

Improvement Plan Report

Activity in the last 12 months

A detailed activity report of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation information, omitting the details of the tasks.

McCarver---P

Key Indicators are shown in **RED**.

Student and School Success Principle Indicators

Student and School Success Principle 1: Strong leadership		
Principal's role		
Indicator	P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected,TitleITA)	
Status	Objective Met 9/28/2015	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Describe current level of development:	Frequent walk-throughs and informal classroom observations with immediate feedback (5D cards/WOW Slips) Review of instructional framework (5D) Creating Smart Goals and action plans for improving school's instructional program Formal Observations
Plan	Assigned to:	Janet Gates-Cortez
	How it will look when fully met:	16-17 school year: Teachers will demonstrate use of 5D specifically targets based on standards, for every core subject for 180 school days as measured by elementary walkthrough data. 15-16 school year. 100% of McCarver staff will demonstrate competence in promoting a positive, supportive, and culturally responsive learning environment that is focused on setting high expectations aligned to standards during the 2014-2015 school year as measured by behavior reports, 5D evaluations, and other data are tools used to measure effectiveness of implementation.
	Target Date:	05/17/2017
Implement	Percent Tasks Completed:	4 of 6 (67%)
	Objective Met Date:	9/28/2015
	Evidence:	9/28/2015 McCarver admin walk-through tool, feedback sheets to teachers, PLC minutes template, and observable changes in teacher practice.
	Sustainability:	9/28/2015 We will continue to use and refine the walk-through tool, continue to schedule and block out time to conduct frequent walk-throughs and debrief with staff individually and in team PLC's for reflective practice.

Indicator	P1-IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)	
Status	Objective Met 5/22/2015	
Assessment	Level of Development:	Initial: Limited Development 11/29/2012
	Describe current level of development:	Principal #1 Title I Components: #1,2,3,and 8 The principals pop into classrooms daily, are visible around the building, and are approachable to address concerns. We are starting to implement a peer coaching and building walk through system for collecting classroom feedback. The building has both an instructional coach and an IB PYP Coordinator to help with co-teaching, coaching, and mentoring to improve instruction in the building. As a building we have a professional development plan in place for moving instruction forward.
Plan	Assigned to:	Becky Owens
	How it will look when fully met:	By December 2014, each administrator will designate 3 hours a week for learning walks where they will provide written feedback to staff regarding purpose, student engagement, and classroom environment and culture as measured by a timed log and check list as maintained by administrators.
	Target Date:	05/10/2017
Implement	Percent Tasks Completed:	3 of 4 (75%)
	Objective Met Date:	5/22/2015
	Evidence:	5/22/2015 We will upload samples of the walkthrough tool and how it is used.
	Sustainability:	5/22/2015 We will continue to use the above mentioned tool and monitor its effectiveness with teachers in enhancing and changing instructional practices.

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	Tasks completed: 1 of 3 (33%)	
Assessment	Level of Development:	Initial: Limited Development 11/29/2012

	Describe current level of development:	Principal #2 Title I Components: #2, 3, and 4 We are incorporating aspects of the 5 Dimensions of Teaching and Learning into all aspects of our professional development activities. We have scheduled several monthly professional development activities. We are working as a building and grade level teams to improve our instruction using inquiry based teaching and questioning skills as part of our IB PYP candidacy. We have book studies on the daily 5, Café, and teaching black male learners where teachers have open discussions about instructional practices. Teachers at 4th and 5th grade are receiving professional development in Inquiry By Design (IBD). We conducted professional development centered on the cycle of inquiry and mapped the 6 units of study with CCSS. We have also engaged in strategies of differentiation using best practices. We have also joined the latest cohort of PBIS in the district whole child initiative. Lastly we have scheduled 10 working sessions with OSPI math Coach Tom Boyce to align IB units of study to CCSS and district math pacing guides for math expressions.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	Between June 2015 and June 2017, 100% of staff will work in PLC's and with the instructional coach to continue deepening knowledge of collaborative teaching strategies and implementing those strategies in the classroom. As an IB school, it is expected that they each will be using inquiry based instructional practices. Effective implementation will be measured by use of CEL 5D and the IB observational tool with 95% implementation as the targeted goal. This goal will be fully met as measured by teacher feedback from the CEE survey.
	Target Date:	06/07/2017
Implement	Percent Tasks Completed:	1 of 3 (33%)

Indicator	P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected,TitleITA)	
Status	Objective Met 2/18/2015	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Describe current level of development:	Currently McCarver's Professional development is based on the schools needs in both reading and math best practices and teaching strategies that will help us meet the International Baccalaureate's standards. All the IB trainings are based off of feedback from previous trainings. The School Center Decision making team meets and reviews all Professional Development agendas and gives feedback on the staff's needs.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	McCarver will assemble an Instructional Leadership Team which will serve as the catalyst for creating a professional development calendar and analyzing student data across grade levels to drive professional development decisions.
	Target Date:	05/17/2017

Implement	Percent Tasks Completed:	1 of 2 (50%)
	Objective Met Date:	2/18/2015
	Evidence:	2/18/2015 Instructional Leadership Team Meetings/Agendas Professional Development Evaluations
	Sustainability:	2/18/2015 Continue to be consistent in meetings and formulate SMART goals based upon student data and professional development evaluations

Indicator	P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)	
Status	Objective Met 5/22/2015	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Describe current level of development:	We have 16 late start days set aside this year for professional development. At the end of IB professional development workshops teachers are encouraged to evaluate the workshop and give suggestions for next steps. School leaders will attend district level trainings in math and literacy. Leaders are expected to train staff on site.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	Late days for McCarver staff ended after the 2014-15 school year. At the start of the 16-17 school year, the principals re-structured the professional development of staff and utilize the start of the school day prior to students' arrival. Each Wednesday, from 7:30 - 8:15, the staff receive PD and collaboration time with the following weekly schedule and focus: Academic Instruction; Grade Level Teams; Behavioral Instruction; Data Teams. PD centers around Marzano's High Yield strategies, CCSS and IB standards. Grade level teams work to align their instruction, implement positive behavior interventions and strategies to teach behavioral skills and self-regulation to students, and data teams meet to analyze student, class and school wide data to plan instruction for individual and whole class students. McCarver staff will engage in job embedded professional development based on best practices in the implementation of the Primary Years Program International Baccalaureate. This includes in-depth training on the teaching of Reading, Mathematics, teaching with inquiry, and Integrated Curriculum. Staff surveys, teacher evaluations and observations, and improved student performance will serve as measuring tools for the successful implementation of this indicator. During the 16-17 school year, the momentum for IB PYP PD will continue.
	Target Date:	06/07/2017
Implement	Percent Tasks Completed:	5 of 8 (62%)

	Objective Met Date:	5/22/2015
	Evidence:	5/22/2015 Grade Level Team Agenda/Minutes form
	Sustainability:	5/22/2015 Continued use of the grade level PLC agenda/minutes form.

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: 3 of 5 (60%)	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Describe current level of development:	We monitor the quality of our staff development through staff surveys that measure how well the material was presented and what parts of the training were important to the staff. The surveys also allow staff to give feedback towards next steps in professional development. Instructional coaches and principals gather information on implementation through informal walk-throughs
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	During the 2015-16 school year when planning trainings with the instructional leadership team we will also include lookfors that can be presented to the staff based on the 5D and PYP standards. Principals then will collect data points on implementation that can be reported back to the staff on the level of implementation during staff meetings and professional development activities. Grade level teams have created action plans based on the standards. Information created in these plans will be used to create a rubric that principals will use to: Monitor implementation, report findings to individual staff, to share during whole staff meetings, and to inform professional development activities. 100% of all teams will have and use look for tools, PYP standards, and 5D evaluation tool to measure effectiveness of the work.
	Target Date:	05/17/2017
Implement	Percent Tasks Completed:	3 of 5 (60%)

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

Staff Recruitment, Evaluation, Reward, and Replacement

Indicator	P2-IG01 - The school operates with a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(2882)	
Status	Tasks completed: 1 of 2 (50%)	
Assessment	Level of Development:	Initial: Limited Development 12/17/2012

	Describe current level of development:	Principal #2 Title I component: #3, #4, and #5 We currently have an agreement with the school district to attract teachers who are willing to participate in IB training, agree with the building philosophy, and are active in teaming with teaching partners. As a district our new evaluation model is built on the 5D. As a school we are providing teachers professional development opportunities to learn the 5 dimensions of teaching and learning.
Plan	Assigned to:	MaryAnne James
	How it will look when fully met:	By May 2014, 100% of the staff will be meeting "Year One" candidacy IB PYP requirements as measured by attaining IB Category One Training Certificate, late start attendance logs, and IB planner reflection.
	Target Date:	06/01/2017
Implement	Percent Tasks Completed:	1 of 2 (50%)

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	Objective Met 2/13/2015	
Assessment	Level of Development:	Initial: Limited Development 12/17/2012
	Describe current level of development:	Principle: #3; Expanded Time For Student Learning and Teacher Collaboration Title I components: #2, #4, and #6. Regular grade level team meetings for planning. Monthly committee meetings where student learning is the goal of the meeting. Professional Development,twice monthly, designed to increase literacy and math strategies for student achievement. Late starts, bi-monthly,are held to develop IB units of study at grade levels for the Plan of Inquiry. Weekly grade level Professional Learning Communities for literacy collaboration. Parents attend Sunrise Readers with students. We had parent information nights on IB PYP and how it will improve student learning. We are working in cooperation with the Tacoma Housing Authority on parenting classes. Our instructional coach meets regularly with our Ameri-Corps Volunteers from Peace Community Center on small group reading strategies and checking in on student process. In our partnerships with UPS and UW Tacoma teachers meet with university representatives to set up educational experiences to enhance student learning and encourage collage preparedness of our students.
Plan	Assigned to:	Becky Owens
	How it will look when fully met:	Parent Involvement, Cultural Competency, School Centered Decision Making, and Safety committees will have a parent representative to participate in committee discussions and school wide decisions by March 1, 2013 as measured by attendance at committee meetings.
	Target Date:	05/10/2017

Implement	Percent Tasks Completed:	2 of 3 (67%)
	Objective Met Date:	2/13/2015
	Evidence:	2/13/2015 We will upload the evidence as soon as we can.
	Sustainability:	2/13/2015 Continued work towards completion

Indicator	P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058) (Expected,TitleISW,TitleITA)	
Status	Objective Met 10/22/2015	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Describe current level of development:	3rd Grade MSP after-school support Mon-Thursday throughout the school year. Intermural funds used for before and afterschool for arts and math enrichment
Plan	Assigned to:	Rachel King
	How it will look when fully met:	Yearly, McCarver will have extended learning opportunities available to students. The program will be developed by and monitored by staff for the purpose of providing support to students in helping them meet standards in literacy as measured against CCSS. Pre/post reading and math assessment results will be used to measure student growth.
	Target Date:	09/01/2016
Implement	Percent Tasks Completed:	4 of 5 (80%)
	Objective Met Date:	10/22/2015
	Evidence:	10/22/2015 Memorandum of understanding with TPS and Peace Community Center. Program Flyer. Program Plan of action.
	Sustainability:	10/22/2015 Weekly meeting with McCarver Scholars coordinator to track student progress.

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 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Describe current level of development:	Formed grade level teams planned grade level team meeting with agenda forms to be completed and turned in
Plan	Assigned to:	Becky Owens

	How it will look when fully met:	16-17 school year- Leadership team is established to determine learning improvement goals using I-Ready, SBAC, CEE data and 5D to develop a staff walkthrough tool that teachers will use when observing one another's practice.
	Target Date:	05/31/2016
Implement	Percent Tasks Completed:	0 of 1 (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	Objective Met 10/22/2015	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Describe current level of development:	All staff being trained in all curricular areas (IBD, Classroom Libraries, Math Expressions) All staff being trained in IB writing transdisciplinary units
Plan	Assigned to:	Janet Gates-Cortez
	How it will look when fully met:	McCarver will have hard copies of Curriculum maps derived from CCSS and IB PYP standards at every grade level. The curriculum maps will be include 6 units of study rooted in trans-disciplinary themes.
	Target Date:	06/01/2017
Implement	Percent Tasks Completed:	1 of 2 (50%)
	Objective Met Date:	10/22/2015
	Evidence:	10/22/2015 IB units of study and Curriculum maps. 2014-2015 PD calendar.
	Sustainability:	10/22/2015 We will need to continue to monitor the units of study and make sure the standards that are embedded in the units of study are in alignment with the pacing guides and district assessments.

Indicator	P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)(TitleISW)	
Status	Objective Met 5/22/2015	
Assessment	Level of Development:	Initial: Limited Development 05/19/2014

	Describe current level of development:	During the 2013-14 school year teachers met to plan out 6 Transdisciplinary units as part of our planning to become an IB PYP world school. In planning these units we used the standards as a resource to align our curriculum from grades K-5 so that students are getting unique learning experiences at each grade level. Teachers also have received training in writing learning targets and success criteria. Most teachers in the building post their learning target and success criteria for students to reference throughout the lesson and/or the day.
Plan	Assigned to:	Janet Gates-Cortez
	How it will look when fully met:	During the 2015-16 school year teachers will use the grade level curriculum overview planner to map out exactly which standards from the CCSS, NGSS, and state standards will be taught in each of their 6 Transdisciplinary Units and outside of the units.
	Target Date:	05/10/2017
Implement	Percent Tasks Completed:	2 of 3 (67%)
	Objective Met Date:	5/22/2015
	Evidence:	5/22/2015 sample of the curriculum mapping.
	Sustainability:	5/22/2015 We will continue to align the CCSS to the units of study and address existing holes.

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: 2 of 4 (50%)	
Assessment	Level of Development:	Initial: Limited Development 10/07/2013
	Describe current level of development:	Classroom instruction is based on the following assessments: DMA, Some teams are conducting Pre/Post assessments, Curriculum Based Assessments, Unit Tests, Formative/Summative Assessments, Running Records, CBAs, DIBELS, Gates McGinitie
Plan	Assigned to:	Becky Owens

	How it will look when fully met:	2016-2017: A block schedule will be created to ensure students receive differentiation for reading from their own classroom teacher, in addition to title/LAP support teacher, special ed teachers or ELL teachers. Students will receive double dosing for areas of need. Differentiation occurs for all students in response to data collection (pre, ongoing, and post assessments) in place to ensure student success in all subject areas of study. Support models, plans, and measures are also archived for future reference. Resultantly, differentiation at each grade level will be supported by an archive of scaffolding experiences that supports individualized instruction and fosters improved student performance.
	Target Date:	06/10/2017
Implement	Percent Tasks Completed:	2 of 4 (50%)

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator	P4-IIIB06 - All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding).(3076)(TitleISW)	
Status	Objective Met 5/22/2015	
Assessment	Level of Development:	Initial: Limited Development 05/19/2014
	Describe current level of development:	Currently our school uses the standards based report card that the district has aligned to the standards reporting to teachers 3 times a year. At both the winter and spring reporting periods teachers meet and conference with parents in a 2 way dialog around how the student is doing in meeting the standards on the report card.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	As part of our buildings assessment policy we will be designing a report card supplement to the district standards based reportcard. By February of 2015 our instructional leadership team will have completed a comprehensive review of the district standards based report card and developed a parent friendly suppliment to communicate student progress to parents.
	Target Date:	02/15/2017
Implement	Percent Tasks Completed:	3 of 3 (100%)
	Objective Met Date:	5/22/2015
	Evidence:	5/22/2015 sample of the school report card.
	Sustainability:	5/22/2015 Make the PYP section a permanent component of the school report card.

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

Assessing student learning frequently with standards-based assessments

Indicator	P5-IID05 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(ELL,TitleISW)	
Status	Tasks completed: 2 of 3 (67%)	
Assessment	Level of Development:	Initial: Limited Development 05/19/2014
	Describe current level of development:	As part of our school wide improvement plan the leadership team sets learning goals based on our MSP, District Literacy tests, and District Math Test.
Plan	Assigned to:	Becky Owens
	How it will look when fully met:	During the 2014-15 school year the school instructional leadership team will meet monthly to monitor and adjust our school improvement plan based on classroom instruction and student performance data.
	Target Date:	09/09/2016
Implement	Percent Tasks Completed:	2 of 3 (67%)

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	Objective Met 2/17/2015	
Assessment	Level of Development:	Initial: Limited Development 04/24/2014
	Describe current level of development:	There is a current plan in place for transition for students from preschool to kindergarten with our Family Support Specialist and our Title I program. We are beginning the process of developing a transition plan for this year's 5th grade students to Middle school. PLC teams work directly to prepare students for their transition between grade levels to be competent in Grade-Level expectations that will allow all students to be successful.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	It is the intent of the McCarver community to provide a fluid transition for all students. This includes grade to grade as well as our preschoolers to kindergarten and our 5th graders to 6th grade at their perspective feeder middle schools.
	Target Date:	06/01/2017
Implement	Percent Tasks Completed:	3 of 4 (75%)
	Objective Met Date:	2/17/2015
	Evidence:	2/17/2015 Kindergarten Registration Forms and Parent Sign-In Sheets Calendar that reflects McCarver/Jason Lee transition sessions Classroom cards that are used for yearly student placement
	Sustainability:	2/17/2015 We will need to keep these tasks as a ritual or practice that happens every year. We will set goals of how to improve upon them based upon data that will be collected

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	Objective Met 10/22/2014	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Describe current level of development:	Teams meet to periodically to examine data for the purpose of grouping students and plan curriculum. Some instructional teams group students based upon foundational academic strengths and weaknesses.
Plan	Assigned to:	Janet Gates-Cortez
	How it will look when fully met:	<p>During the 2016-17 school, the staff have a structure and system built into place for reviewing curriculum and lesson designs' strengths and weaknesses. Weekly common planning and monthly grade level and data team meetings build in time for reviewing student work and diving deep into what is needed to move student academic achievement forward. This includes a review of the curriculum as it connects to standards and key concepts, student misconceptions and supplemental curriculum. The objective will be fully met when the teams have developed a practice and routine for reviewing student data, curriculum used/needed and adapt their lesson design to meet the needs of students.</p> <p>By the end of October 2013, McCarver grade level teams will begin meeting twice a month using the agenda framework to discuss common assessments and plan appropriate lessons. Teams will submit agenda notes and action plans at the end of each meeting.</p>
	Target Date:	06/16/2017
Implement	Percent Tasks Completed:	2 of 4 (50%)
	Objective Met Date:	10/22/2014
	Evidence:	10/22/2014 TBD
	Sustainability:	10/22/2014 Evidence will be provided/uploaded at a later date.

Indicator	P5-IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)(SWD)	
Status	Objective Met 10/22/2014	
Assessment	Level of Development:	Initial: Limited Development 11/29/2012

	Describe current level of development:	Principal #5 Title I Components: #1, #2, #7, and #8 We currently have a structure in place where teacher leadership teams meet in grade level groups monthly at a minimum to rewrite our schools curriculum into transdisciplinary units. These units engage students in critical thinking in an international minded way. They take students into in-depth studies that go beyond the standards. We currently are collecting monthly building wide data related to the math and reading common core standards.
Plan	Assigned to:	MaryAnne James
	How it will look when fully met:	By May 2013 grade level team will have 3 IB PYP (International Baccalaureate Primary Years Program) unit planners aligned to common core standards as observed in alignment documents by the IB PYP Coordinator.
	Target Date:	05/10/2017
Implement	Percent Tasks Completed:	2 of 2 (100%)
	Objective Met Date:	10/22/2014
	Evidence:	10/22/2014 Electronic filing of all IB unit planners and reflections. The IB authorization application IB binders in every classroom containing the units of study.
	Sustainability:	10/22/2014 We continue to engage in professional development that drives improvement upon units that will be taught year to year to satisfy the IB requirements of sustained certification.

Indicator	P5-IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(TitleISW)	
Status	Tasks completed: 1 of 3 (33%)	
Assessment	Level of Development:	Initial: Limited Development 05/20/2014
	Describe current level of development:	At McCarver teachers meet in grade level PLCs for the purpose of planning instruction, reviewing data, and communicating about other classroom instructional topics. As part of our work around data each teacher has a data board with common agreed upon assessment check points which they bring to the grade level PLCs to discuss and track student growth for the purpose of planning instruction. In McCarver's curriculum work we have planned 6 Transdisciplinary units at each grade level and specialist are using the planner to design instruction for specific skills outside of the classroom. These planners outline both the formative and summative assessments used to measure student progress for the purpose of designing instruction. Pre-test are used with some instructional areas.
Plan	Assigned to:	Leadership Team

	How it will look when fully met:	During the 2014-15 school year teachers will design and use pre-test as part of tracking student growth data on their data boards in order to design differentiated instruction for all students.
	Target Date:	05/19/2016
Implement	Percent Tasks Completed:	1 of 3 (33%)

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: 2 of 4 (50%)	
Assessment	Level of Development:	Initial: Limited Development 10/09/2013
	Describe current level of development:	Currently we use data building wide to assess and group our students for intervention purposes. As the standards change the staff is planning and aligning our PYP units to the CCSS and the next generation science standards so that we can teach and assess students on the current standards.
Plan	Assigned to:	MaryAnne James
	How it will look when fully met:	During the 2013-2014 school year, staff will develop and use a system of collecting data based upon classroom assessment for the purpose of informing/guiding instructional practices. The leadership team will provide professional development to help teaching staff interpret reading and math data.
	Target Date:	03/09/2017
Implement	Percent Tasks Completed:	2 of 4 (50%)

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

School and classroom culture

Indicator	P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)	
Status	Objective Met 10/22/2015	
Assessment	Level of Development:	Initial: Limited Development 12/17/2012

	Describe current level of development:	Principal #6 Title I Components: #2 and #4 Currently we have been working hard on promoting positive behavior through our newly implemented self-manager program. This program supports students making wise decisions in monitoring their own behavior in the classroom and around the school. This program has been adapted in different ways in different classrooms. In math we have district pacing guides to help teachers make consistent decisions on what students are learning. Within the Daily 5 framework teachers have been building classroom routines for independent learning by building reading stamina. This school year and next school year we are writing transdisciplinary units as part of the International Baccalaureate certification process. These units will work to provide consistency in curricular pacing in all classrooms at a grade level. We are renewing commitment to posting daily learning targets tied to the daily lesson and using exit slips to ensure students are mastering skills taught. We have a training planned for January 2013 on enriching classroom environments.
Plan	Assigned to:	Becky Owens
	How it will look when fully met:	2016-17 school year- Teachers will all implement every TWCI initiative in shared agreements including zones, class meeting and teaching schoolwide routines, to be measured by walkthrough data from SET/TWCI. By June 2014, student's perception of opportunity to learn in a supportive learning environment will show improvement as measured by pre and post student perception surveys.
	Target Date:	11/30/2017
Implement	Percent Tasks Completed:	3 of 6 (50%)
	Objective Met Date:	10/22/2015
	Evidence:	10/22/2015 Pictures of McCarver Eagle SOAR posters. September Waiver Day Agenda listing PBIS training. Team meeting minutes.
	Sustainability:	10/22/2015 Ongoing training with teachers on how to address student behavior in positive ways.

Indicator	P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).(2639)(Expected)	
Status	Objective Met 10/22/2015	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013

	Describe current level of development:	CHAMPS Supervisions Schedules SCDM Counselor
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	During the 2014-2015 school year, McCarver staff will work to promote and sustain a safe learning environment and a culture of learning that is supportive and inclusive of all students.
	Target Date:	05/10/2017
Implement	Percent Tasks Completed:	3 of 4 (75%)
	Objective Met Date:	10/22/2015
	Evidence:	10/22/2015 Meeting Minutes and agendas. Parent night sign in.
	Sustainability:	10/22/2015 Professional Development in cultural competency and instructional differentiation.

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: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	Describe current level of development:	McCarver will enlist parent representative for all site based decision making bodies to give feedback on school issues and initiatives and inform school on how to increase parent involvement at McCarver.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	At McCarver Elementary, there will be a parent representative serving on the SCDM, Parent Involvement Committee, Safety Committee, and Instructional Leadership team.
	Target Date:	03/08/2017
Implement	Percent Tasks Completed:	0 of 1 (0%)

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: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013

	Describe current level of development:	The school's handbook has been updated and will continue to be updated from year to year. Staff, parents and community will continue to be informed in changes/amendments to TPS school board policies. The school's mission and vision is currently being revised to meet IB standards based on feedback that was provided via the IB governing body in June.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	During the 2016-17 school year, the annual Title 1 parent meeting will focus on input from parents, staff, students and administration after review of the Parent compact. The current Student and Staff handbook have the Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines and Classroom Visit Procedures. These were distributed to staff at the August staff retreat and to parents and students at the Back to School night. This objective will be met when the handbook contains updated versions of the above and it is referenced by students, parents and staff as needed. The school's handbook will reflect the mission and vision of the school that reflect global integration of learning as required by the IB PYP program.
	Target Date:	10/31/2017
Implement	Percent Tasks Completed:	0 of 2 (0%)

Indicator	P7-IVA03 - The school's Parent (Family) Involvement Policy includes a vision statement about the importance of family-school partnership in a school community.(3070)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 05/28/2014
	Describe current level of development:	McCarver administrator and staff work with PTA, THA, and Peace Community Center to increase parent involvement involvement. McCarver will schedule and create family fun nights to engage and provide parents with strategies to help their students reach academic success who are struggling.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	Parents are regularly attending family fun nights, PTA meetings, student conferences, and other parent involvement activities to increase student achievement.
	Target Date:	10/13/2016

Indicator	P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected,TitleISW,TitleITA)	
Status	Objective Met 5/22/2015	
Assessment	Level of Development:	Initial: Limited Development 09/26/2013

	Describe current level of development:	Need to review and revise school's compact and parent involvement policy to be distributed at October Title I/Parent Involvement Night Parents that miss information night will receive compact and policy at parent/teacher conferences.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	In October 2014, McCarver school will create and distribute a school compact that includes strategies of how families can support their student's learning in the home environment.
	Target Date:	06/16/2016
Implement	Percent Tasks Completed:	2 of 3 (67%)
	Objective Met Date:	5/22/2015
	Evidence:	5/22/2015 School Compact
	Sustainability:	5/22/2015 We will continue to share student data with parents and host family events that are centered around academic focuses that students are engaged in at all grade levels. We will continue to update the school's parent/student/teacher compact every year

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: 1 of 2 (50%)	
Assessment	Level of Development:	Initial: Limited Development 10/09/2013
	Describe current level of development:	We currently have a parent on our school centered decision making team. Also we have included parents as part of the team that chose to pursue becoming an International Baccalaureate Primary Years Program School (IB PYP). As part of this change process, family nights will be held once a month highlighting the PYP instructional framework. Teachers will be responsible for constructing lessons and activities for parents to engage in with their students that are literacy and math focused connected to the IB principles.
Plan	Assigned to:	Becky Owens
	How it will look when fully met:	Title I staff and Admin team will conduct parent information night to inform parent and community members of the current data of McCarver and our strategic plan for academic improvement. We will also share the previous 3 years of reading and math data of 3rd, 4th and 5th grade students as measured by Washington state assessments (MSP/Smarter Balanced). Lastly, we will share the principles of McCarver's adopted instructional framework in the International Baccalaureate Primary Years Programme (IB PYP)/
	Target Date:	10/14/2016

Implement	Percent Tasks Completed:	1 of 2 (50%)
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November 05, 2016