**Student and School Success Principle 1: Strong leadership**

**Principal's role**

**Indicator** | **P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected,TitleITA)**
--- | ---
**Status** | Tasks completed: 4 of 8 (50%)

**Assessment** | Level of Development: Initial: **Limited Development** 10/17/2014
--- | ---
**Objective Met** - 06/04/2015

| Index: | 6 | (Priority Score x Opportunity Score) |
| Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

**Describe current level of development:** Principal maintains student achievement data to focus on instructional improvement and student learning outcomes. Student data will be shared with all staff to identify the best instructional strategies to reach all students. Instructional improvement with 5D teaching and learning framework along with Common Core professional development will be the focus during the 2014-15 school year.

**Plan** | Assigned to: John Jones
--- | ---
**How it will look when fully met:** The professional development will be embedded throughout the year focusing on teaching practices and alignment of standards with Common Core. Evidence will include information presented during professional development sessions, staff meetings, and email communication. Informal walk throughs are scheduled weekly to support staff in their growth with improving instruction which will lead to an increase of 5% in math, English, biology state assessments.

- **2015-2016:** Decrease credit deficiencies by 5% from 2015 to 2016. Student proficiency rate in SRI will grow from Fall 2015 at 52% of those students tested to Spring 2016 at 65%.
- **2016-2017:** Increase graduation rate for both 2016 & 2017 cohorts to 70%.

**Target Date:** 06/16/2017

**Tasks:**

1. Monthly professional development leadership by the principal will be provided through staff meetings, department meetings, Students of Concern Meetings, Site Council Meetings, and walk throughs.

<p>| Assigned to: | Thu Ament |
| Added date: | 10/23/2014 |
| Target Completion Date: | 06/12/2015 |</p>
<table>
<thead>
<tr>
<th>Comments</th>
<th>Frequency: monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Meetings: Oct. 1, Nov. 5, Dec. 3 Student of Concern Meetings, Tuesdays, to date 34 students have been discussed with action plans decided on how to help them succeed in the classes. Site Council Sept. 17, Oct. 22, Nov. 12, Dec. 10 - Review &amp; agree to school norms, electronics policy, tardiness, accommodations for transgender students, parent conferences, communication radios for all staff. Principal does classroom walk-throughs every Monday.</td>
<td></td>
</tr>
<tr>
<td>Task Completed: 05/20/2015</td>
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</tbody>
</table>

2. Student data gathering from Oakland Team will focus on Tacoma Public Schools strategic goals and benchmarks including instructional improvement and student learning outcomes.

<table>
<thead>
<tr>
<th>Assigned to</th>
<th>Thu Ament</th>
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</thead>
<tbody>
<tr>
<td>Added date</td>
<td>10/23/2014</td>
</tr>
<tr>
<td>Target Completion Date</td>
<td>06/12/2015</td>
</tr>
<tr>
<td>Frequency</td>
<td>monthly</td>
</tr>
<tr>
<td>Comments</td>
<td>Staff met regularly to assess student progress, looking at transcripts, test scores, and teacher assessments.</td>
</tr>
<tr>
<td>Task Completed</td>
<td>05/20/2015</td>
</tr>
</tbody>
</table>

3. Collect student data on credits obtained and state assessments completed to determine students schedules and course offerings prior to the end of each quarter.

<table>
<thead>
<tr>
<th>Assigned to</th>
<th>Thu Ament</th>
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<tbody>
<tr>
<td>Added date</td>
<td>02/26/2015</td>
</tr>
<tr>
<td>Target Completion Date</td>
<td>01/30/2015</td>
</tr>
<tr>
<td>Frequency</td>
<td>four times a year</td>
</tr>
<tr>
<td>Comments</td>
<td>The team meets regularly to assess students' course needs by examining transcripts &amp; test scores. Credit Evals are prepared for each 11th &amp; 12th grade student to plan their quarterly schedules. Every quarter, after grades are posted, the credit evals are updated and new course schedule created if needed. Master Schedule for the building is built on the course needs of our students (Qtr 1 &amp; Qtr 2).</td>
</tr>
<tr>
<td>Task Completed</td>
<td>05/20/2015</td>
</tr>
</tbody>
</table>

4. Due to 48% of tested students performing at a basic or below basic level on the SRI test, a reading class will be instituted for quarter 3 SY 2015-16 to support growth of all students in reading. SRI results will be reviewed on March 25th, 2016 to determine interventions needed for quarter 4.

<table>
<thead>
<tr>
<th>Assigned to</th>
<th>John Jones</th>
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<tbody>
<tr>
<td>Added date</td>
<td>01/28/2016</td>
</tr>
<tr>
<td>Target Completion Date</td>
<td>03/25/2016</td>
</tr>
<tr>
<td>Comments</td>
<td>Reading class implemented in Q3. It was determined there would not be a class for Q4.</td>
</tr>
<tr>
<td>Task Completed</td>
<td>05/12/2016</td>
</tr>
</tbody>
</table>

5. Every SCDM agenda will have SIP updates.

<table>
<thead>
<tr>
<th>Assigned to</th>
<th>John Jones</th>
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<tbody>
<tr>
<td>Added date</td>
<td>09/12/2016</td>
</tr>
<tr>
<td>Added date:</td>
<td>Target Completion Date:</td>
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<tr>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>09/12/2016</td>
<td>06/16/2017</td>
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</tbody>
</table>

6. Publicly post district goals and benchmarks with Oakland in relation to: Building partnerships, safety as well as academic excellence.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Added date:</th>
<th>Target Completion Date:</th>
<th>Frequency:</th>
<th>Comments:</th>
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</thead>
<tbody>
<tr>
<td>John Jones</td>
<td>09/12/2016</td>
<td>06/16/2017</td>
<td>four times a year</td>
<td>Data board to be posted October 2016.</td>
</tr>
</tbody>
</table>

7. Each student will have an individualized high school graduation plan.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Added date:</th>
<th>Target Completion Date:</th>
<th>Frequency:</th>
<th>Comments:</th>
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<tbody>
<tr>
<td>Lauren Swanberg</td>
<td>09/12/2016</td>
<td>06/16/2017</td>
<td>monthly</td>
<td></td>
</tr>
</tbody>
</table>

8. Senior student advisory will facilitate daily progress monitoring of student data to ensure graduation status.

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<thead>
<tr>
<th>Assigned to:</th>
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<th>Target Completion Date:</th>
<th>Frequency:</th>
<th>Comments:</th>
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</thead>
<tbody>
<tr>
<td>Therese Hogan</td>
<td>09/12/2016</td>
<td>06/16/2017</td>
<td>daily</td>
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**Implement**

<table>
<thead>
<tr>
<th>Percent Task Complete:</th>
<th>Objective Met:</th>
<th>Experience:</th>
<th>Sustain:</th>
<th>Evidence:</th>
</tr>
</thead>
</table>

**Indicator** P1-IE07 - The principal monitors curriculum and classroom instruction regularly. (58) (Title ITA)

**Status**

<table>
<thead>
<tr>
<th>Objective Met</th>
<th>6/4/2015</th>
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**Assessment**

<table>
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<th>Level of Development:</th>
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<td></td>
<td><strong>Objective Met</strong> - 06/04/2015</td>
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<table>
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<th>Index:</th>
<th>Priority Score:</th>
<th>Opportunity Score:</th>
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<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

(Priority Score x Opportunity Score)

(3 - highest, 2 - medium, 1 - lowest)

(3 - relatively easy to address, 2 - accomplished within
<table>
<thead>
<tr>
<th>Opportunity Score:</th>
<th>(3 - highest, 2 - medium, 1 - lowest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe current level of development:</td>
<td>Principal does walk-throughs in all classrooms weekly.</td>
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</tbody>
</table>

**Plan**

- **Assigned to:** Thu Ament
- **How it will look when fully met:** Principal will be in classrooms weekly for walk-throughs and provide feedback to staff.
- **Target Date:** 06/12/2015

**Tasks:**

1. Principal will work with instructional coach to monitor teaching strategies in classrooms with staff and professional development meetings for development of student growth goals and outcomes.

   - **Assigned to:** Marti Hylard
   - **Added date:** 10/23/2014
   - **Target Completion Date:** 06/12/2015
   - **Frequency:** four times a year
   - **Comments:** The Principal Walk-through dates: Oct. 6, 13, 29, 27, Nov. 2, 10, 17, 24, Dec. 2, 8 Jan. 5, 12, Feb.2, 9, 23, Mar.2, 9, 16, 23, Apr. 6, 13, 20, 27, May 4, 11

**Implement**

- **Percent Task Complete:** 05/20/2015
- **Objective Met:** 6/4/2015
- **Experience:** 6/4/2015 Principal in classrooms every week to monitor learning & teaching - in-depth practical experience to see teachers engaged with their students.
- **Sustain:** 6/4/2015 Maintain classroom visits.
- **Evidence:** 6/4/2015 Dates recorded in Plan as well as on principal's calendar.

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

**Professional development**

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

**Status**

- Tasks completed: 3 of 6 (50%)

**Assessment**

- **Level of Development:** Initial: Limited Development 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:** The Leadership Team reviews feedback from staff regarding PD and looks at student achievement on state tests to plan PD for current year.

**Plan**

- **Assigned to:** Katie Porubek
- **How it will look when fully met:** Professional Development will be offered throughout the 2014-15 school year for teachers. This will impact struggling and ADD/ADHD learners. This professional development will lead to a 5% increase in state assessments in Math, English, and Biology for these targeted students.
2015-2016: Professional Development will be offered throughout the 2015-2016 school year for teachers. This will impact struggling and ADD/ADHD learners. PD will also provide teachers with background on our students' environmental challenges that impact learning. District high yield strategies were included in PD plan as well. This will also impact those students with an attendance deficit. These professional developments will lead to an increased attendance rate.

2016-2017: Weekly meetings with instructional coach will boast a 100% attendance rate with analysis of student data such as iReady, walk-through feedback and grade distributions. After school PD will meet or exceed a 75% attendance rate by both certificated as well as classified where applicable.

**Target Date:** 06/16/2017

**Tasks:**

1. Staff will collect data on teacher strategies that are successful towards reaching students with their learning. These notes are taken weekly in the Students of Concern Meetings shared by the entire staff.
   
   **Assigned to:** Joe Brucklier  
   **Added date:** 10/23/2014  
   **Target Completion Date:** 06/12/2015  
   **Frequency:** monthly  
   **Comments:**  
   **Task Completed:** 06/02/2015

2. In collaboration with Tacoma Public Schools district officials for math, the instructional coach for math will develop mini studio sessions within the math department to look at teaching strategies and improved instruction.
   
   **Assigned to:** Christy Kalland  
   **Added date:** 10/23/2014  
   **Target Completion Date:** 02/17/2015  
   **Frequency:** once a year  
   **Comments:** Mini-Studio sessions was held on Feb. 17 with the Algebra teacher. Basic Ed teachers, the Math Coach and building administrators observed the lesson and gave feedback during the debriefing session.  
   **Task Completed:** 02/17/2015

3. We will focus on 5D of Teaching and Learning aligned with Common Core standards in conjunction with district initiatives.
   
   **Assigned to:** John Jones  
   **Added date:** 10/30/2015  
   **Target Completion Date:** 06/17/2016  
   **Frequency:** four times a year  
   **Comments:** 5/2016: Attendance data reviewed, it is determined that we will maintain a focus on objective and will add additional task.  
   5D alignment in conjunction with both building and district initiatives.
September
Building Initiative:
ACES/Resiliency w/Nancy Grimes
District Initiative:
Common Core “Unpacking the Standards”
October
Master Calendar
Building Initiative:
Student to Student Bullying
District Initiative:
Common Core: Setting Attainable Specific Goals to Enhance Student Learning/Snapshots
November
Book Study: Mindset in the Classroom by Mary Cay Ricci
District Initiative:
Depth of Knowledge (DOK)
December
Application of Mindset in the Classroom by Mary Cay Ricci to Parents at Holiday Dinner
Building Initiative:
90 minute class planning/Sound Grading Practices
January
First Semester ends: January 28, 2015
February
Second Semester begins: February 1, 2016
Building Initiative:
Classroom Strategies for Accommodating ADD/ADHD learners w/Nancy Grimes
Building Initiative/ District Initiative:
Classroom Management – Reinforcing Effort and Providing Recognition
District Initiative:
Summarizing and Note-taking
March
Building Initiative: Instructional Technology
Book Study: Working with Students in Poverty by Eric Jensen
April
Spring Break
Building Initiative:
Book Study: Teaching with Poverty in Mind & Effective classroom strategies
May
Building Initiative: Habits of Heart & Mind: Culturally Responsive Teaching
June
Graduation

| Task Completed: | 05/12/2016 |

4. Dean will provide data related to TWCI and grade distribution to instructional coach and staff for weekly meetings.

| Assigned to: | Kathryn Moran |
| Added date: | 09/12/2016 |
| Target Completion Date: | 06/16/2017 |
| Frequency: | twice monthly |
| Comments: | |

5. After school PD consisting of: Common Core, CEL 5D, TWCI, restorative practices, culturally responsive
teaching, teaching in a block, various book studies with a focus on instructional best practices as well as various forms of data collection.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Katie Porubek</th>
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</thead>
<tbody>
<tr>
<td>Added date:</td>
<td>09/12/2016</td>
</tr>
<tr>
<td>Target Completion Date:</td>
<td>06/16/2017</td>
</tr>
<tr>
<td>Frequency:</td>
<td>monthly</td>
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<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</table>

6. Weekly 30 minute meetings with instructional coach.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Katie Porubek</th>
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<tbody>
<tr>
<td>Added date:</td>
<td>09/12/2016</td>
</tr>
<tr>
<td>Target Completion Date:</td>
<td>06/16/2017</td>
</tr>
<tr>
<td>Frequency:</td>
<td>weekly</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

### Implement

| Percent Task Complete: | Tasks completed: 3 of 6 (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**  4/27/2016

### Assessment

<table>
<thead>
<tr>
<th>Level of Development:</th>
<th>Initial: <strong>Limited Development</strong> 10/17/2014</th>
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<tbody>
<tr>
<td></td>
<td><strong>Objective Met</strong> - 04/27/2016</td>
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<table>
<thead>
<tr>
<th>Index:</th>
<th>6</th>
<th>(Priority Score x Opportunity Score)</th>
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<tbody>
<tr>
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<tr>
<td>Opportunity Score:</td>
<td>2</td>
<td>(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
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</table>

**Describe current level of development:**

- Professional Learning Communities
  - a. Book Study
    - i. Fires in the Bathroom by Kathleen Cushman
    - ii. Reaching and Teaching Students of Poverty by Paul Gorski
    - iii. Mindset: The New Psychology of Success by Carol S. Dweck
  - b. Students of Concern

- Professional Development
  - a. District Initiated
    - i. Common Core: Setting Attainable Specific Goals to Enhance Student Learning
    - ii. 5 Dimensions of Teaching & Learning
    - iii. Classroom Strategies for Accommodating ADD & ADHD Learners

- Cultural Competence and Culturally responsive teaching
  - a. Professional development- PTSD similar to Native American experience, Black Male Initiative, Working with Students from Poverty, etc.

### Plan

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Katie Porubek</th>
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</thead>
<tbody>
<tr>
<td>How it will look when fully met:</td>
<td>Professional development will be focused on book studies and TPA district initiatives; Fires in the Bathroom by Kathleen Cushman, Reaching and Teaching Students of Poverty by Paul Gorski, The New Psychology of Success by Carol Dweck, and TPS professional</td>
</tr>
</tbody>
</table>
development with Common Core, Setting Attainable Specific Goals to Enhance Student Learning, 5D of Teaching and Learning, Classroom strategies for Accommodating ADD/ADHD learners, Cultural responsive teaching, Native American Experience, and the Black Male Initiative which will result in a 5% increase in state assessments with math, English, and biology.

2015-2016: Professional development will be focused on book studies and TPS district initiatives; Engaging Students in Poverty by Erik Jensen, Reaching and Teaching Students of Poverty by Paul Gorski, Mindset in the Classroom by Mary Cay Ricci and TPS professional development with Common Core, Setting Attainable Specific Goals to Enhance Student Learning, 5D of Teaching and Learning, Classroom strategies for Accommodating ADD/ADHD learners, student discourse, rigorous questioning, and note-taking.

<table>
<thead>
<tr>
<th>Target Date:</th>
<th>06/10/2016</th>
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</thead>
</table>

**Tasks:**

3. Submission of names of students for academic, attendance, and citizenship certificates at the end of every quarter. Positive behavior support for students will also have a poster made for each student receiving the award to be put up throughout the building for the remainder of the school year.

| Assigned to: | Patty LeBlanc |
| Added date: | 10/23/2014 |
| Target Completion Date: | 06/10/2015 |
| Frequency: | four times a year |
| Comments: | Qtrs 1 & 2 have had students identified and recognized. Posters of students have been made and are hanging on hallway walls. Students attended 2 field trips in recognition of academic excellence. Student names are displayed in front hall showcase. |

**Task Completed:** 06/02/2015

4. Submission of names of students for academic, attendance, and citizenship certificates at the end of every quarter. Positive behavior support for students will also have a poster made for each student receiving the award to be put up throughout the building for the remainder of the school year.

| Assigned to: | Katie Porubek |
| Added date: | 09/28/2015 |
| Target Completion Date: | 06/17/2016 |
| Frequency: | four times a year |
| Comments: | 2/2016 Semester awards given to students and parents were invited to attend ceremony. 4/27/16: Q3 awards completed |

**Task Completed:** 04/27/2016

5. Instructional coach and Oakland Team will look at the staff feedback from the professional development offerings to adjust the next professional development sessions according to the needs of Oakland Alternative High School while simultaneously incorporating both building and district initiatives.

| Assigned to: | Katie Porubek |
| Added date: | 10/30/2015 |
| Target Completion Date: | 01/29/2016 |
| Frequency: | monthly |
| Comments: | 4/27/16: Exit slips, district eval forms provided evidence and feedback for PD. |

**Task Completed:**
Participation in PD's by staff have fluctuated over the course of the year with a strong core of participants. The result has been via the walk-through form and the ability to look at multiple facets of 5D implementation in classroom instruction.

4/27/2016
We are going to continue the same focus of engaging students from poverty, district high-yield strategies and successfully supporting students in alternative educational settings.

4/27/2016
PD agendas, exit slips, district eval forms, classroom walk-through data that monitors implementation.

**P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.**

- **Level of Development:** Initial: Limited Development 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)

Each department regularly reviews student achievement and will identify best teaching practices to focus on for the current school year.

Staff professional development will be focused on understanding and using assessment data to drive instruction and the development of common assessments to support student academic growth so that there will be a 5% increase on state assessments in math, English, and biology.

2015-2016: Staff professional development will be focused on understanding and using assessment data to drive instruction and the development of common assessments to support student academic growth.

**Tasks:**

1. Teachers will develop student growth goals to be shared throughout departments and entire staff. Growth goals will be reflected in school professional development.

   - **Assigned to:** Katie Porubek
   - **Added date:** 10/23/2014
   - **Target Completion Date:** 06/17/2016
   - **Frequency:** twice a year
5/2016: Teachers did develop and monitor student growth goals through committee meetings (SOC), evaluation conversations and graduation committee meetings. Teachers had strategies from PD to support student growth.

**Task Completed:** 05/12/2016

### 2. Departments will develop SMART Goals as specific to content areas to help drive the professional development and instruction at Oakland Alternative High School. Through SCDM, departments and 5D

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>John M. Jones</th>
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</thead>
<tbody>
<tr>
<td>Added date:</td>
<td>10/23/2014</td>
</tr>
<tr>
<td>Target Completion Date:</td>
<td>06/17/2016</td>
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<tr>
<td>Frequency:</td>
<td>twice a year</td>
</tr>
<tr>
<td>Comments:</td>
<td>5/2016: After reflection, we need to develop more work around SMART goals.</td>
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</tbody>
</table>

#### Implement

**Percent Task Complete:** 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**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>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)</th>
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</thead>
<tbody>
<tr>
<td>Status</td>
<td><strong>Objective Met</strong> 5/12/2016</td>
</tr>
<tr>
<td>Assessment</td>
<td>Level of Development: Initial: <strong>Limited Development</strong> 08/25/2014</td>
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**Objective Met** - 05/12/2016

<table>
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<tr>
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<tr>
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<tr>
<td>Opportunity Score:</td>
<td>2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
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</tbody>
</table>

**Describe current level of development:** Currently Oakland Alternative High Schools continues to build and reform the extended learning opportunities for students through additional on-line courses and independent study classes along with credit retrieval classes in math and English upon passing state assessments. Assessment coordinator and counselor monitor student data quarterly to determine student schedules and collect data related to academic growth.

### Plan

<table>
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<tr>
<th>Assigned to:</th>
<th>Katie Porubek</th>
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**How it will look when fully met:** The extended learning opportunities will be developed and implemented in courses that students are deficient in or need to retrieve NC courses from previous classes. All Oakland teachers will increase the number of seniors earning credit by 5% during the 2014-15 school as compared to number of seniors earning credit in the 2013-14 school year.

2015-2016: The extended learning opportunities will be developed and implemented in courses that students are deficient in or need to retrieve credit from NC from previous classes. ELO will also focus on students deficient in Math and Reading per EOC and SRI data.

**Target Date:** 06/10/2016

**Tasks:**
1. On a quarterly basis Oakland Team evaluates credits/assessment obtainment to determine pathway for students success. These students are identified by assessment coordinator, counselor, department chairs, and principal to refer to extended learning opportunities.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Lauren Swanberg</th>
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<tbody>
<tr>
<td>Added date:</td>
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<tr>
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<tr>
<td>Comments:</td>
<td>5/2016: Testing coordinator facilitates meetings to ensure student credit and assessment attainment is tracked and recorded. Sept &amp; November - team met to examine transcripts &amp; test scores to recommend class placements. Counselor works with students to inform them of additional credit retrieval options, and connects them with many of the available outreach opportunities. See OHS Outreach document for full list of options and opportunities. Oakland has a GRADS program designed to provide learning &amp; support for pregnant teens and young parents. Students can receive academic support while out of school leading up to or following the birth of the child. The classes are geared toward practical parenting &amp; human development skills. Oakland also has a licensed day-care program on-site. The Cottesmore Early Head Start program is available for teens with infants who are enrolled in Tacoma Public Schools. See flyers for GRADS brochure and Early Head Start. 2015-2016: September, November, January and June - team will meet to examine transcripts &amp; test scores to recommend class placements. Counselor works with students to inform them of additional credit retrieval options, and connects them with many of the available outreach opportunities. See OHS Outreach document for full list of options and opportunities.</td>
</tr>
</tbody>
</table>

Task Completed: 05/12/2016

2. Staff will offer assistance in Math and English/Reading as ELO on multiple days per week. Attendance will be tracked. Success will be determined through data tracking from Spring 2015 EOC, SBAC, HSPE to performance on these in Spring 2016. We will also track student growth on SRI from Fall 2015 to Spring 2016 and credit received. Decrease credit deficiencies by 5%.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Katie Porubek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added date:</td>
<td>10/08/2015</td>
</tr>
<tr>
<td>Target Completion Date</td>
<td>06/17/2016</td>
</tr>
<tr>
<td>Comments:</td>
<td>10/08/15: ELO will begin 10/19/15</td>
</tr>
</tbody>
</table>

Task Completed: 05/12/2016

Implement

Objective Met: 5/12/2016

Experience: 5/12/2016 Evident that committees needed to be formed and multiple stakeholders meet to monitor credit retrieval, course completions, assessment completion (meeting standard), and academic progress. In SY 15-16, these meetings and tracking system was implemented to reach this objective.

Sustain: 5/12/2016 By an intake process that monitors where they are at the start, the needs of the students and Oakland (academic planning w/each student.
### 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: 1 of 3 (33%)

### Assessment

<table>
<thead>
<tr>
<th>Level of Development:</th>
<th>Initial: <strong>Limited Development</strong> 10/17/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index:</td>
<td>6 (Priority Score x Opportunity Score)</td>
</tr>
<tr>
<td>Priority Score:</td>
<td>3 (3 - highest, 2 - medium, 1 - lowest)</td>
</tr>
<tr>
<td>Opportunity Score:</td>
<td>2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
</tr>
</tbody>
</table>

### Describe current level of development:

At Oakland Alternative High School we have four quarters and a three period day. Students are able to earn a .5 per class in a quarter’s time. So, every morning our entire school has common planning time prior to classes starting. We also have a school wide advisory that happens once a week with an altered bell schedule. This time gives all departments planning time as well as cross curricular time for teachers to share their work with instruction.

### Plan

**Assigned to:** John Jones

**How it will look when fully met:**

Instructional evidence from teachers will include curriculum maps, pacing guides, assessment calendars, student performance data that will identify students who need additional support so that students will have a 5% increase in state assessments in math, English, and biology.

2015-2016: All notes and evidence that is created will be collected to share building-wide throughout the 2015-2016 school year. Student data will be shared continuously related to assessments, behavior, attendance, to best support all the needs of our students.

2016-2017: Graduation committee will meet monthly to analyzes senior graduation status: credits, assessments, attendance, behavior and post-secondary planning.

**Target Date:** 06/16/2017

### Tasks:

1. All notes and evidence that is created will be collected to share building wide throughout the 2015-2016 school year. Student data will be shared continuously related to assessments, behavior, attendance, to best support all the needs of our students.

   **Assigned to:** John Jones

   **Added date:** 10/30/2015

   **Target Completion Date:** 06/17/2016

   **Frequency:** four times a year

   **Comments:** Staff Meetings: Principal reviews data collected from building assessments, state tests, SAT scores. Departments meet to assess students' progress toward meeting state testing requirements and course objectives. Feb. 4 Staff Meeting, teachers were given an updated list of credits earned & state tests completed sorted by grade level & another by total credits earned. Students were grouped into tiers & color coded to help staff recognize students who were moving forward & who were having difficulties.

Waiver day: data protocol used to disseminate discipline and tier 2 and 3 student intervention data.

**Task Completed:** 05/11/2016
2. District and in-house reports pulled monthly to ensure seniors on track.

Assigned to: Therese Hogan
Added date: 09/12/2016
Target Completion Date: 06/16/2017
Comments:

3. In-take process will include credit evaluations, high school and post high school plans. Indistar team will review progress for each grade quarterly.

Assigned to: Lauren Swanberg
Added date: 09/12/2016
Target Completion Date: 06/16/2017
Frequency: four times a year
Comments:

Implement Percent Task Complete: Tasks completed: 1 of 3 (33%)

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 1 (0%)

Assessment

Level of Development: Initial: Limited Development 10/22/2014

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:
Currently teachers practice standards based grading and assessment strategies for driving all instruction while implementing the No Credit (NC) policy instead of failing grades at Oakland Alternative High School. Math, English, CTE teams are working to develop standard-aligned units of instruction with Common Core Standards.

Plan

Assigned to: John Jones

How it will look when fully met:
Teacher practice with standards based grading and assessment strategies for driving all instruction while implementing the (NC) No Credit policy instead of failing grades along with development of standard alignment with common core will support a 5% increase on state assessments in math, English, and biology. 2015-2016: Teacher practice with standards based grading and assessment strategies for driving all instruction while implementing the (NC) No Credit policy instead of failing grades along with development of standard alignment with common core will support an increase on state assessments in Math, ELA, and Biology.

Target Date: 06/10/2016

Tasks:

2. Develop, sustain, and monitor the (NC) No Credit policy and standards based grading and assessment practices after every quarter.

Assigned to: John Jones
Added date: 10/30/2015
Target Completion Date:
Target Completion Date: 06/17/2016

Frequency: four times a year


<table>
<thead>
<tr>
<th>Implement</th>
<th>Percent Task Complete: Tasks completed: 0 of 1 (0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>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, Title ITA)</td>
</tr>
<tr>
<td>Status</td>
<td>Objective Met 6/4/2015</td>
</tr>
<tr>
<td></td>
<td>Objective Met - 06/04/2015</td>
</tr>
<tr>
<td></td>
<td>Index: 6 (Priority Score x Opportunity Score)</td>
</tr>
<tr>
<td></td>
<td>Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>Describe current level of development: Leadership team assesses each quarter data regarding students' achievement around core instructional programs offered by Oakland Alternative High School.</td>
</tr>
<tr>
<td>Plan</td>
<td>Assigned to: Thu Ament</td>
</tr>
<tr>
<td></td>
<td>How it will look when fully met: The Leadership team will continue assess all students' achievement data via credits obtained, test assessments, and correctly scheduled classes.</td>
</tr>
<tr>
<td></td>
<td>Target Date: 06/12/2015</td>
</tr>
<tr>
<td></td>
<td>Tasks:</td>
</tr>
<tr>
<td></td>
<td>1. The Oakland Team will meet monthly to look at the Indistar plan and core instructional program based on identified student needs to make adjustments throughout the 2014-15 school year.</td>
</tr>
<tr>
<td></td>
<td>Assigned to: Thu Ament</td>
</tr>
<tr>
<td></td>
<td>Added date: 10/23/2014</td>
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<tr>
<td></td>
<td>Target Completion Date: 06/12/2015</td>
</tr>
<tr>
<td></td>
<td>Frequency: monthly</td>
</tr>
<tr>
<td></td>
<td>Comments: The team meets regularly to assess students' course needs by examining transcripts &amp; test scores. Credit Evals are prepared for each 11th &amp; 12th grade student to plan their quarterly schedules. Every quarter, after grades are posted, the credit evals are updated and new course schedule created if needed. Master Schedule for the building is built on the course needs of our students (Qtr 1 &amp; Qtr 2). Jan. 10 - the team met to plan the Master Schedule for Qtr 3 - planning for students who need English &amp; Reading for state HSPE tests &amp; who needed to be put into Math &amp; Biology classes to be ready for the Spring EOCs.</td>
</tr>
<tr>
<td></td>
<td>Task Completed: 06/02/2015</td>
</tr>
<tr>
<td>Objective Met: 6/4/2015</td>
<td></td>
</tr>
</tbody>
</table>
| Experience: 6/4/2015 | We work very hard to be sure that students are in the classes they need to meet graduation requirements and be ready to take the state
assessments. This year was awful for assessments. We spent so much
time on testing that students lost way too much classroom time that
would have been better spent learning.

Sustain: 6/4/2015
The state needs to cut down on the amount of testing students are
expected to do.

Evidence: 6/4/2015
All tests were given. Attendance was very poor for the SBAC, much
better participation for the tests that were related to graduation
requirements.

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

Expecting and monitoring sound instruction in a variety of modes

**Indicator**

**P4-III A07 - All teachers differentiate assignments (individualize instruction) in response to
individual student performance on pre-tests and other methods of assessment.(116)
(ELL, Expected, Title ISW, Title ITA)**

**Status**

Tasks completed: 1 of 2 (50%)

**Assessment**

<table>
<thead>
<tr>
<th>Level of Development</th>
<th>Initial: Limited Development 10/22/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index:</td>
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<tr>
<td>Opportunity Score:</td>
<td>2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
</tr>
</tbody>
</table>

**Describe current level of development:**

We will have PD this year to help teachers develop strategies that
support differentiation.

**Plan**

**Assigned to:** Katie Porubek

**How it will look when fully met:**

Teachers will implement teaching practices that support differentiation
to meet students' needs. The Instructional Coach will work with
teachers to help them integrate these strategies into day-to-day
practice.

2015-2016: Teachers will implement teaching practices that support
differentiation to meet students' needs. The Instructional Coach will
work with teachers to help them integrate these strategies into day-to-
day practice.

2016-2017: Teachers will implement teaching practices that support
differentiation to meet students' needs. The Instructional Coach will
work with teachers to help them integrate these strategies into day-to-
day practice.

**Target Date:** 06/16/2017

**Tasks:**

3. Professional development throughout the year will continue to give teachers support with differentiated instruction.

**Assigned to:** Katie Porubek

**Added date:** 10/30/2015

**Target Completion Date:** 06/17/2016

**Frequency:** monthly

**Comments:**

5/2016: Evidence includes PD agendas with supporting documentation
for strategies. Such as note-taking and working with students in
poverty.

5D alignment in conjunction with both building and district initiatives.
September
<table>
<thead>
<tr>
<th>Task Completed:</th>
<th>05/12/2016</th>
</tr>
</thead>
</table>

4. Departments will implement and analyze results of: iReady, English and Math department assessments, to discuss how differentiated instruction can be used from the student data results from the common assessments.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Katie Porubek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added date:</td>
<td>10/30/2015</td>
</tr>
<tr>
<td>Target Completion Date:</td>
<td>06/16/2017</td>
</tr>
<tr>
<td>Frequency:</td>
<td>weekly</td>
</tr>
</tbody>
</table>
| Comments: | 2015-2016: Common Assessment discussions implemented on waiver day 9/2015, 10/2015 and 1/11/2016 Data carousels.  
2016-2017: |

**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) (Title I SW, Title I TA)

#### Status

**Objective Met** 6/4/2015

#### Assessment

<table>
<thead>
<tr>
<th>Level of Development:</th>
<th>Initial: Limited Development 10/21/2014</th>
<th>Objective Met - 06/04/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index:</td>
<td>4</td>
<td>(Priority Score × Opportunity Score)</td>
</tr>
<tr>
<td>Priority Score:</td>
<td>2</td>
<td>(3 - highest, 2 - medium, 1 - lowest)</td>
</tr>
<tr>
<td>Opportunity Score:</td>
<td>2</td>
<td>(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
</tr>
</tbody>
</table>

#### Describe current level of development:

We currently provide a new-student orientation to help students adjust to Oakland's schedule and expectations.

#### Plan

**Assigned to:** Thu Ament

**How it will look when fully met:**
Oakland will continue to use data to support transition. We continue to assess Advisory curriculum to best serve our students' needs as they enroll into our school. We will work with the other district high schools and enrollment services to best serve enrollment and transition of new students.

**Target Date:** 06/12/2015

#### Tasks:

1. Incoming students will meet with principal, counselor, and or have an orientation upon enrolling at Oakland Alternative High School. School expectations, policies, rules and regulations will be provided and reviewed. School bell schedule and school map will be reviewed for understanding the school layout and schedule.

   **Assigned to:** Lauren Swanberg

   **Added date:** 10/24/2014

   **Target Completion Date:** 06/12/2015

   **Frequency:** four times a year

   **Comments:**
   Orientations Qtr 1: Sept. 2 - Oct. 1
   Orientations Qtr 2: Nov. 3 - Dec. 5
   Oakland accepts new students each quarter up to the mid-term period. Students are given Oakland HS expectations, policies, rules & regulations. Students are provided with a mentor student to help them find classes, negotiate the cafeteria, and answer questions (or direct them to the appropriate adult) regarding Oakland's program.

   **Task Completed:** 06/02/2015

2. Exiting students for graduation will provide their post graduation plans via (High School and Beyond plans) and students who exit due to poor attendance will be contacted to reconnect through re-engagement services prior to re-enrolling at Oakland Alternative High School. Students reaching the age of 21 prior to reaching graduation requirements will be transitioned to high school completion programs such as Bates Vocational College, Tacoma Community College, Clover Park Vocational College, Pierce College, and Re-engagement Programs.

   **Assigned to:** Lauren Swanberg

   **Added date:** 10/24/2014

   **Target Completion Date:** 06/12/2015

   **Frequency:**
Frequency: four times a year

Comments: Oakland's graduation specialist meets with seniors, senior advisors, and staff to facilitate getting Oakland seniors to graduate. She communicates with parents & students regarding attendance, coursework, required tests, individual concerns, and good news. She also works to find solutions for student problems relating to social/emotional/academic concerns. See Graduation Specialist document for full description as well as perceived barriers to graduation.

Task Completed: 06/02/2015

Implement
Percent Task Complete:

Objective Met: 6/4/2015

Experience: 6/4/2015
The graduation specialist has weekly contact with the identified seniors to help them get past any barriers to graduation.

Sustain: 6/4/2015
Having a graduation specialist helps us keep track of our seniors and gives them a 'touchstone.' Our classroom teachers work very hard with the students who are in the classroom, the specialist helps us keep track of those who might be having outside difficulties that create barriers to their graduating.

Evidence: 6/4/2015
We are graduating 37 seniors, 20 on-time graduates (2015) & 3 early (2016). This is what we work all year for.

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

Status Tasks completed: 1 of 3 (33%)

Assessment
Level of Development: Initial: Limited Development 10/17/2014

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Currently the Oakland Team that consists of our counselor, assessment coordinator, instructional coaches, and teacher leaders who meet quarterly/monthly to address students' assessment data, credits obtained and courses enrolled along with social and emotional data to best serve all students. Beginning assessments include: credits obtained, assessments achieved, transcript assessment to guide scheduling of students' classes.

Plan
Assigned to: John Jones

How it will look when fully met: Assessment data will be provided for each student in the areas of credits obtained and graduation requirements. This will track the number of credits attained by students and assist students mapping out scheduling of classes and required assessments. This will result in an evaluation of whether students are progressing or not in obtaining credits.

Target Date: 2016-2017: Reduce the number of course failures, increase graduation rate to 70% and increase average daily attendance to 75%.
### Tasks:

1. School wide guide for common assessments will be established and implemented this year to focus teachers on data results for student achievement and any modifications that is to made in instructional practice.

   - **Assigned to:** Christy Kalland
   - **Added date:** 10/23/2014
   - **Target Completion Date:** 06/12/2015
   - **Frequency:** twice a year
   - **Comments:**

2. Hold grade level advisory meetings to discuss the credit and assessment data.

   - **Assigned to:** Janet Hopkins
   - **Added date:** 02/26/2015
   - **Target Completion Date:** 10/10/2014
   - **Frequency:** monthly
   - **Comments:** Advisory with students occurs weekly, each Wednesday. Adult debrief occurs monthly.

   - **Task Completed:** 06/02/2015

3. TWCI will monitor award system. Facilitator, Data-analyst and minute-taker will track trends from award system tickets with positive incentives.

   - **Assigned to:** Katie Porubek
   - **Added date:** 09/12/2016
   - **Target Completion Date:** 06/16/2017
   - **Frequency:** monthly
   - **Comments:** Each month we will update with incentives.

### Implement

- **Percent Task Complete:** 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:** 1 of 1 (100%)

### Assessment

- **Level of Development:**
  - **Initial:** Limited Development 10/21/2014
  - **Index:** 4
  - **Priority Score:** 2
  - **Opportunity Score:** 2
  - **Describe current level of development:** Common assessments and common rubrics will be developed so teachers can monitor and adjust curriculum as needed for student progress.

### Plan

- **Assigned to:** John Jones

- **How it will look when fully met:**
  - Common assessments and rubrics will be developed and used to align curriculum across all grade levels and contents areas to support student achievement by collecting data and making modifications to instructional practice.
  - 2015-2016: Staff will track graduation requirements and students who need to fulfill those requirements as tracked in EDS.
2. Testing coordinator will track students meeting graduation requirements for state tests.

Assigned to: John Jones
Added date: 10/08/2015
Target Completion Date: 08/26/2016
Frequency: monthly
Comments: 10/14/15: All students will take SAT/PSAT
4/27/16: Testing coordinator and Graduation coordinator successfully tracked students meeting graduation requirements for state tests. SAT, SBAC, HSPE, EOC, & COE state requirements. Students are celebrated via shining star showcase.

Task Completed: 04/27/2016

Implement

Percent Task Complete: Tasks completed: 1 of 1 (100%)

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 Add a Task Tasks completed: 3 of 3 (100%)

Assessment Level of Development: Initial: Limited Development 10/22/2014

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: Teachers engage students in our school's culture through weekly Eagle Advisory classes.

Plan Assigned to: John Jones

How it will look when fully met: We will focus on the student engagement dimension of the 5-D model, and school wide common agreements to increase student compliance with rules and procedures. This will be evidenced by a 10% decline in referrals to the principal.

2015-2016: Decrease suspensions by 10% from 2014-15 to 2015-16 SY.

Target Date: 06/17/2016

Tasks:

1. Each year staff, students, and parents will take the Healthy Youth Survey that will give us data on how we are doing towards the operating procedures of our school. The survey data will give us valuable information as to how we are doing each year.

Assigned to: Lauren Swanberg
Added date: 10/24/2014
Target Completion Date: 06/12/2015
Frequency: once a year
Comments: The Healthy Youth Survey was given on 10/14/14. Our Eagle Advisory time is every Wednesday from 12:20-12:50.
Students review graduation requirements, establish SMART Goals, do Career Cruising, job skills/interviewing/application/appropriate language and dress.

**Task Completed:** 02/04/2015

2. Administrative staff will track referrals to office. Principal reports to staff at monthly staff meetings the increase or decrease in student referrals from the previous month.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Thu Ament</th>
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</thead>
<tbody>
<tr>
<td>Added date:</td>
<td>02/26/2015</td>
</tr>
<tr>
<td>Target Completion Date:</td>
<td>04/01/2015</td>
</tr>
<tr>
<td>Frequency:</td>
<td>monthly</td>
</tr>
<tr>
<td>Comments:</td>
<td>Newly hired assistant principal will set up the spreadsheet for monitoring referrals.</td>
</tr>
<tr>
<td><strong>Task Completed:</strong></td>
<td>06/02/2015</td>
</tr>
</tbody>
</table>

3. All teachers will take 1 facet of the student handbook and teach each part during each period. This allows for deeper reflection and clarity of expectations for both staff and students. This will be evident with all students signing and returning signature page in handbook.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>John Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added date:</td>
<td>01/28/2016</td>
</tr>
<tr>
<td>Target Completion Date:</td>
<td>10/30/2015</td>
</tr>
<tr>
<td>Comments:</td>
<td>See evidence in Title folders</td>
</tr>
<tr>
<td><strong>Task Completed:</strong></td>
<td>04/27/2016</td>
</tr>
</tbody>
</table>

**Implementation**

**Percent Task Complete:**
Tasks completed: 3 of 3 (100%)

**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: 2 of 6 (33%)

**Assessment**

Level of Development: Initial: **Limited Development** 10/17/2014

**Objective Met** - 06/04/2015

**Index:**
6 (Priority Score x Opportunity Score)

**Priority Score:**
3 (3 - highest, 2 - medium, 1 - lowest)

**Opportunity Score:**
2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

**Describe current level of development:**
Weekly 'Students of Concern' meetings that assess social and emotional needs of students and discussion by staff of differentiated instructional strategies for student success.

**Plan**

Assigned to: John Jones

**How it will look when fully met:**
Weekly Student of Concern meetings provides student data regarding student social and emotional needs. The data will track student behaviors and responding adult referrals. Continuous assessment of students' social and emotional data will help to reduce by 10% the suspensions for the 2014-15 school year. Responding adult referral data will guide the committee's creation of a multi-tiered system of support for student behaviors that are increasing in severity.

2015-2016: Decrease student referrals from classroom infractions to
reduce the loss of student in-class instructional time.

2016-2017: Grades/credit-deficiencies, overall attendance increase reviewed quarterly with 100% of senior cohort. Attendance will increase from 65% midterm Q1 2016 to 80% at end of Q3 2017. Grades/credit-deficiencies, overall attendance of students reviewed quarterly with 100% of staff. Consistency of TWCI entry/exit focus at 80% as identified in monthly walk-through data.

Target Date: 06/16/2017

Tasks:

1. Minutes from Student of Concern Meetings will be submitted to the entire staff for a record of multiple instructional strategies to help change disruptive student behaviors in class or at school. The collaboration with the entire staff will help to reduce the number of repeat students referred to the Students of Concern Meetings by 10% for the 2014-15 school year.

   Assigned to: Joe Brucklier
   Added date: 10/24/2014
   Target Completion Date: 06/12/2015
   Frequency: weekly
   Comments: The Student of Concern meeting occurs on Tuesdays, and has had 34 students discussed. Some students have been brought up a second time to assess progress, or get updated information that may have an impact on student’s behavior or academic progress. Communities in Schools has a presence here - we have a clothes closet (clothing, shoes, personal care items, school supplies), the coordinator hands out food & holiday baskets, provides teen parenting assistance, tutors from local colleges, eye exams & glasses, supports after school programs (basketball, art club).

   Task Completed: 06/02/2015

2. Create agenda and minutes to disseminate to the entire staff in order to share best strategies for serving each focused student each of his/her classes. Track what works for teachers and colleagues.

   Assigned to: Joe Brucklier
   Added date: 02/26/2015
   Target Completion Date: 09/01/2014
   Frequency: weekly
   Comments: Revisit student referral issues that continue to resurface throughout the quarters.

   Task Completed: 11/04/2014

3. Analyze senior attendance aligned to number of 3 R tickets to determine if positive reinforcement is influencing attendance.

   Assigned to: Katie Porubek
   Added date: 01/28/2016
   Target Completion Date: 06/16/2017
   Comments:

4. Create Walk through tool template.

   Assigned to: Kathryn Moran
   Added date: 10/10/2016
### Implement

**Percent Task Complete:**

<table>
<thead>
<tr>
<th>Objective Met:</th>
<th>6/4/2015</th>
</tr>
</thead>
</table>

**Experience:**

6/4/2015

Staff meets regularly on Tuesdays to discuss students having difficulties. Teachers share what works with students being discussed that week in order to better connect with them & create more positive interactions designed to improve learning.

**Sustain:**

6/4/2015

Students of Concern is a standing committee at Oakland High School and will continue.

**Evidence:**

6/4/2015

Generalized minutes uploaded.

---

**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, Title ISW, Title ITA)

**Status:**

Tasks completed: 3 of 5 (60%)

**Assessment**

<table>
<thead>
<tr>
<th>Level of Development:</th>
<th>Initial: Limited Development 10/21/2014</th>
<th>Objective Met - 02/26/2015</th>
</tr>
</thead>
</table>

**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 will select a parent to be represented on the SCDM team, to advise us on family-school relations.

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>John Jones</th>
</tr>
</thead>
</table>

**How it will look when fully met:**

Principal and Site Council chair will work with parent representatives to advise the Oakland Team which is embedded into meeting minutes of
How it will look when fully met: 

parent and guardian relations. This feedback will cause a 10% increase in agree to strongly agree with positive responses related to our climate survey given yearly during parent conferences.

2015-2016: Principal and Site Council chair will work with parent representatives to advise the Oakland Team which is embedded into meeting minutes of parent and guardian relations. This feedback will cause an increase in agree to strongly agree with positive responses related to our climate survey given yearly during parent conferences.


Target Date: 06/16/2017

**Tasks:**

   - **Assigned to:** Tom O'Kelley
   - **Added date:** 10/24/2014
   - **Target Completion Date:** 01/30/2015
   - **Comments:** This task is now complete, Task Completed: 02/06/2015

2. Add additional parents to the Parent Superintendent Advisory Breakfast for the quarterly meetings that happen three times a year.
   - **Assigned to:** Thu Ament
   - **Added date:** 10/24/2014
   - **Target Completion Date:** 02/06/2015
   - **Frequency:** three times a year
   - **Comments:** This task is now complete. Task Completed: 02/06/2015

   - **Assigned to:** John Jones
   - **Added date:** 10/30/2015
   - **Target Completion Date:** 01/27/2017
   - **Comments:** Student Representative added as member 11/2015

4. Add additional parents to the Parent Superintendent Advisory Breakfast for the quarterly meetings that happen three times a year.
   - **Assigned to:** John Jones
   - **Added date:** 10/30/2015
   - **Target Completion Date:** 06/17/2016
   - **Frequency:** three times a year
   - **Comments:** 5/2016: Invites sent and parents attended Task Completed: 05/12/2016

5. Oakland Orientation with students and Parents for Title I and TWCI.
   - **Assigned to:** John Jones
   - **Added date:** 10/10/2016
   - **Target Completion Date:** 10/02/2017

*Page: 24 of 28*
### Implement

<table>
<thead>
<tr>
<th>Task</th>
<th>Objective Met:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Task Complete:</td>
<td>2/26/2015</td>
<td></td>
</tr>
<tr>
<td>Experience:</td>
<td>2/26/2015</td>
<td>Parent member was identified. A new parent was added to the site council.</td>
</tr>
<tr>
<td>Sustain:</td>
<td>2/26/2015</td>
<td>Continuing to contact parents involved in Site Council. Newly identify parents each year.</td>
</tr>
<tr>
<td>Evidence:</td>
<td>2/26/2015</td>
<td>Refer to meeting minutes and logs of meetings.</td>
</tr>
</tbody>
</table>

### Sustain

<table>
<thead>
<tr>
<th>Task</th>
<th>Objective Met:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Met:</td>
<td>6/4/2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objective Met</td>
<td>06/04/2015</td>
</tr>
<tr>
<td>Priority Score:</td>
<td>3</td>
<td>(3 - highest, 2 - medium, 1 - lowest)</td>
</tr>
<tr>
<td>Opportunity Score:</td>
<td>2</td>
<td>(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
</tr>
<tr>
<td>Describe current level of development:</td>
<td>Yearly up-dated documents are included in all enrollment packets, Back-to-School Night, and parent conferences.</td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td>Assigned to:</td>
<td>Thu Ament</td>
</tr>
<tr>
<td>How it will look when fully met:</td>
<td>By disseminating the following: Parent Impact Policy/Compact, Oakland’s Mission Statement, and rules and regulations; we will encourage the families and parents of our community to engage with our school. Our goal of increasing the parent involvement by 10% for the 2014-15 school year will be measured by more parents taking the survey, attending conferences, and visiting our school during the year.</td>
<td></td>
</tr>
<tr>
<td>Target Date:</td>
<td>06/12/2015</td>
<td></td>
</tr>
</tbody>
</table>

### Tasks:

   - Assigned to: Thu Ament
   - Added date: 10/24/2014
   - Target Completion Date: 06/12/2015
   - Comments: Parents were given copies of the policy
   - Task Completed: 06/02/2015

2. All Parent impact policy and compact information is embedded in all enrollment packets for new
students and parents and guardians.

| Assigned to: | Thu Ament |
| Added date: | 10/24/2014 |
| Target Completion Date: | 06/12/2015 |
| Comments: | When students enroll, they & their parents are given an orientation of the school's compact and expectations for students. |
| Task Completed: | 06/02/2015 |

**Implement**

Percent Task Complete: 100%

Objective Met: 6/4/2015

Experience: 6/4/2015
This is standard operating procedure.

Sustain: 6/4/2015
We will continue this practice.

Evidence: 6/4/2015
Enrollment packets contain the compact. Sign-in sheets are maintained for parent nights.

**Indicator**

P7-IVA04 - The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071) (Expected,TitleISW,TitleITA)

**Status**

Objective Met 6/4/2015

Assessment

Level of Development: Initial: Limited Development 02/26/2015

Objective Met - 06/04/2015

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Currently we communicate responsibilities through the Parent/ Student handbook.

**Plan**

Assigned to: Thu Ament

How it will look when fully met: Sharing the Title I Student/Parent compact at formal and informal parent gatherings will impact the daily interaction and standard operating procedures of students, families, and community at Oakland Alternative HS. This feedback will result in a 10% increase in "agree" to "strongly agree" with positive responses related to our climate survey given yearly during parent/teacher conferences.

Target Date: 06/12/2015

**Tasks:**

1. Communicate the school's Compact of responsibilities and expectations for all caring adults who interact with our students. This will occur at Back-to-School night, December Dinner night, parent/teacher and student-led conferences, and other family information events.

| Assigned to: | Thu Ament |
| Added date: | 02/26/2015 |
| Target Completion Date: | 09/18/2014 |
| Frequency: | four times a 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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)(Expected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Objective Met 6/4/2015</td>
</tr>
<tr>
<td>Assessment</td>
<td>Level of Development: Initial: Limited Development 10/22/2014</td>
</tr>
</tbody>
</table>

| Objective Met - 06/04/2015 |

<table>
<thead>
<tr>
<th>Index:</th>
<th>4</th>
<th>(Priority Score x Opportunity Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Score:</td>
<td>2</td>
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</tr>
<tr>
<td>Opportunity Score:</td>
<td>2</td>
<td>(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</td>
</tr>
</tbody>
</table>

Describe current level of development: Currently all the documents such as; Parent Involvement Policy/compact, mission statement, with school rules and regulations are part of our enrollment packets and shared throughout the school year at the back to school night, at Site Council, and during our bring parent to class days along with other events for parents to engage with our school.

Plan

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Thu Ament</th>
</tr>
</thead>
</table>

How it will look when fully met: Currently we work through our Site Council and Communities and Schools Coordinator to connect school related communications to all of our parents and guardians. This is done through yearly and quarterly meetings throughout the year.

Target Date: 06/12/2015

**Tasks:**

1. Monthly Site Council meetings with quarterly Community and Schools meetings will inform everyone with yearly changes and adjustments to schedules, students assessment dates, and activities throughout the year.

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Thu Ament</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Added date:</th>
<th>10/24/2014</th>
</tr>
</thead>
</table>

Target Completion Date: 06/12/2015

Frequency: four times a year

Comments: SCDM has met regularly and shares out minutes.

<table>
<thead>
<tr>
<th>Task Completed:</th>
<th>06/02/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement</td>
<td>Percent Task Complete:</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Objective Met:</td>
<td>6/4/2015</td>
</tr>
</tbody>
</table>
| Experience: | 6/4/2015  
We meet regularly to make sure that all staff & parent representatives are kept informed of school activities, and discussions. |
| Sustain: | 6/4/2015  
SCDM is a standing committee and will be in place next year. |
| Evidence: | 6/4/2015  
SCDM minutes on file. |