

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

February 08, 2016

Wapato Middle School---P NCES - 530948001615

Wapato Public Schools

Student and School Success Principle Indicators

Key Indicators are shown in **RED**.

Student and School Success Principle 1: Strong leadership

Team structure

Indicator	P1-ID01 - A team structure is officially incorporated into the school governance policy. (36)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 10/03/2013
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Evidence:	The school's Learning Improvement Team (LIT) meets twice monthly from August through June each year. Collaboration is the reason the LIT was instituted. The school team includes parents, certificated and classified members. It's charter requires that major decisions about curriculum and instruction, as well as assessment are brought for discussion and approval to LIT.
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Added date:

Indicator	P1-ID09 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 10/03/2013
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Evidence:	The Learning Improvement Team is the lead collaborative, deliberative body at Wapato Middle School. The mission and vision statements were developed in collaborative committees with all staff members having a place on those committees. The LIT monitored this work. Meeting agendas and meeting minutes bear evidence to this monitoring process. The members of the LIT represent each grade level. All staff members have ability to add input at all meetings. All major decisions about our work are developed and approved through the LIT's decision-making structure.
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Added date:

Indicator	P1-ID12 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)(ELL,TitleITA)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/03/2013	

	Evidence:	In June of 2011, and again in June of 2012; the school district provided extra days for the school staff to create, and then revise Content Area Pacing Guides in ELA and Math. All staff are required to tie instruction to State Standards by the district requirement for lesson plans that are tied to those standards. Administrators monitor classrooms for implementation through daily classroom walkthroughs.	
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	Added date:		
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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: 2 of 7 (29%)

Assess	Level of Development:	Initial: Limited Development 10/03/2013	
	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:	Oct. 2015 The three building administrators are working on classroom walk through, have split the staff up for evaluation purposes, have been meeting with department and or PLCs to look at student data to facilitate instructional changes, professional development has been scheduled for the 2015/2016 school year and are developing short and long term plans for curriculum development.	
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Plan	Assigned to:	Anna Keifer	
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	How it will look when fully met:	If the principal keeps a focus on instructional improvement and student learning outcomes then the student achievement gap from the state will decrease by 25% each year as measured by Smarter Balanced Assessment. (Based Line data will be uploaded in the Principle one folder Power Point.) The principal will keep the focus on central objectives of school improvement and student learning which will result in an increase of student achievement as measured by the CEE and state achievement data. Wapato Middle School will expect to be within 20% of the state on the Smarter Balance State assessment in English Language Arts and in Math. For the 2015-16 school year the major focus will be on increasing student engagement. To achieve this goal we will use: * Danielson Domain III- 3a communicating with students, 3d Using question and discussion techniques, 3c. Engaging students in learning 3d. Using assessment in instruction, 3e. Demonstrating flexibility and responsiveness. * These Marzano High Yield Strategies- 1st quarter Setting Objectives, 2nd Quarter Similarities and Differences 3rd Quarter Cues, Questions and Advanced Organizers. * The staff will participate in a book study "Brain Rules" by John Medina
	Target Date:	06/30/2016
	Tasks:	
	1. Create a (SIP) leadership team that will be focused on the implementation of the school improvement plan.	
	Assigned to:	Anna Keifer
	Added date:	06/18/2015
	Target Completion Date:	06/30/2016
	Comments:	* This team will meet once a month. * The team's responsibilities will include: collecting evidence, monitoring progress, making suggestions for changes and communicating with the staff. Jan-2016 School Improvement Team created.
	Task Completed:	9/18/2015 12:00:00 AM
	2. The supervising administrator will conference with his/her assigned teachers to collaborate on student growth goals.	
	Assigned to:	Anna Keifer
	Added date:	06/18/2015
	Target Completion Date:	06/30/2016
	Frequency:	monthly

		Comments:	This is a yearly on-going task. Mr. Zagelow is supervising Science department. Ms. Shinn is supervising the ELA department. Ms. Keifer is supervising the Math department. Jan- 2016 On-Going All SMART goal meetings have been completed with all staff. Mid year cycle is completed.
		3. Work with teachers to determine evidence that shows progress toward the completion of this goal.	
		Assigned to:	SIP Leadership Team
		Added date:	06/22/2015
		Target Completion Date:	01/29/2016

		Comments:	Jan- 2016 On-Going Evidence/Artifact meetings for student growth and TPEP process have been scheduled.
		4. The administrative team will be assigned to specific PLC teams weekly.	
		Assigned to:	Anna Keifer
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	weekly
		Comments:	2-10-15 Each member of the administrator team will rotate among the different PLC groups in the building. Notes and action steps from the PLC groups are collected and reviewed by the leadership team. A note of PLC notes is stored in the main office. May 2015 completed for the year. Jan- 2016Completed
		Task Completed:	9/18/2015 12:00:00 AM
		5. The administrative team will plan and facilitate data meetings.	
		Assigned to:	Anna Keifer
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	three times a year
		Comments:	2-10-15 The administrative team will work with PLC teams on analyzing student achievement data to identify accomplishments, challenges, and next steps to address student needs. May 2015 Rank Order Posters Accomplishments, Next steps Jan- 2016 On-Going With one cycle completed.

		6. The administrative team will work with instructional coaches, outside service providers, and specific PLCs to develop effective instructional activities.	
		Assigned to:	Anna Keifer
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	monthly
		Comments:	2-10-15 Coaches will be part of the Data Team meetings in each department of Math and Reading. Further collaboration with coaches will be assigned on an as needed basis at the discretion of the building principal. Jan- 2016 On-Going Meeting with coaches and ESD trainers.
		7. The administrative team will be present in classrooms on a daily basis.	
		Assigned to:	Anna Keifer
		Added date:	10/21/2015
		Target Completion Date:	06/30/2016
		Frequency:	daily
		Comments:	33 CWT done by each 3 administrators 100 total a month reports sent to the district office. This is a on-going yearly task. Oct. 2015 CWT process will include hand written and verbal feedback to the instructor. Jan- 2016 On-Going as noted by classroom walk data.

Implement	Percent Task Complete:	29%	
Indicator	P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58) (TitleITA)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 10/03/2013	
		Objective Met - 05/19/2015	
	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:	The three building administrators are working on classroom walk through, have split the staff up for evaluation purposes, have been meeting with department and or PLCs to look at student data to facilitate instructional changes, professional development has been scheduled for the 2015/2016 school year and are developing short and long term plans for curriculum development.
Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	If the principal will monitor curriculum and classroom instruction regularly then well written effective lesson objectives will increase from 60% to 80% as measured by the CWT tool. Each fall, the teachers will create student growth goals using the Danielson Student Growth Goal Setting form which will result in measurable student growth as described in the teacher's growth goals. Wapato Middle School student growth will expect to be with in the 20% of the state on the Smarter Balanced State assessment in English Language Arts and Math.
	Target Date:	06/30/2016
	Tasks:	
	1. The leadership team will meet with every staff member to discuss each teacher's professional development growth plan.	
	Assigned to:	Anna Keifer
	Added date:	02/07/2014
	Target Completion Date:	06/30/2016
	Comments:	May 2016 ex. Student Growth Goals Jan- 2016 SMART goals completed for the year.
	Task Completed:	10/30/2015 12:00:00 AM
	2. The administrative team will create a differentiated (individual, content, school-wide) professional development calendar the 2015/2016 school years. The team will revise monthly as needed.	
	Assigned to:	Anna Keifer
	Added date:	02/07/2014
	Target Completion Date:	06/30/2016
	Frequency:	monthly

		Comments:	Multileveled professional development consists of a school wide focus, department or content focus and then individual focus. 10/21/15 The School wide focus will be on the book: "Brain Rules" 2-10-15 School Wide focus will be: "Reading for Understanding" May 2015 PD survey has been given to staff. Reading a cross content is still important. We will be deciding on the specific focus for next year. Areas of consideration is engagement strategies. Jan- 2016 Plan completed
		Task Completed:	9/11/2015 12:00:00 AM
		3. The administrative leadership team will monitor pacing guides monthly. The administrative leadership team will monitor lesson plans weekly.	
		Assigned to:	Anna Keifer
		Added date:	10/29/2015
		Target Completion Date:	06/30/2016
		Comments:	Oct. 2015 The pacing guide reports are turned into the Teaching and Learning Director monthly. Jan- 2016 Pacing Guide reports monthly
Implement	Percent Task Complete:	67%	
	Objective Met:	5/19/2015	
	Experience:	5/19/2015 Book studies have been done on the book Reading for Understanding. Extensive training was given to the ELA teachers.	
	Sustain:	5/19/2015 For next years plan we intend to focus on IE06.	
	Evidence:	5/19/2015 PD plan was completed.	
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: 0 of 4 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 10/03/2013	
		Will include in plan	
	Index:	3	(Priority Score x Opportunity Score)

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

	Describe current level of development:	The three building administrators are working on classroom walk through, have split the staff up for evaluation purposes, have been meeting with department and or PLCs to look at student data to facilitate instructional changes, professional development has been scheduled for the 2015/2016 school year and are developing short and long term plans for curriculum development. Oct. 2015 Using the CWT, the CEE data and student performance data to develop a professional development plan that is aligned with the identified needs.
Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	Staff members will be evaluated for the 2015-2016 school year based on the Danielson Framework which will increase student achievement and teacher effectiveness as measured by the CEE data, and student achievement on state and local assessments. Wapato Middle School will expect to be within 20% of the state on the Smarter Balanced State assessment in English Language Arts and in Math.
	Target Date:	06/30/2016
	Tasks:	
	1. The administrative team will provide feedback on teaching strategies and the impact on student learning.	
	Assigned to:	Anna Keifer
	Added date:	02/07/2014
	Target Completion Date:	06/30/2016
	Frequency:	weekly
	Comments:	The leadership team will conduct classroom walks daily, providing feedback to instructors, with the goal of 100 walks per month. Jan- 2016 On-Going
	2. The administrative team will implement a multileveled professional development calendar for the 2015/2016 school year.	
	Assigned to:	Anna Keifer
	Added date:	02/07/2014
	Target Completion Date:	06/30/2016

		Frequency:	once a year
		Comments:	The focus of the professional development plan is three tiered with a school wide initiative of using the book "Brain Rules" The second layer of the development plan is to provide department specific professional development for math, reading/language arts and science. The last tier is meeting individual teacher specific needs. Oct. 2015 A staff survey will be created to receive input on the professional development needs. (individual, content areas, school wide) Jan- 2016 On-Going
		3. On a quarterly basis on data a High Yield strategies will be emphasized in each classroom. The first quarter is reviewing lesson objectives and providing feedback. The second quarter was similarities and differences, the third quarter the focus will be on ques, questions and organizers.	
		Assigned to:	Karissa Lawrence
		Added date:	10/29/2015
		Target Completion Date:	06/30/2016

		Frequency:	three times a year
		Comments:	Jan- 2016 On-Going
		4. A system will be put into place to include staff input into common cross content professional development based on identified student performance data. The standard based data will be used to drive the planning of the specific training.	
		Assigned to:	Anna Keifer
		Added date:	10/29/2015
		Target Completion Date:	06/30/2016
		Frequency:	twice a year
		Comments:	Jan- 2016 A system to be further developed in May.
Implement	Percent Task Complete:		0%

Indicator	P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/03/2013	
	Index:	4	(Priority Score x Opportunity Score)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Current level of development includes Project Based learning as an integrated part of core content. All staff received ongoing professional development on Project Based learning, as a means of effectively providing math content, writing, reading, science, social studies, fine arts and all other curriculum areas. In addition all staff received training in lesson study design and how to use it to plan targeted instruction. Oct. 2015 The job embedded training this year has included building instructional coaches, ESD trainers and curriculum content trainers. Additionally PLC are in place that are data driven.	
Plan	Assigned to:	Anna Keifer	
	How it will look when fully met:	Professional learning will occur within our learning communities that are committed to continuous improvement, collective responsibility and goal alignment then both teacher practice and student achievement will improve as measured by observations and student performance on school, district and state assessments. Wapato Middle School will expect to be within 20% of the state on the Smarter Balanced State assessment in English Language Arts and in Math. The focus is on increasing student engagement that will result in increased student achievement. Professional Development will include: * Danielson Domain III * Jane Schafer * Data Director * Agile Mind * Brain Rules book study.	
	Target Date:	06/30/2016	
	Tasks:		

		1. a. All ELA & Math staff will receive training on the utilization of Data Director and Gradecam for the implementation of common formative assessments. b. All ELA & Math staff will receive training on the analysis of the data gathered from the CFAs to inform instructional practices.	
		Assigned to:	Anna Keifer
		Added date:	10/04/2013
		Target Completion Date:	06/30/2016
		Frequency:	three times a year
		Comments:	2-10-15 This has been three times this year. May the staff will need additional training on Data Director and Gradecam esp. new staff Reports Jan- 2016 On-Going

		2. a. Math ² interventions implement the curriculum: Aim for Algebra. Ongoing Professional Development will be provided, along with feedback and collaboration throughout the year. b. Reading ² interventions implement the curriculum: Corrective Reading. Ongoing Professional Development will be provided, along with feedback and collaboration throughout the year.	
		Assigned to:	Anna Keifer
		Added date:	10/19/2013
		Target Completion Date:	06/30/2016
		Frequency:	three times a year
		Comments:	May 2015 staff will need updates to keep them current. Need to find Math intervention support. Jan- 2016 On-Going with embedded coaching support.
		3. Set up a calendar and budget to include training in: * Danielson Domain III * Jane Schafer Look into contact with through OSPI Lynn Seamons * Data Director * Agile Mind * Brain Rules book study Oct. 2015 Training that will be provided in the use of different data sources for monitoring of students. Examples included: My Data and Data Director. Training in Depth of Knowledge. Continued training in Corrective Reading.	
		Assigned to:	Anna Keifer
		Added date:	06/22/2015
		Target Completion Date:	10/28/2016
		Comments:	Jan- 2016 On-Going
Implement	Percent Task Complete:		0%
Indicator	P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/07/2014	
		Objective Met - 05/19/2015	
	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:	PLCs are used within content groups. Language Arts and Reading teachers have received professional development on the Reading Apprentice Program. Feedback is given to teachers after administrative classroom walk throughs. Some Science content teachers are currently participating in a Reading Apprentice Program book study. Oct. 2015 The PLC notes and agendas are reviewed by the building administrators monthly. We will further explore a process for monitoring the change in practice as a result of the professional development.
Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	The school set a goal to read the book "Brain Rules". And teachers of all content subjects will use the "Brain Rules" strategies in daily classroom lessons. Strategies will be monitored by the leadership team by daily classroom walks and recording the strategies. These classroom strategies will increase student scores on state interim assessments by 15 percent.
	Target Date:	06/30/2016
	Tasks:	
	1. Each month the staff will review a chapter and participate in an on-line discussion regarding the strategies that can be used in the classroom to increase student engagement.	
	Assigned to:	Anna Keifer
	Added date:	02/11/2014
	Target Completion Date:	06/30/2016
	Comments:	2-10-15 The "Brain Rules" book will be reviewed by staff. Jan- 2016 On-Going
	2. All teachers will engage in a book study on "Brain Rules" by John Medina led by the Learning Improvement Team.	
	Assigned to:	Kerrie Fries
	Added date:	02/11/2014
	Target Completion Date:	06/30/2016
	Comments:	Jan- 2016 On-Going Brain Rule Attention will be reviewed at the next staff meeting.
Implement	Percent Task Complete:	0%
	Objective Met:	5/19/2015
	Experience:	5/19/2015 The book study has been done. Staff received training on Reading for Understanding at PD times and at staff meetings.

Sustain:	5/19/2015 Admin will continue to monitor the implementation of the PD.
Evidence:	5/19/2015 A book study will be agreed on.

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

Expanded time for student learning and teacher collaboration

Indicator P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)(TitleISW,TitleITA)

Status Tasks completed: 1 of 3 (33%)

Assess	Level of Development:	Initial: Limited Development 10/04/2013
		Objective Met - 05/19/2015
	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:	<input type="checkbox"/> Parent teacher conferences <input type="checkbox"/> Books and Bread <input type="checkbox"/> Open House/Orientation <input type="checkbox"/> STEM Nights <input type="checkbox"/> Algebra Night <input type="checkbox"/> JOM Parent Night <input type="checkbox"/> Cultural Nights <input type="checkbox"/> CUF <input type="checkbox"/> WMS Developed Website <input type="checkbox"/> Edline Training <input type="checkbox"/> Honor Assembly <input type="checkbox"/> MSP Recognition <input type="checkbox"/> Algebra Recruiting/Algebra Camp <input type="checkbox"/> Grandparents Day <input type="checkbox"/> Parent Advisory Meetings
Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	Administration will send parent newsletters monthly with information about school activities and strategies to provide academic support in the home. Wapato Middle School will expect to be within 20% of the state on the Smarter Balanced State assessment in English Language Arts and in Math.
	Target Date:	06/30/2016
	Tasks:	
	1. Administration will send parent newsletters monthly with information about school activities and strategies to provide academic support in the home.	
	Assigned to:	Anna Keifer

		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Comments:	2-10-15 Monthly letters have been sent with ways parents can support their students at home and upcoming events. Recently included School Achievement Goals in the Newsletter. A tab on the school web site has been added with Student Achievement Growth data for parent review. A monthly principals messages is updated each month with parent tips on the school web site. Jan- 2016 On-Going
	2. a. During PTC parents will be given a log in and password to access Skyward to monitor student academic progress, course requirements and attendance. Comments: b. Parents will receive training on how to access Skyward's online parent portal.		
		Assigned to:	Paul Zagelow
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016

		Comments:	2-10-15 At fall PT conferences the Skyward passwords were given to each parent who attended. Parent comments have been positive. The staff are sending messages using Skyward messages. Admin are sending weekly messages to parents about up coming events and general information. The school web site has posted directions for parents to access Skyward. Note: Check on usage of parents. May 2015 This will be on-going training addressed under Principle 7. Jan- 2016 Completed in the fall and will be reviewed as new students enroll.
		Task Completed:	10/30/2015 12:00:00 AM
	4. The school will keep the community notified about the opportunities for student learning.		
		Assigned to:	Anna Keifer
		Added date:	10/29/2015
		Target Completion Date:	06/30/2016
		Comments:	*Twitter *Monthly Newsletters *Reader Board *School website *Skyward messages *Phone messenger *Flyers Jan-2016 On-Going
Implement	Percent Task Complete:		33%
	Objective Met:		5/19/2015
	Experience:		5/19/2015 The parent communication will be under principle 7.

	Sustain:	5/19/2015 We will continue this work.
	Evidence:	5/19/2015 Samples of newsletters and postings.
Indicator P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058) (Expected,TitleISW,TitleITA)		
Status Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/04/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<input type="checkbox"/> School day is extended by 7 minutes. <input type="checkbox"/> Designated FLEX time. <input type="checkbox"/> PBL <input type="checkbox"/> Academies after school. <input type="checkbox"/> Reading and Math Interventions created in the school day. <input type="checkbox"/> Gear-UP a.m. tutoring <input type="checkbox"/> JOM tutoring <input type="checkbox"/> 21st Century After School Program <input type="checkbox"/> Gear-UP Robotics <input type="checkbox"/> Algebra Camp <input type="checkbox"/> Summer School Oct. 2015 Reading and Math Interventions are scheduled into the elective time block. Currently in reading intervention progress monitoring is done every three weeks. Math intervention progress monitoring is done after each module. Three pieces of data is used to organize the student groupings each quarter for the modifications of the intervention groups. JOM Native American Tutoring after school 21st Century Program before/after school (Homework assistance & Enrichment) Robotics Club Summer School
Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	The leadership team and teachers will ensure that the students who need the most support are given more instructional opportunities then student achievement will increase as measured by the school, district and state assessments. Students who need interventions will be identified and be given more time in an intervention schedule for Math and Reading. Wapato Middle School will expect a 20% increase on the Smarter Balanced State assessment in English Language Arts and in Math.
	Target Date:	09/02/2016
	Tasks:	
	1. Determine and monitor which students need interventions.	

		Assigned to:	Leadership Team
		Added date:	06/22/2015
		Target Completion Date:	06/24/2016
		Frequency:	three times a year
		Comments:	Set up schedule Monitor student progress -Consider how SBAC Interim data fits into this? Determine exit criteria Use RTI web site to guide the process and set up a successful system and review best practices. Evaluate student progress for the year using student data and make suggestions for the following year. Jan- 2016 On-Going and completed one semester
	2. Administration will compile the data from the state and district assessments to develop a rank order for placing students in a summer program.		
		Assigned to:	Irina Lupas
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Comments:	May 2016 A summary of the Interim report will be completed. A rank order meeting will be held to discuss the results of the state assessment with the summer school director. Jan- 2016 On-Going
	3. Teachers will receive training in using a variety of strategies including HYS, SIOP, GLAD, Thinking Maps. The staff will receive training in the implementation of the Corrective Reading and Aim for Algebra programs.		
		Assigned to:	Instructional Coaches
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Comments:	May 2015 teaching strategies were provided. These concepts will be included in principle 2. Jan- 2016 On-Going
	4. Teachers will use district and state assessments for the summer program.		
		Assigned to:	Irina Lupas
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Comments:	The state and district assessments will be used for summer school placement. Jan- 2016 On-Going

		5. Continue to add partnerships with outside agencies that include: 21st century, JOM parent group, local colleges and universities.
		Assigned to: Anna Keifer
		Added date: 10/29/2015
		Target Completion Date: 06/30/2016
		Frequency: four times a year
		Comments: Jan- 2016 On-Going
Implement	Percent Task Complete:	0%
Indicator	P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635) (Expected, Title I TA)	
Status	Tasks completed: 1 of 2 (50%)	
Assess	Level of Development:	Initial: Limited Development 10/07/2013
		Objective Met - 05/19/2015
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<input type="checkbox"/> CDRs <input type="checkbox"/> Common Preps <input type="checkbox"/> PLCs <input type="checkbox"/> Core <input type="checkbox"/> Interventions <input type="checkbox"/> Project Based Learning <input type="checkbox"/> Vertical PLC Oct. 2015 Teacher groups are mainly organized by content for PLC's and through the agenda the roles are established.
Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	PLC teams will increase the use of data cycles to three times a year for the 2015/2016 school year. Team members are accountable for improving instructional practices as measured by PLC meeting agenda and action record submitted to administration. This will result in a 15% increase on the 2016 Smarter Balanced State assessment in English Language Arts and Math.
	Target Date:	06/30/2016
	Tasks:	
	1. PLC schedules are created in September for teachers to begin planning data cycles.	

		Assigned to:	Anna Keifer
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	2-10-15 PLC time has been devoted to Smarter Balanced Interim assessments. May 2015 Moved to curriculum and instruction. Jan- 2016 Completed
		Task Completed:	9/25/2015 12:00:00 AM
	2. PLC teams meet weekly on Wednesday for a one hour period.		
		Assigned to:	Administrative Team

		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	weekly
		Comments:	2-10-15 The PLC's have been meeting as scheduled. Note: revise PLC leadership team May 2015 Being done Jan- 2016 On-Going
Implement	Percent Task Complete:	50%	
	Objective Met:	5/19/2015	
	Experience:	5/19/2015 The PLC structure has worked well.	
	Sustain:	5/19/2015 The PLC will be under professional development and data collection.	
	Evidence:	5/19/2015 PLC agendas	

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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/04/2013	

			Objective Met - 05/19/2015
	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:	<input type="checkbox"/> Pacing Guides <input type="checkbox"/> Submission of weekly lesson plans to administration <input type="checkbox"/> Implementation in GLAD and SIOP strategies Oct. 2015 the above items and actions are on going.	
Plan	Assigned to:	Anna Keifer	
	How it will look when fully met:	PLC teams will monitor the pacing guide and document necessary changes to be made for the 2015/16 school year. Team members are accountable for improving professional practices as measured by weekly PLC agendas and action record that are submitted to administration. Wapato Middle School is expected to be within 20% of the state on the Smarter Balance State assessment in English Language Arts and in Math.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Administration will monitor pacing guide implementation monthly.		
	Assigned to:	Anna Keifer	
	Added date:	02/07/2014	
	Target Completion Date:	06/30/2016	

	Frequency:	monthly	
	Comments:	Monthly reports are given to the curriculum director with pacing and lesson objective information. Jan- 2016 On-Going	
	2. Administration will facilitate interim data review sessions twice a year to identify the teams' accomplishments, challenges and next steps. In this review, the team will analyze pacing guide implementation and it's impact on student learning. Changes are documented by the next step process.		
	Assigned to:	Anna Keifer	
	Added date:	02/07/2014	
	Target Completion Date:	06/30/2016	

		Frequency:	twice a year
		Comments:	Two Rank Order meetings will be done this year (2015-16) to review the data from the interim results. Jan- 2016 One Rank Order Meeting has been completed.
	3. Administration will review and monitor the PLC agendas and action records.		
		Assigned to:	Anna Keifer
		Added date:	10/30/2015
		Target Completion Date:	06/30/2016
		Frequency:	monthly
		Comments:	Jan- 2016 On-Going
Implement	Percent Task Complete:		0%
	Objective Met:		5/19/2015
	Experience:		5/19/2015 These tasks are similar to other tasks that we are doing in other sections.
	Sustain:		5/19/2015 We will continue to monitor the pacing guide and report to the curriculum director. This will be under another objective.
	Evidence:		5/19/2015 Pacing Guide monthly report.
Indicator	P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637)(Expected,TitleITA)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 04/24/2014
	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 there are two data teams that have been developed and put into place, one for reading/language arts and the other for math. Both teams meet on a cyclical basis to focus on standards based assessments and provide quantitative data to share with each department. Oct. 2015

		Three data cycles in Math, ELA and Science have been added to the pacing guides for the 2015-16 school year.
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Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	The administrative team will conduct monthly classroom walks to monitor core instruction. The administrative team will ensure that three data cycles are written into the pacing guide.
	Target Date:	06/30/2016
	Added date:	

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)(ELL,Expected,TitleISW,TitleITA)

Status Tasks completed: 2 of 6 (33%)

Assess	Level of Development:	Initial: Limited Development 01/07/2014
	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:	<input type="checkbox"/> Multiple standardized diagnostic assessments <input type="checkbox"/> Meeting students at current levels of proximal development <input type="checkbox"/> Reading and Math Interventions with leveled curricula <input type="checkbox"/> Modification and adaptations of curricula <input type="checkbox"/> Students are identified by rank order for intervention <input type="checkbox"/> Students are administered a diagnostic assessment and placed in appropriate intervention <input type="checkbox"/> Monitor student progress and adjust level of placement accordingly
Plan	Assigned to:	Anna Keifer

	How it will look when fully met:	Teachers will design developmentally appropriate lessons that apply enhanced instructional strategies as well as technology integration and data collection to support the diverse needs of learners than student achievement will increase as measured by school, district and state assessments. PLC teams will use the data from data cycle assessments to monitor and adjust student learning and inform instruction to increase student scores on the preassessments to the post-assessments by 20%. Training will be provided in the area of Grade Cam and Data Director. The district will provide a training called "Technology in the Classroom" training by Jeff Utecht. Students and families will use Skyward to assist with monitoring their academic progress.
	Target Date:	05/27/2016
	Tasks:	
	1. Assist the staff in the use of technology to help them differentiate instruction. Provide training in technology and in differentiate instruction. Work with the leadership team to determine indicators of success. (Quarterly discussions regarding progress on this task.)	

		Assigned to:	Leadership Team
		Added date:	06/22/2015
		Target Completion Date:	02/26/2016
		Comments:	Jan- 2016 On-Going
	2. Teachers will assist students in using Skyward to track their progress. The leadership team will identify other sources of information for students to track their progress. *(teacher ideas for student tracking progress)		
		Assigned to:	Leadership Team
		Added date:	06/22/2015
		Target Completion Date:	06/24/2016
		Comments:	Jan- 2016 On-Going January Staff meeting staff will be trained on Skyward e-mail to parents.
	3. All students will be given the diagnostic in STAR in Reading.		
		Assigned to:	Theresa Shinn
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	monthly

		Comments:	2-10-15 We are doing this. Review for next year. May 2015 Data director will be used to develop pre and post assessments. SBAC Block tests will be used. Jan- 2016 OnGoing
	4. Progress monitoring will be done every 6 weeks in core and every 3 weeks in interventions.		
		Assigned to:	Theresa Shinn
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	monthly
		Comments:	Note: 2-10-15 Are there better activities to assist teachers in differentiating instruction. Ideas: CFA's The unit design will allow many different entry points for students. SB performance tasks. May 2015 Completed Jan- 2016 OnGoing
	5. The district will provide Professional Development for using technology and ways to integrate it into classroom practices. On September 3, 2015 staff will attend the training given by Jeff Utecht "Using Technology in the Classroom".		
		Assigned to:	Anna Keifer
		Added date:	09/28/2015
		Target Completion Date:	09/03/2015
		Comments:	Training completed in Sept. 2015 Jan- 2016 Completed
		Task Completed:	9/3/2015 12:00:00 AM
	6. Skyward training will be provided to all parents that attend the Orientation Nights on September 1st and 2nd.		
		Assigned to:	Anna Keifer
		Added date:	09/28/2015
		Target Completion Date:	09/02/2015
		Comments:	Training was completed September 1st & 2nd.
		Task Completed:	9/2/2015 12:00:00 AM
Implement	Percent Task Complete:		33%
Indicator	P4-IIIA25 - All teachers encourage students to paraphrase, summarize, and relate. (134)		

Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/04/2013	
		Objective Met - 05/19/2015	
	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:	<input type="checkbox"/> Teachers are currently identifying high yield strategies on lesson plans. <input type="checkbox"/> Teachers have received training on thinking maps, discussion starters, marzano HYS, STAR protocol and SIOP. <input type="checkbox"/> Implementation of reading and math intervention materials.	
Plan	Assigned to:	Melissa Benscoter	
	How it will look when fully met:	Staff will increase the use of instructional strategies that incorporate the use of paraphrasing and summarization by 10 percent as measured by CWTs for the 2015/2016 school year.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Administration team will be in classrooms.		
	Assigned to:	Anna Keifer	
	Added date:	02/07/2014	
	Target Completion Date:	06/30/2016	
	Frequency:	daily	
	Comments:	Jan- 2016 On-Going	
	3. Provide additional professional development on instructional strategies.		
	Assigned to:	Instructional Coaches	
	Added date:	02/07/2014	
	Target Completion Date:	06/30/2016	
	Frequency:	four times a year	

		Comments:	Jan- 2016 On-Going
		4. New teacher orientation weekly meetings.	
		Assigned to:	Theresa Shinn
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016

		Frequency:	weekly
		Comments:	Jan- 2016 On-Going
Implement		Percent Task Complete:	0%
		Objective Met:	5/19/2015
		Experience:	5/19/2015 May 2015 These are on-going activities and should have been completed last year.
		Sustain:	5/19/2015 May 2015 These activities will continue to be done.
		Evidence:	5/19/2015 Should have been provided last year.

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

Assessing student learning frequently with standards-based assessments

Indicator	P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW,TitleITA)
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Status Tasks completed: 0 of 7 (0%)

Assess	Level of Development:	Initial: Limited Development 01/07/2014	
	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:	<input type="checkbox"/> 5th grade visitation in May of each year. <input type="checkbox"/> Summer Academies for transitions that focus on lowest benchmark score. <input type="checkbox"/> Parent and Student Orientations. <input type="checkbox"/> Parent Newsletters	

Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	When staff reviews student data to recommend appropriate support/interventions for students as they transition from 5th to 6th grade and grade to grade and from Middle to High School then the students will be better prepared for the next year and student achievement will increase as by 15% as measured by school, district and state assessments. Involve staff in discussions as to what data to collect to show evidence of successful student transition actions. Use the data to determine the actions that need to be done to be successful.
	Target Date:	06/24/2016
	Tasks:	
	1. In order to provide a successful transition to middle school we will: For all students: School Tours, Counselor visit, student choose elective classes, vertical teaming (ELA & Math) As needed for individual: Reviewed student data for appropriate student placement. (Math & ELA), Special education does extra tours and transition meetings. Information is shared regarding health and 504 plans.	
	Assigned to:	Leadership Team
	Added date:	06/22/2015
	Target Completion Date:	06/24/2016
	Comments:	Jan- 2016 On-Going with specific 2016 transition plan. Feb. 10th we have a vertical PLC in Math with 5th & 6th grade staff.
	2. To support students when they move from grade to grade we will: All students: Family Orientation Night, Individual students: PLC teams share data with the next grade level.	
	Assigned to:	Leadership Team
	Added date:	06/22/2015
	Target Completion Date:	06/24/2016
	Comments:	Jan- 2016 On-Going
	3. To support students moving from Middle School to High School we will: For all students: High School Counselor comes to visit, students choose electives, High School Orientation Night, For individual students: Special education students are tracked carefully, the health and 504 plans are transferred, and student data is reviewed.	
	Assigned to:	Leadership Team
	Added date:	06/22/2015
	Target Completion Date:	06/24/2016

		Comments:	Jan- 2016 On-Going
	4. Staff reviews 5th grade benchmark and state assessment scores every August and provide recommendation about appropriate placement.		
		Assigned to:	Instructional Coaches
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	2-10-15 Done every year next year will include Smarter Balance and DIBELS. May 2015 we will update this task to reflect what is current practice. Jan- 2016 Will be completed in the Spring.
	5. Staff communicates with elementary teachers about intervention placement.		
		Assigned to:	Instructional Coaches
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	May 2015 Will be working on for June. Jan- 2016 Will be completed in Spring.
	7. Incoming 5th grade students are specifically invited to participate in STEM nights.		
		Assigned to:	Margaret Carter
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	twice a year
		Comments:	May 2015 completed and add other activities for next year. Create a Task called: Welcome and Inform about the WMS * Letters to parents inform about WMS * Tours * Vertical PLCs Jan- 2016 On going
	8. Counseling center will administer a student inventory for activities.		
		Assigned to:	Counselors
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016

		Frequency:	once a year
		Comments:	2-10-15 Note: Think about what are we doing to transition from 8th to high school. Ideas: Wolf for a Day. High School and Beyond Plan May 2015 Wolf for the Day did not work out. Consider a task called: 8th grade student success in 9th grade Vertical planning Jan- 2016 On going
Implement	Percent Task Complete:		0%
Indicator	P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106) (ELL,Expected,SWD,TitleITA)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/04/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<input type="checkbox"/> Multiple standardized diagnostic assessments <input type="checkbox"/> Meeting students at current levels of proximal development <input type="checkbox"/> Reading and Math Interventions with leveled curricula <input type="checkbox"/> Modification and adaptations of curricula <input type="checkbox"/> Students are identified by rank order for intervention <input type="checkbox"/> Students are administered a diagnostic assessment and placed in appropriate intervention <input type="checkbox"/> Monitor student progress and adjust level of placement accordingly Oct. 2015 Building administrators along with the instructional coaches and ELL coach conduct CDR walks that monitor instructional strategies to assess strengths and weaknesses. The PLC's review the student performance data to monitor and adjust instructional strategies and curriculum delivery. The staff will supplement the curriculum when weaknesses are identified.	
Plan	Assigned to:	Anna Keifer	

	How it will look when fully met:	If the PLC grade level groups met to develop instructional strategies align to the standards based curriculum and to monitor the progress of the students in the grade level for which the team is responsible then the student achievement will increase that is measured by the school, district and state assessments. PLC teams will monitor the pacing guide and document necessary changes to be made for the 2015/16 school year. Team members are accountable for improving professional practices as measured by PLC agendas and action record that are submitted to administration. The PLC data analysis will lead to teacher effectiveness and student achievement will increase by measured by local and state assessments. We are expected to be within 20% of the state on the Smarter Balance State assessment in English Language Arts and in Math.
	Target Date:	06/24/2016
Tasks:		
	1. Staff will focus on one High Yield Instruction Strategy per quarter. A group of teachers will plan the training of the HYS. At the PLC sessions the teams will evaluate the effectiveness of these strategies with their students. * (Question what is the data the teams will be using to monitor the progress?)	
	Assigned to:	LIT team
	Added date:	06/22/2015
	Target Completion Date:	06/30/2016
	Comments:	Jan- 2016 On going
	2. Pacing Guides are created and adjusted according to student data from standardized and teacher created assessments.	
	Assigned to:	Shannon Torres
	Added date:	02/07/2014
	Target Completion Date:	06/30/2016
	Frequency:	four times a year
	Comments:	2-10-15 Note: May want to change this task to another section. May 2015 done Jan- 2016 On going Math Pacing Guide are being reviewed.
	3. Supplemental materials will be selected based upon state standard alignment and student need.	
	Assigned to:	Instructional Coaches
	Added date:	02/07/2014

		Target Completion Date:	06/30/2016
		Frequency:	four times a year
		Comments:	Note: May want to change this task to another section. Jan-2016 On going
	4. PLCs will review data twice a month at least.		
		Assigned to:	Administrative Team
		Added date:	02/07/2014
		Target Completion Date:	06/30/2016
		Frequency:	weekly

		Comments:	2-10-15 Note: determine what types of data PLC's should have to best complete this work. What training staff may need? May 2015 completed Jan- 2016 On going
Implement	Percent Task Complete:		0%

Indicator	P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715) (Expected,TitleITA)		
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Status	In Plan / No Tasks Created		
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Assess	Level of Development:	Initial: Limited Development 04/25/2014	
	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:	Data cycle teams have been created where teachers meet after a common assessment to review data and make adjustments to lessons. Currently only reading/la and math are using this cycle. Oct. 2015 For the 2015-16 school year the block interim assessments will be given twice this year to assess mastery of standards. All staff analyzed the 2015 SBA results to make curriculum adjustments. The ELA staff will give the performance task twice to measure mastery.	
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Plan	Assigned to:	Anna Keifer	
	How it will look when fully met:	When all PLC teams are monitoring and assessing student mastery with standards-based objectives in order to make appropriate curriculum adjustments.	

	Target Date:	06/30/2016	
	Added date:		
Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health			
School and classroom culture			
Indicator	P6-IIIC01 - All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them.(3052)		
Status	Tasks completed: 0 of 7 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/07/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<input type="checkbox"/> Migrant Awards Banquet <input type="checkbox"/> Ichiskin language class <input type="checkbox"/> CUF <input type="checkbox"/> Celebrations of cultural awareness months <input type="checkbox"/> JOM assemblies <input type="checkbox"/> ASB sponsored cultural clubs	
Plan	Assigned to:	Margaret Carter	
	How it will look when fully met:	Staff will increase the amount of multicultural lessons throughout the year as measured by weekly lesson plans submitted to administration for the 2015/2016 school year. For the 2015-16 school year, the number of cultural lessons will increase by 10 lessons. Leadership team will review Wise Ways. * Wise Ways was reviewed by a team of staff on 9/4/15. By the end of the 2015-16 school year all staff will attend a minimum of two day cultural awareness training sessions offered and gain skills in applying the information in daily classroom lessons.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Staff will be given the opportunity to attend the district cultural training.		
	Assigned to:	Anna Keifer	

		Added date:	02/10/2014
		Target Completion Date:	06/30/2016
		Comments:	May 2015 Staff attended the training. Jan- 2016 On going
	2. Staff will identify multicultural material in the lessons to be taught.		
		Assigned to:	Theresa Shinn
		Added date:	02/10/2014
		Target Completion Date:	06/30/2016
		Comments:	2-10-15 Some of this has been completed. Art teacher has created lessons that have been submitted. Lesson plans will be collected. Jan- 2016 On going
	3. Staff will be encouraged to celebrate diversity in the classroom.		
		Assigned to:	Theresa Shinn
		Added date:	02/10/2014
		Target Completion Date:	06/30/2016
		Comments:	May 2015 CUF was very well attended. It was a successful event. Project Unify events brought our student body together. Jan- 2016 On going Planning for spring
	4. PLCs will collaborate on multicultural lessons.		
		Assigned to:	Administrative Team
		Added date:	02/10/2014
		Target Completion Date:	06/30/2016
		Comments:	May 2015 will continue next year. Jan- 2016 On going
	5. Request the Wanapum bus to visit WMS for a day for staff and students to tour and gain knowledge of the Yakama culture.		
		Assigned to:	Margaret Carter
		Added date:	09/28/2015
		Target Completion Date:	06/24/2016
		Comments:	Jan- 2016 Still needs to be done.
	6. The school will invite Mr. Pascua to do a presentation for the staff to gain knowledge about the Filipino culture.		

		Assigned to:	Anna Keifer
		Added date:	09/28/2015
		Target Completion Date:	06/24/2016
		Comments:	Jan- 2016 Will look into for Spring.
7. The WMS clubs will display cultural projects at the Cultural Unity Fair.			
		Assigned to:	Anna Keifer
		Added date:	09/28/2015
		Target Completion Date:	06/24/2016
		Comments:	Jan- 2016 Preparing for Spring
Implement	Percent Task Complete:		0%
Indicator P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)			
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/04/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<input type="checkbox"/> PBIS team <input type="checkbox"/> Peer conflict mediators <input type="checkbox"/> CABE review three times a year <input type="checkbox"/> Review of student handbook within the first week of school. <input type="checkbox"/> Student compact signed by parent, teacher and student. <input type="checkbox"/> Posted expectations in the classroom. <input type="checkbox"/> CUBS announcements in a.m. <input type="checkbox"/> Student behavior card <input type="checkbox"/> CUB pride grams <input type="checkbox"/> Caught Being Good program <input type="checkbox"/> Positive Post Cards Oct. 2015 the above programs are in place to support and reinforce the classroom rules. The staff are internal trained for consistently implementing a school wide positive behavior support plan.	
Plan	Assigned to:	Anna Keifer	

	How it will look when fully met:	When all staff organize their learning environments and use group management approaches effectively to maximize time students spend engaged in lessons then student achievement will increase as measured by school, district and state assessments. Wapato Middle School will expect to be within 20% of the state on the Smarter Balanced assessment in English Language Arts and in Math. Consider: student involvement in tracking their own progress, classroom discussions, student reflection on their work and use of high order thinking. Student to student discussions, accountable talk, student goal setting. Look at Danielson Domain 3
	Target Date:	06/30/2016
	Tasks:	
	1. Continue to provide students with 'caught being good' postcards written by staff to be mailed home.	

		Assigned to:	Paul Zagelow
		Added date:	02/10/2014
		Target Completion Date:	06/30/2016
		Frequency:	monthly
		Comments:	2-10-15 Will continue to work on systems to make this successful. Jan- 2016 On going Postcards are up into staff mail boxes to be mailed home.
	2. Monthly recognition for clean student behavior records.		
		Assigned to:	Theresa Shinn
		Added date:	02/10/2014
		Target Completion Date:	06/30/2016
		Frequency:	monthly
		Comments:	2-10-15 Still effective. Jan- 2016 On going In Feb. students will be receive a Nacho party for not having any behavior issues for the semester.
	3. Increase two way communication between parents and administration through the use of phone calls, e-mails and parent events.		
		Assigned to:	Administrative Team
		Added date:	02/10/2014
		Target Completion Date:	06/30/2016

		Comments:	Jan- 2016 On going
Implement	Percent Task Complete:		0%
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 05/14/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Current discussions with outside agencies are taking place to provide additional mental health support for students. Wapato Middle School is possibly looking to house a full time mental health professional to provide support to students along with other family resources. Oct. 2015 The WMS has a SRO and a SSO in order to maintain safety for all students and staff. In addition we also have a RMT monthly meetings that monitor at risk behaviors. A safety committee also convenes monthly to provide monitoring of the whole school environment.	
Plan	Assigned to:	Theresa Shinn	

	How it will look when fully met:	Wapato Middle School will create a safety survey to gain perceptions of student's thoughts about how safe they feel at school. Survey data will be analyzed by the Safety team and recommendations will be implemented.	
	Target Date:	06/30/2016	
	Added date:		

Student and School Success Principle 7: Family and community engagement

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

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

Status	Tasks completed: 1 of 3 (33%)		
Assess	Level of Development:		Initial: Limited Development 05/14/2014
			Objective Met - 05/19/2015
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parent representatives are on our Learning Improvement Team, which assists with secondary change in our building. The Wapato Middle School also has several parent advisory meeting scheduled throughout the year to communicate with parents building and district initiatives as well as receive input regarding overall concerns with the middle school. Oct. 2015 The activities listed above are on-going.	
Plan	Assigned to:	Anna Keifer	
	How it will look when fully met:	All parents are invited to participate in quarterly PAC meetings.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Meeting agendas will be created.		
		Assigned to:	Anna Keifer
		Added date:	10/01/2014
		Target Completion Date:	06/30/2016
		Frequency:	four times a year
		Comments:	2-10-15 Quarterly Parent Advisory meetings are planned and parents are invited. May 2015 Completed put under something else Jan- 2016 On going
	2. Sign in sheets and minutes will be recorded.		
		Assigned to:	Anna Keifer
		Added date:	10/01/2014
		Target Completion Date:	06/30/2016

		Frequency:	four times a year
		Comments:	2-10-15 Consider deleting this task for next year. May 2015 completed Jan- 2016 On going
		3. Academic Family Nights will be added to the district calendar to invite parents to the school to increase parent involvement. * Family Math Night (Sept. 28th) * Books & Bread Family Breakfast (Oct. 1)	
		Assigned to:	Anna Keifer
		Added date:	09/28/2015
		Target Completion Date:	10/01/2015
		Comments:	Completed 2015
		Task Completed:	10/1/2015 12:00:00 AM
Implement	Percent Task Complete:		33%
	Objective Met:		5/19/2015
	Experience:		5/19/2015 PAC meetings were held and will be continued to be held.
	Sustain:		5/19/2015 This will be moved to another section of the plan.
	Evidence:		5/19/2015 Uploaded into documents
Indicator	P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077)(Expected,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 05/14/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	At the beginning of each school year, all students and parents receive copies of teacher syllabus, compact and student handbook that outlines policies and procedures for the Wapato Middle School. Oct. 2015 The same activities are listed above. Further more, the mission and vision statement is posted on the web site and on the monthly parent newsletters.	
Plan	Assigned to:	Anna Keifer	
	How it will look when fully met:	When we promote connections among teachers, staff and students, student achievement will improve 10% as measured by district and state assessments.	
	Target Date:	06/17/2016	
	Tasks:		
		1. WMS will create a school task force to look at building community through the lens of student engagement.	
		Assigned to:	Anna Keifer
		Added date:	05/29/2015
		Target Completion Date:	06/17/2016
		Frequency:	three times a year
		Comments:	Jan- 2016 To be completed
Implement	Percent Task Complete:	0%	
Indicator	P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/07/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<input type="checkbox"/> Written compact given to parents at the beginning of the school year that explains duties of students, parents and teachers. <input type="checkbox"/> Use of automated phone call system for school wide communication. <input type="checkbox"/> Family reading, math and STEM nights. <input type="checkbox"/> Newsletters sent home monthly. Oct. 2015 Actions and activities are still in place for the 2015-16 school year. Parent Newsletter contains suggestions for home academic support.
Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	If the leadership team communicates the school's community's purpose, what they value in the education of their children and everyone's role in getting the job done then student achievement will improve as measured by the school, district and state assessments. The school community refers to the indicator principle VII 02. Wapato Middle School will have a school community event monthly with at least 50 community members in attendance. This will promote connections among teachers, staff and students that form the web of a community at our school which will result in an increase in student achievement measured by school district and state assessments. We are expected to be within 20% of the state on the Smarter Balance State assessment in English Language Arts and in Math.
	Target Date:	06/30/2016
	Tasks:	
	1. Parent/community events will be held throughout the year for parent education on ways to support their students academically.	
	Assigned to:	Anna Keifer
	Added date:	02/12/2014
	Target Completion Date:	06/30/2016
	Frequency:	monthly
	Comments:	2-10-15 One Math Night May 2015 The community action plan was written and completed. Jan- 2016 On going
	2. Parent STEM nights for the all grades will showcase current Math, Science, Engineering and Technology programs that the school offers.	
	Assigned to:	Margaret Carter
	Added date:	02/12/2014
	Target Completion Date:	06/30/2016
	Frequency:	twice a year

		Comments:	2-10-15 Fall STEM night has been done. May 2015 The Spring STEM night was done. Jan- 2016 On going
	3. During Parent/Teacher conferences, information will be provided to support parents and students in academics requirement and progress using the Skyward on-line program.		
		Assigned to:	Paul Zagelow
		Added date:	02/12/2014
		Target Completion Date:	06/30/2016
		Frequency:	twice a year
		Comments:	2-10-15 Note: Does this task go here? It is in a different area. May 2015 Move this task. Jan- 2016 On going
	4. The compact will be reviewed and sent home to family members.		
		Assigned to:	Anna Keifer
		Added date:	10/29/2015
		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	Jan- 2016 At the Feb. PTC the Title I compact will be signed by students and families.
Implement	Percent Task Complete:		0%
Student and School Success Principle 7: Family and community engagement			
Educating parents to support their children's learning and teachers to work with parents			
Indicator	P7-IVA13 - The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)		
Status	Tasks completed: 2 of 6 (33%)		
Assess	Level of Development:	Initial: Limited Development 05/14/2014	
	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:	Parent representatives are on secondary change committees. Parent Advisory meetings are held to obtain parent input and concerns regarding building issues. Oct. 2015 The parents are asked to complete the CEE survey to provide feedback. Additionally a parent serves on the LIT committee.
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Plan	Assigned to:	Anna Keifer
	How it will look when fully met:	If Wapato Middle School incorporates the community into the curriculum as a resource for learning, including service learning, place-based education and other strategies then the student achievement will increase as measured by school, district and state assessments. Parents and community will engage in the transformation process through active participation in our WMS Parent Advisory Council, Learning Improvement Team and annual administration of the Parent Educational Effectiveness Survey as measured by growth in CEE survey data.
	Target Date:	06/24/2016
	Tasks:	
	1. A quarterly parent advisory meeting is held to involve parents in decisions that are made in the school.	
	Assigned to:	Anna Keifer
	Added date:	02/27/2015
	Target Completion Date:	06/30/2016
	Comments:	May 2015 -3 parent advisory meetings were held. Jan- 2016 Fall meeting completed
	2. Two parent representatives serve on the Learning Improvement Team.	
	Assigned to:	Karissa Lawrence
	Added date:	02/27/2015
	Target Completion Date:	06/30/2016
	Comments:	May 2015- 2 parents attended the LIT Committee all year. Jan- 2016 Currently 1 active parent
	3. CEE parent survey is administered annually in the fall and results are used as part of our school improvement needs assessment.	
	Assigned to:	Anna Keifer
	Added date:	02/27/2015
	Target Completion Date:	06/30/2016

		Comments:	May 2015 The CEE data was reviewed for next school year's planning.
		4. The Leadership team will publish a monthly parent newsletter to communicate ways parents/guardians can support their students at home academically. The up-coming events are advertised and ways that parents can be involved in the school setting is an emphasis for this publication.	
		Assigned to:	Kerrie Fries
		Added date:	02/27/2015
		Target Completion Date:	06/30/2016
		Frequency:	monthly
		Comments:	May 2015 a monthly newsletter was sent home with students. Jan- 2016 On going
		5. Parents will take the CEE survey at the 2015 fall parent teacher conferences.	
		Assigned to:	Paul Zagelow
		Added date:	10/29/2015
		Target Completion Date:	06/30/2016
		Comments:	Jan- 2016 Completed
		Task Completed:	10/23/2015 12:00:00 AM
		6. A new parent access room will be established that will allow parents to use a computer and receive parent information.	
		Assigned to:	Anna Keifer
		Added date:	10/30/2015
		Target Completion Date:	06/30/2016
		Comments:	A space in the office will be identified for the parent access room. Jan- 2016 Completed The room was used at the fall PTCs.
		Task Completed:	10/9/2015 12:00:00 AM
Implement	Percent Task Complete:		33%