

# Comprehensive Progress Report

**Mission:**

**Goals:**



! = Past Due Actions      KEY = Key Indicator

Core Function:		Student and School Success Principle 1: Strong leadership			
Effective Practice:		Principal's role			
KEY	P1-IE06	The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Limited Development 10/17/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The professional development will be embedded through out the year focusing on teaching practices and alignment of standards with Commom 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 grow with improving instruction which will lead to 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%.		<b>John Jones</b>	<b>06/15/2018</b>
Action(s)	Created Date		6 of 9 (67%)		
1	10/23/14	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.	Complete 05/20/2015	Thu Ament	06/12/2015
		<i>Notes:</i> 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 & 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.			
2	10/23/14	Student data gathering from Oakland Team will focus on Tacoma Public Schools strategic goals and benchmarks including instructional improvement and student learning outcomes.	Complete 05/20/2015	Thu Ament	06/12/2015

<i>Notes:</i> Staff met regularly to assess student progress, looking at transcripts, test scores, and teacher assessments.					
<b>3</b>	2/26/15	Collect student data on credits obtained and state assessments completed to determine students schedules and course offerings prior to the end of each quarter.	Complete 05/20/2015	Thu Ament	01/30/2015
<i>Notes:</i> The team meets regularly to assess students' course needs by examining transcripts & test scores. Credit Evals are prepared for each 11th & 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 & Qtr 2).					
<b>4</b>	1/28/16	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.	Complete 05/12/2016	John Jones	03/25/2016
<i>Notes:</i> Reading class implemented in Q3. It was determined there would not be a class for Q4.					
<b>5</b>	9/12/16	Every SCDM agenda will have SIP updates.	Complete 05/01/2017	John Jones	06/16/2017
<i>Notes:</i> Katie will pull up indistar principles for SCDM overviews. Angela will assist. May 2017: This has occurred at each of the bi-monthly SCDM meetings. Evidence agendas and minutes.					
<b>6</b>	9/12/16	Publicly post district goals and benchmarks with Oakland in relation to: Building partnerships, safety as well as academic excellence.		John Jones	11/01/2017
<i>Notes:</i> Data board to be posted October 2016.					
<b>7</b>	9/12/16	Each student will have an individualized high school graduation plan.	Complete 05/01/2017	Lauren Swanberg	06/16/2017
<i>Notes:</i> Each senior student has a plan with the counselor, in conjunction with the career counselor and senior adviser. Evidence includes: senior adviser excel spreadsheet, transcript evaluations and written senior scheduling plans.					
<b>8</b>	9/12/16	Senior student advisory will facilitate daily progress monitoring of student data to ensure graduation status.		Therese Hogan	06/15/2018

Notes: As next steps, it is recommended that the senior adviser checks in weekly with each senior as opposed to daily. This task will continue through 2017-2018 sy.					
9	10/10/17	Sustain and increase industry certification offerings.		John Jones	06/15/2018
Notes:					
<b>Implementation:</b>					
<b>Evidence</b>		6/4/2015 Documents uploaded: Test credits earned spreadsheet (73 credits obtained for 2014-15 SY) Spreadsheet showing credits earned by students each quarter - we use the data to help us locate students not making progress.			
<b>Experience</b>		6/4/2015 In depth practical experience with teachers on teaching & learning strategies.			
<b>Sustainability</b>		6/4/2015 Continue to collect & assess data regarding student progress			
	<b>P1-IE07</b>	<b>The principal monitors curriculum and classroom instruction regularly. (58)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Principal does walk-throughs in all classrooms weekly.	Limited Development 10/17/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		Principal will be in classrooms weekly for walk throughs and provide feedback to staff.	<b>Objective Met 06/04/15</b>	<b>Thu Ament</b>	<b>06/12/2015</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	10/23/14	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.	Complete 05/20/2015	Marti Hylard	06/12/2015

Notes: 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

<b>Implementation:</b>		06/04/2015		
<b>Evidence</b>	6/4/2015 Dates recorded in Plan as well as on principal's calendar.			
<b>Experience</b>	6/4/2015 Principal in classrooms every week to monitor learning & teaching - in-depth practical experience to see teachers engaged with their students.			
<b>Sustainability</b>	6/4/2015 Maintain classroom visits.			

Core Function:		Student and School Success Principle 2: Staff evaluation and professional development			
Effective Practice:		Professional development			
KEY	P2-IF11	Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Leadership Team reviews feedback from staff regarding PD and looks at student achievement on state tests to plan PD for current year.	Limited Development 10/21/2014		
<i>How it will look when fully met:</i>		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. 2017-2018: 100% of teachers		Katie Porubek	06/15/2018
Action(s)	Created Date		4 of 6 (67%)		
1	10/23/14	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.	Complete 06/02/2015	Joe Brucklier	06/12/2015
<i>Notes:</i>					
2	10/23/14	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.	Complete 02/17/2015	Christy Kalland	02/17/2015
<i>Notes:</i> 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.					
3	10/30/15	We will focus on 5D of Teaching and Learning aligned with Common Core standards in conjunction with district initiatives.	Complete 05/12/2016	John Jones	06/17/2016
<i>Notes:</i> 5/2016: Attendance data reviewed, it is determined that we will maintain a focus on objective and will add additional task.					

4/2016: Update: PD offerings included:  
ACES/Resiliency, ADD/ADHD, DOK, Learning Targets, Classroom Management, Instructional Technology, Planning for a 90 minute block, Habits of Heart and Mind, & Bookstudies: Mindsets in the Classroom, Working with Students of Poverty, A Mind Shaped by Poverty.  
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			
4	9/12/16	Dean will provide data related to TWCI and grade distribution to instructional coach and staff for weekly meetings.	Complete 05/01/2017	Kathryn Moran	06/16/2017
		<i>Notes:</i> Provided TWCI data and credit attainment data monthly.			
5	9/12/16	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.		Katie Porubek	06/15/2018
		<i>Notes:</i> PD Attendance: October=72% November=50% January=85% March=80% April=73%  Evidence includes: PD agendas and supplemental materials. Next steps for 1 on 1: Instructional coach planning weekly agendas with OSPI coach collaboration.			
6	9/12/16	Weekly 30 minute meetings with instructional coach.		Katie Porubek	06/15/2018
		<i>Notes:</i> November: 100%  Next steps for 1 on 1: Instructional coach planning weekly agendas with OSPI coach collaboration.			
<b>KEY</b>	<b>P2-IF12</b>	<b>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>



<b>Initial Assessment:</b>		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.	Limited Development 10/17/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		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 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.	<b>Objective Met 04/27/16</b>	<b>Katie Porubek</b>	<b>06/10/2016</b>
<b>Action(s)</b>	<b>Created Date</b>				
3	10/23/14	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 through out the building for the remainder of the school year.	Complete 06/02/2015	Patty LeBlanc	06/10/2015
<p><i>Notes:</i> Qtrs 1 &amp; 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.</p>					

4	9/28/15	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 through out the building for the remainder of the school year.	Complete 04/27/2016	Katie Porubek	06/17/2016
<p><i>Notes:</i> 2/2016 Semester awards given to students and parents were invited to attend ceremony. 4/27/16: Q3 awards completed</p>					
5	10/30/15	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.	Complete 04/27/2016	Katie Porubek	01/29/2016
<p><i>Notes:</i> 4/27/16: Exit slips, district eval forms provided evidence and feedback for PD.</p>					
<b>Implementation:</b>			04/27/2016		
<b>Evidence</b>		4/27/2016 PD agendas, exit slips, district eval forms, classroom walk-through data that monitors implementation.			
<b>Experience</b>		4/27/2016 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.			
<b>Sustainability</b>		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.			

	KEY	P2-IF14	The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Each department regularly reviews student achievement and will identify best teaching practices to focus on for the current school year.	Limited Development 10/21/2014		
<i>How it will look when fully met:</i>			Staff professional development will be focused on understanding and using assessment data to drive instruction and common task development 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. 2017-2018:100% of teachers will articulate the standards covered and which standards students did or did not meet through Wednesday meets.		Katie Porubek	06/15/2018
<b>Action(s)</b>	<b>Created Date</b>			<b>1 of 3 (33%)</b>		
1	10/23/14	Teachers will develop student growth goals to be shared throughout departments and entire staff. Growth goals will be reflected in school professional development.		Complete 05/12/2016	Katie Porubek	06/17/2016
Notes: 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.						
2	10/23/14	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			John M. Jones	06/15/2018
Notes: 5/2016: After reflection, we need to develop more work around SMART goals.						
3	10/10/17	PD is aligned to the needs of both staff and students centering around restorative practices and rigorous instructional strategies for engagement.			Katie Porubek	06/15/2018
Notes:						

Core Function:		Student and School Success Principle 3: Expanded time for student learning and teacher collaboration			
Effective Practice:		Expanded time for student learning and teacher collaboration			
KEY	P3-IVD05	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Limited Development 08/25/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		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.	<b>Objective Met 05/12/16</b>	<b>Katie Porubek</b>	<b>06/10/2016</b>
Action(s)	Created Date				
1	10/23/14	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.	Complete 05/12/2016	Lauren Swanberg	06/12/2015

Notes: 5/2016: Testing coordinator facilitates meetings to ensure student credit and assessment attainment is tracked and recorded.

Sept & November - team met to examine transcripts & 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 & 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 & 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 & 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.

2	10/8/15	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%.	Complete 05/12/2016	Katie Porubek	06/17/2016
Notes: 10/08/15: ELO will begin 10/19/15					
<b>Implementation:</b>			05/12/2016		
<b>Evidence</b>		5/12/2016 OHS Credit and Test Info Excel sheet			
<b>Experience</b>		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.			

<b>Sustainability</b>		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.			
<b>KEY</b>	<b>P3-IVD06</b>	<b>The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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.	Limited Development 10/17/2014		
<b>How it will look when fully met:</b>		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. 2017-2018: Graduation committee will meet monthly to analyzes senior graduation status: credits, assessments, attendance, behavior and post-secondary planning.		<b>John Jones</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>1 of 4 (25%)</b>		
<b>1</b>	10/30/15	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.	Complete 05/11/2016	John Jones	06/17/2016

		<p><i>Notes:</i> 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 &amp; state tests completed sorted by grade level &amp; another by total credits earned. Students were grouped into tiers &amp; color coded to help staff recognize students who were moving forward &amp; who were having difficulties.</p> <p>Waiver day: data protocol used to disseminate discipline and tier 2 and 3 student intervention data.</p>			
<b>2</b>	9/12/16	District and in-house reports pulled monthly to ensure seniors on track.		Therese Hogan	06/15/2018
		<p><i>Notes:</i> Tracking by senior adviser and Dean. Excel spreadsheet, credit attainment and behavior data.</p> <p>Next steps for 2017-2018 SY: Graduation committee meeting monthly.</p>			
<b>3</b>	9/12/16	In-take process will include credit evaluations, high school and post high school plans. Indistar team will review progress for each grade quarterly.		Lauren Swanberg	06/15/2018
		<p><i>Notes:</i> Next steps: Revise in-take process to include alignment of all staff involved with student graduation planning.</p>			
<b>4</b>	10/10/17	Implementation of varied ELO opportunities, including Spanish course as well as core offerings quarterly.		John Jones	06/15/2018
		<i>Notes:</i>			

Core Function:		Student and School Success Principle 4: Rigorous, aligned instruction			
Effective Practice:		Engaging teachers in aligning instruction with standards and benchmarks			
KEY	P4-IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Limited Development 10/22/2014		
<i>How it will look when fully met:</i>		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. 2017-2018: 100% of teachers will articulate the standards covered and which standards students did or did not meet through Wednesday meets.		John Jones	06/15/2018
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	10/30/15	Develop, sustain, and monitor the (NC) No Credit policy and standards based grading and assessment practices after every quarter.		John Jones	06/15/2018
		<i>Notes:</i> 5/2016: Will continue to develop and monitor SY 2016-2017. Grading committee findings to SCDM. Piloting the NC policy Q4 of 2016-2017 SY. Evidence: written grading policy.			
2	10/10/17	Teachers will meet with instructional coach during Wednesday meets and via walk-through observations.		Katie Porubek	06/15/2018
		<i>Notes:</i>			



KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Leadership team assesses each quarter data regarding students' achievement around core instructional programs offered by Oakland Alternative High School.	Limited Development 10/17/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		The Leadership team will continue assess all students' achievement data via credits obtained, test assessments, and correctly scheduled classes.	<b>Objective Met 06/04/15</b>	<b>Thu Ament</b>	<b>06/12/2015</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	10/23/14	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.	Complete 06/02/2015	Thu Ament	06/12/2015
<p><i>Notes:</i> 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.</p>					
<b>Implementation:</b>			06/04/2015		
<b>Evidence</b>	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.			
<b>Experience</b>	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.			
<b>Sustainability</b>	6/4/2015	The state needs to cut down on the amount of testing students are expected to do.			

Core Function:		Student and School Success Principle 4: Rigorous, aligned instruction			
Effective Practice:		Expecting and monitoring sound instruction in a variety of modes			
KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We will have PD this year to help teachers develop strategies that support differentiation.	Limited Development 10/22/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		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.	<b>Objective Met 10/10/17</b>	<b>Katie Porubek</b>	<b>06/16/2017</b>
Action(s)	Created Date				
3	10/30/15	Professional development throughout the year will continue to give teachers support with differentiated instruction.	Complete 05/12/2016	Katie Porubek	06/17/2016
		<i>Notes:</i> 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 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  
 Building Initiative:  
 Classroom Strategies for Accommodating ADD/ADHD learners w/Nancy  
 Grimes  
 February  
 Second Semester begins: February 1, 2016  
 Book Study: TBD  
 District Initiative:  
 Summarizing and Note-taking  
 March  
 Building Initiative/ District Initiative:  
 Classroom Management – Reinforcing Effort and Providing Recognition  
 April  
 Spring Break  
 District Initiative: TBD  
 May  
 District Initiative: TBD  
 June  
 Graduation

4	10/30/15	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.	Complete 03/17/2017	Katie Porubek	06/16/2017
<i>Notes:</i> 2015-2016: Common Assessment discussions implemented on waiver day 9/2015, 10/2015 and 1/11/2016 Data carousels.  2016-2017: Data Day #2 Oct. 2016. Staff created interventions for differentiation after review of iReady, midquarter grade distribution data and attendance trends.					
<b>Implementation:</b>			10/10/2017		

<b>Evidence</b>	10/10/2017 Collaboration with testing coordinator, instructional coach and district representatives were utilized for implementation.			
<b>Experience</b>	10/10/2017 iReady data was not available in its entirety at the high school level.			
<b>Sustainability</b>	10/10/2017 Alignment to standards.			

<b>Core Function:</b>	<b>Student and School Success Principle 5: Use of data for school improvement and instruction</b>			
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<b>Effective Practice:</b>	<b>Assessing student learning frequently with standards-based assessments</b>			
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	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)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	We currently provide a new-student orientation to help students adjust to Oakland's schedule and expectations.	Limited Development 10/21/2014		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
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<b>How it will look when fully met:</b>	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.	<b>Objective Met 06/04/15</b>	<b>Thu Ament</b>	<b>06/12/2015</b>
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Action(s)	Created Date			
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1	10/24/14	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.	Complete 06/02/2015	Lauren Swanberg	06/12/2015
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*Notes:* 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.

2	10/24/14	<p>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.</p>	Complete 06/02/2015	Lauren Swanberg	06/12/2015
		<p><i>Notes:</i> Oakland's graduation specialist meets with seniors, senior advisors, and staff to facilitate getting Oakland seniors to graduate. She communicates with parents &amp; 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.</p>			
<b>Implementation:</b>			06/04/2015		
<b>Evidence</b>	<p>6/4/2015 We are graduating 37 seniors, 20 on-time graduates(2015) &amp; 3 early (2016). This is what we work all year for.</p>				
<b>Experience</b>	<p>6/4/2015 The graduation specialist has weekly contact with the identified seniors to help them get past any barriers to graduation.</p>				
<b>Sustainability</b>	<p>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 difficultys that create barriers to their graduating.</p>				

KEY	P5-IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106) (ELL,Expected,SWD)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		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.	Limited Development 10/17/2014		
<b>How it will look when fully met:</b>		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 a evaluation of whether students are progressing or not in obtaining credits. 2016-2017: Reduce the number of course failures, increase graduation rate to 70% and increase average daily attendance to 75%.		<b>John Jones</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>2 of 3 (67%)</b>		
1	10/23/14	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.	Complete 06/19/2015	Christy Kalland	06/12/2015
<i>Notes:</i>					
2	2/26/15	Hold grade level advisory meetings to discuss the credit and assessment data.	Complete 06/02/2015	Janet Hopkins	10/10/2014
<i>Notes:</i> Advisory with students occurs weekly, each Wednesday. Adult debrief occurs monthly.					
3	10/10/17	Graduation team meetings held monthly to assess student progression.		John Jones	06/15/2018
<i>Notes:</i>					

KEY	P5-IID12	All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Common assessments and common rubrics will be developed so teachers can monitor and adjust curriculum as needed for student progress.	Limited Development 10/21/2014		
<i>How it will look when fully met:</i>		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.	<b>Objective Met</b>	<b>John Jones</b>	<b>06/10/2016</b>
<i>Action(s)</i>	<i>Created Date</i>		<b>1 of 1 (100%)</b>		
2	10/8/15	Testing coordinator will track students meeting graduation requirements for state tests.	Complete 04/27/2016	John Jones	08/26/2016
		Notes: 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.			

Core Function:		Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health			
Effective Practice:		School and classroom culture			
KEY	P6-IIIC13	All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers engage students in our school's culture through weekly Eagle Advisory classes. 2017-2018: TWCI Implementation	Limited Development 10/22/2014		
<i>How it will look when fully met:</i>		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. Continuing into 2017-2018: 2016-2017: Each month we will update with incentives. Attendance recognition for student attendance-Family dinner invite, 75% attendance. Tickets pulled each Friday by facilitator, tracked via excel spreadsheet. Evidence attendance recognition data.		John Jones	06/15/2018
Action(s)	Created Date		3 of 4 (75%)		
1	10/24/14	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.	Complete 02/04/2015	Lauren Swanberg	06/12/2015
<i>Notes:</i> 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.					
2	2/26/15	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.	Complete 06/02/2015	Thu Ament	04/01/2015
<i>Notes:</i> Newly hired assistant principal will set up the spreadsheet for monitoring referrals.					
3	1/28/16	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.	Complete 04/27/2016	John Jones	10/30/2015
<i>Notes:</i> See evidence in Title folders					
4	10/10/17	Students will have the opportunity to reflect upon restorative questions to assist with classroom managed vs. office managed referrals.		Kathryn Moran	06/15/2018



Notes:

KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Weekly 'Students of Concern' meetings that assess social and emotional needs of students and discussion by staff of differentiated instructional strategies for student success.	Limited Development 10/17/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		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. 2017-2018: Attendance recognition dinners by quarter at 75%.		<b>John Jones</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>5 of 9 (56%)</b>		
1	10/24/14	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.	Complete 06/02/2015	Joe Brucklier	06/12/2015

		<p><i>Notes:</i> 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.</p> <p>Communities in Schools has a presence here - we have a clothes closet (clothing, shoes, personal care items, school supplies), the coordinator hands out food &amp; holiday baskets, provides teen parenting assistance, tutors from local colleges, eye exams &amp; glasses, supports after school programs (basketball, art club).</p>			
2	2/26/15	<p>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.</p> <p>Track what works for teachers and colleagues.</p>	Complete 11/04/2014	Joe Brucklier	09/01/2014
		<p><i>Notes:</i> Revisit student referral issues that continue to resurface throughout the quarters.</p>			
3	1/28/16	Analyze senior attendance aligned to number of 3 R tickets to determine if positive reinforcement is influencing attendance.	Complete 06/16/2017	Katie Porubek	06/16/2017
		<p><i>Notes:</i> Evidence: 63% repeat from Q2 to Q3 attendance recognition achievement. Next steps: Complete analysis in Summer work session.</p>			
4	10/10/16	Create Walk through tool template.	Complete 10/11/2016	Kathryn Moran	10/14/2016
		<i>Notes:</i>			
5	10/10/16	20 Walk-throughs a month looking at TWCI entry/exit expectations/procedures.		Katie Porubek	06/15/2018
		<p><i>Notes:</i> Walks were consistent until February. Next steps: continue goal for next steps</p>			
6	10/10/16	On-going in-take process for incoming OHS students.	Complete 06/16/2017	Katie Porubek	06/12/2017
		<p><i>Notes:</i> See attached in-take process documentation. 8/2016: In-take process created 9/2016: In-take implementation during first 3 days of school. New student intake each Monday for the first half of quarter up until midterm. Next steps same as principal 4.</p>			
7	9/26/17	Activity bus: 3rd meal plus lunch for all, morning bus and after school		John Jones	06/15/2018
		<i>Notes:</i>			
8	9/26/17	Health clinic on-site for Oakland students and their families.		John Jones	01/01/2018
		<i>Notes:</i>			

9	10/10/17	TWCI will monitor award system. Facilitator, Data-analyst and minute-taker will track trends from award system tickets with positive incentives.		Katie Porubek	06/15/2018
<i>Notes:</i>					
<b>Implementation:</b>					
<b>Evidence</b>		6/4/2015 Generalized minutes uploaded.			
<b>Experience</b>		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.			
<b>Sustainability</b>		6/4/2015 Students of Concern is a standing committee at Oakland High School and will continue.			

<b>Core Function:</b>	<b>Student and School Success Principle 7: Family and community engagement</b>
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<b>Effective Practice:</b>	<b>Defining the purpose, policies, and practices of a school community</b>
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KEY	P7-IVA01	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		We will select a parent to be represented on the SCDM team, to advise us on family-school relations.	Limited Development 10/21/2014		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>		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 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. 2016-2017: Provide ongoing mechanisms and opportunities for family and community engagement.		<b>John Jones</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>4 of 5 (80%)</b>		
1	10/24/14	Add a new parent representative to the Site Council process for 2014-15.	Complete 02/06/2015	Tom O'Kelley	01/30/2015

<i>Notes:</i> This task is now complete,					
2	10/24/14	Add additional parents to the Parent Superintendent Advisory Breakfast for the quarterly meetings that happen three times a year.	Complete 02/06/2015	Thu Ament	02/06/2015
<i>Notes:</i> This task is now complete.					
3	10/30/15	Add a new parent and student representative to the Site Council process for 2017-2018		John Jones	06/15/2018
<i>Notes:</i> Student Representative added as member 11/2015 10/31/2016: Student Rep to be ASB officer. As we did not meet our goal of establishing a parent member for SCDM, we do have evidence of input from families surrounding parent involvement events. 2017-2018: Creation of parent panel for feedback/considerations					
4	10/30/15	Add additional parents to the Parent Superintendent Advisory Breakfast for the quarterly meetings that happen three times a year.	Complete 05/12/2016	John Jones	06/17/2016
<i>Notes:</i> 5/2016: Invites sent and parents attended					
5	10/10/16	Oakland Orientation with students and Parents for Title I and TWCI.	Complete 09/21/2016	John Jones	10/02/2017
<i>Notes:</i>					
<b>Implementation:</b>					
<b>Evidence</b>					
2/26/2015 Refer to meeting minutes and logs of meetings.					
<b>Experience</b>					
2/26/2015 Parent member was identified. A new parent was added to the site council.					
<b>Sustainability</b>					
2/26/2015 Continuing to contact parents involved in Site Council. Newly identify parents each year.					

KEY	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)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Yearly up-dated documents are included in all enrollment packets, Back-to-School Night, and parent conferences.	Limited Development 10/17/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		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.	<b>Objective Met 06/04/15</b>	<b>Thu Ament</b>	<b>06/12/2015</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	10/24/14	Parent Impact policy and compact shared yearly parent Back to School Night meeting for 2014-15.	Complete 06/02/2015	Thu Ament	06/12/2015
		<i>Notes:</i> Parents were given copies of the policy			
2	10/24/14	All Parent impact policy and compact information is embedded in all enrollment packets for new students and parents and guardians.	Complete 06/02/2015	Thu Ament	06/12/2015
		<i>Notes:</i> When students enroll, they & their parents are given an orientation of the school's compact and expectations for students.			
<b>Implementation:</b>			06/04/2015		
<b>Evidence</b>	6/4/2015	Enrollment packets contain the compact. Signin sheets are maintained for parent nights.			
<b>Experience</b>	6/4/2015	This is standard operating procedure.			
<b>Sustainability</b>	6/4/2015	We will continue this practice.			

KEY	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)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Currently we communicate responsibilities through the Parent/ Student handbook.	Limited Development 02/26/2015		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		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.	<b>Objective Met 06/04/15</b>	<b>Thu Ament</b>	<b>06/12/2015</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	2/26/15	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.	Complete 06/02/2015	Thu Ament	09/18/2014
Notes: Title I requires sign-in sheets, agendas and compiling of the signed Compacts.					
<b>Implementation:</b>			06/04/2015		
<b>Evidence</b>	6/4/2015	Parent sign-in sheets for our meetings			
<b>Experience</b>	6/4/2015	We look for interesting ways to get parents to the high school to meet with teachers. Food is a big draw!			
<b>Sustainability</b>	6/4/2015	We will continue this practice.			

Core Function:		Student and School Success Principle 7: Family and community engagement			
Effective Practice:		Educating parents to support their children's learning and teachers to work with parents			
KEY	P7-IVA13	The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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 through out 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.	Limited Development 10/22/2014		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		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 the year.	<b>Objective Met 06/04/15</b>	<b>Thu Ament</b>	<b>06/12/2015</b>
Action(s)	Created Date				
1	10/24/14	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.	Complete 06/02/2015	Thu Ament	06/12/2015
Notes: SCDM has met regularly and shares out minutes.					
<i>Implementation:</i>			06/04/2015		
<i>Evidence</i>	6/4/2015	SCDM minutes on file.			
<i>Experience</i>	6/4/2015	We meet regularly to make sure that all staff & parent representatives are kept informed of school activities, and discussions.			
<i>Sustainability</i>	6/4/2015	SCDM is a standing committee and will be in place next year.			