/23/2014 Students have all required materials at start of school.
Indicator	P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected,TitleISW,TitleITA)	
Status	Tasks completed: 0 of 3 (0%)	
Assess	Level of Development:	Initial: Limited Development 10/31/2013
	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:	Our compact has changed a couple times along with the method at which we have distributed the documents and presented the information. It is difficult to assess the response of parents and how they feel they are being supported at school and at home.
Plan	Assigned to:	Chris McCrummen
	How it will look when fully met:	We will run a spring survey for students, parents and staff to assess the sense of purpose Giandrone provides for families to support their learners at home.
	Target Date:	04/23/2014
	Tasks:	

	1. We will run a spring survey for students, parents and staff to assess the sense of purpose Giaudrone provides for families to support their learners at home.
	Assigned to: Chris McCrummen
	Added date: 02/28/2014
	Target Completion Date: 04/30/2014
	Frequency: once a year
	Comments:
	2. Content areas use the robo call to connect with families on a regular basis important dates.
	Assigned to: Chris McCrummen
	Added date: 02/25/2015
	Target Completion Date: 02/05/2016
	Comments:
	3. Teachers utilize the eSchools+ system to communicate with families through emails and texts on a bi-weekly basis.
	Assigned to: William Harris
	Added date: 02/25/2015
	Target Completion Date: 02/05/2016
	Comments:
Implement	Percent Task Complete: 0%

Student and School Success Principle 7: Family and community engagement

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

Indicator P7-IVA13 - The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)

Status Tasks completed: 0 of 1 (0%)

Assess	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:	Parent participation happens at 6 different events/levels:
Plan	Assigned to:	William Harris
	How it will look when fully met:	Although we are hosting events, we are not building a running record of success, data of attendance or specific feedback that could drive change and improvement for all. Again, we need to look for electronic solutions to create and desegregate information that can be utilized by all teams. We also need face-to-face time with parents and teams.
	Target Date:	01/24/2014
	Tasks:	

		1. With three major events completed so far we have started collecting attendance data and a series of statements to support the effectiveness of our events. Now we need to complete our web tool to hold the information and collect teacher and parent input on a larger scale to drive decision making process around parent and community engagement.
		Assigned to: William Harris
		Added date: 11/15/2013
		Target Completion Date: 01/01/2014
		Frequency: four times a year
		Comments:
Implement	Percent Task Complete:	0%