



## **BOARD WORKSHOP**

NOVEMBER 07, 2017

4:00-4:40 Elementary Principals

4:40-5:20 Middle School Principals

5:20-6:00 High School Principals

## **BOARD CIPP SCHOOL REVIEWS**

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### **ACTION:**

**School Improvement Plans  
Approvals**



Date: 11/2/2017  
 To: WSD Board of Directors  
 From: Bill Eagle  
 Re: LAP High Poverty dollars

## MEMORANDUM

WSD Board of Directors:

This year, the legislature and OSPI have provided additional Learning Assistance Program (LAP) dollars to schools designated as “High Poverty” schools. For 2017-18, eligibility for these additional funds was determined using the school’s Free & Reduced Lunch Percentage (FRLP) on October 1<sup>st</sup> of the 2016-17 school year. Based on our FRPL from October of last year, we have several schools receiving the additional LAP High Poverty dollars. The table below indicates building’s receiving the dollars and the amount of their allocation. Amounts were determined by OSPI using a formula that incorporated the percentage of poverty for each building.

| <b>School</b> | <b>Percent Poverty</b> | <b>High poverty Allocation</b> |
|---------------|------------------------|--------------------------------|
| Lincoln       | 78.64%                 | \$119,345                      |
| Columbia      | 85.65%                 | \$103,213                      |
| Newbery       | 55.41%                 | \$120,198                      |
| Lewis & Clark | 76.49%                 | \$114,884                      |
| Mission View  | 78.00%                 | \$128,406                      |
| Orcharcd      | 70.42%                 | \$101,376                      |
| Pioneer       | 57.53%                 | \$145,390                      |
| Westide       | 54.65%                 | \$63,118                       |

Principals of these buildings have been working with Cabinet, HR, and the Learning and Teaching Department to incorporate the use of the funds into their building improvement plans and will share updates with the Board during their Fall CIPP board reviews.

The law (Engrossed House Bill 2242) is clear: The LAP High Poverty dollars must go to the school(s) that generated the allocation to provide supplemental services for LAP eligible students who attend that school. A student is eligible for LAP services if they are below grade level in reading and/or mathematics on multiple measures.

Because the dollars are part of the State’s LAP funding, certain requirements are in place for allowable expenses and services with these funds. In general, the dollars cannot be used in place of prior district funding or in place of the broader LAP base allocations to each building. For a more detailed discussion on expenses allowable through LAP dollars, please refer to OSPI’s LAP Q&A located at this link:

<http://www.k12.wa.us/LAP/pubdocs/LAPQandA.pdf> .

Best Regards,  
 Bill Eagle  
 Director of State & Federal Programs

# Abraham Lincoln



## BOARD CIPP SCHOOL REVIEWS

## Lincoln Elementary • 2017-18 School Success Plan

**NOTE: Leadership focus and support (admin & LIT) is built into this year's School Success Plan through specific tasks in each component of the plan.**

### **Lincoln Component #1 (Principle 4 -- Strengthen the schools instructional program):**

**All teachers are guided by a document that aligns standards, curriculum, instruction and assessment. (P4-111A01)**

- Desired Outcomes: Lincoln teachers will develop their understandings of the new Next Generation Science Standards (NGSS) in order to support students learning of the new Science standards and greater success in upcoming years at Grade 5 on the new state NGSS assessment.

### **2017-18 TASKS [w/timelines] & EVIDENCE:**

- All Lincoln teachers will teach the EIE kit that is assigned to their grade level. **EVIDENCE:** PLC grade level teams will document in collaboration notes their discussions around EIE implementation. Classroom teachers will administer the EIE assessment and use the curriculum provided rubric to score and report to families on the report card.
  - Teachers will teach at least one complete mystery science unit, of their choice, by the end of the school year. **EVIDENCE:** Mystery Science report reflecting which lessons were completed by teacher.
  - All K-5 teachers will look at the new NGSS standards. **EVIDENCE:** Attendance at a scheduled staff meeting.
    - Grade 5 teachers will use the NGSS released testing items with their students in Science, Reading and Writing lessons. **EVIDENCE:** 5th Grade PLC team will document in collaboration notes their discussions around the one unit they have completed.
    - Leadership (admin) will provide copies of the NGSS for all classroom teachers and schedule staff meeting time for teacher to work with the new Science learning expectations (NGSS standards and released items for the NGSS 5<sup>th</sup> Grade state assessment). **EVIDENCE:** Agendas and notes of staff meetings used for this purpose.

### **Lincoln Component #2 (Principle 4 -- Strengthen the schools instructional program & Principle 5 – Uses data to inform instruction):**

#1. All teachers differentiate assignments (individualize instruction) in response to individual student performance pre-tests and other methods of assessments. (P4-III A07)

#2. Instructional team use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (P5-IID08)

- Desired Outcome #1: Teachers will differentiate ELA instruction for all students based on various informal and formal individual student performance assessments, including pre-assessments.
- Desired Outcomes #2: Teachers regularly collaborate in grade level teams around student learning data to plan, implement and adjust ELA instructional strategies throughout the school year.
- Desired outcome #3: Between Sept 2017 and June 2018, all of Lincoln students will increase their predominant measure in reading, by one benchmark, as measured by the DIBELS next/IDEL assessments and the first and last required reading Wonders unit assessments -OR- have an overall score of Proficient/Exceeds on the last required Wonders unit assessment.

### **2017-18 TASKS [w/timelines] & EVIDENCE:**

- All ELA teachers will collect a variety of student learning data from *Wonders/Maravillas* unit assessments, Fall/Winter *DIBELS /IDEL* (all students in the Fall, Winter, and Spring) and the *NWEA* reading assessment (3rd-5th in the Fall & Winter). **EVIDENCE:** Teachers will enter *Wonders/Maravillas* unit assessment data into *Illuminate* according to the district assessment calendar.



- Grade level PLCs will decide as a team what the assessment system will look like for the unit of instruction following the structure: pre-assessment, formative, post-assessment. (Potential assessment resources include: Wonders printable assessments, weekly assessments, formative assessment). **EVIDENCE:** Record of collecting, analyzing and using student learning data as a PLC team to differentiate instruction for all students on PLC 4REAL Form A or B. Teachers will use at least one Wonders/Maravillas weekly assessment as part of the assessment system (optional recording in Illuminate).
- Any pertinent data including *DIBELS/IDEL* data will be reviewed in the Fall and Winter to determine placement into intervention services. **EVIDENCE:** The *DIBELS/IDEL* data will be entered into *Illuminate* in the Fall and Winter. The Intervention specialists and classroom teachers will meet to determine placement into intervention services.
- Differentiated reading groups (within the classroom and/or within the grade level) will be provided by classroom teachers who will monitor progress using reading *Wonders/Maravillas* assessments, *NWEA* and *DIBELS/IDEL*. **EVIDENCE:** Classroom teachers will administer the *Wonders/Maravillas* unit assessments and *DIBELS/IDEL*, as well as, fluency/prosody progress monitoring to determine placement in differentiated reading groups.
- Throughout each unit in the *Wonders/Maravillas* curriculum, teachers will monitor and assess student mastery of ELA standards and adjustments will be made to the student's curriculum/instruction/intervention as needed based on district approved assessment data. **EVIDENCE:** Collaboration minutes or PLC 4 REAL Form A or B will reflect how teachers will make adjustments to whole group and small group instruction. [at least monthly] In January, data from Winter *DIBELS/IDEL* assessments, as well as other pertinent assessments, will determine movement in reading intervention services. Classroom teachers will make adjustments to the curriculum/instruction/intervention for students as needed based on ongoing classroom assessments.
- Classroom teachers will input district required assessments, prior to deadline, in order to collaboratively analyze data to make adjustments to instruction based on analysis of assessments. **EVIDENCE:** Collaboration agendas and minutes or PLC 4 REAL Form A or B will indicate time spent on analyzing data collected from Wonders unit assessments to adjust instruction.
- LIT review of ELA assessment data at least once each trimester, making schoolwide adjustments as needed and reporting out celebration/strengths and work areas to staff. [ongoing Sept. 2017-June 2018] **EVIDENCE:** LIT agendas/minutes reflect review of ELA assessment, including any action plans as a result of LIT data review.
- Leadership (admin & instructional coach) will support the development of Lincoln PLCs by attending all grade-level PLC data collaboration session to support using student learning data and adjusting instructional strategies to ensure improved student learning. [ongoing Nov. 2017-May 2018] **EVIDENCE:** Notes and related collaboration agendas/notes or PLC 4REAL Forms A or B.
- Leadership (admin & instructional coach) will do walkthroughs to provide feedback on instruction for all teachers to ensure improve student learning. [Nov. 2017-May 2018] **EVIDENCE:** Copies of walkthrough forms and any resulting plans/documents.

**Lincoln Component #3 (Principle 6 – Establish a strong school environment that improves school safety and discipline):**

**Part A. All teachers reinforce classroom rules and procedures by positively teaching them. (P6-IIIC13)**

- Desired Outcomes: (year 4 of Lincoln's PBIS implementation) All teachers and para support staff are positively teaching and reinforcing classroom and common area rules and procedures. A building wide systematic plan is in place for implementing a positive behavior and intervention program to support the needs of all students, including Tier 2 and 3 identified students, in order to provide a positive and nurturing learning environment for all students.

**2017-18 Tasks [w/timelines] & EVIDENCE:**

- Develop and implement an Instructional Support Team (IST) system to identify tier 2 & 3 needs for students and possible strategies/interventions to support classroom teachers. [Fully implemented by end of January 2018.] **EVIDENCE:** IST agendas, notes and/or documents/forms.
- Provide additional PBIS training for para support staff [at least two trainings provided during the 2017-18 school year]. **EVIDENCE:** Para training agendas and notes.
- All K-5 students will receive instruction with a comprehensive anti-bullying curriculum (delivered by the school counselor and librarian). **EVIDENCE:** Sample lesson plans and schedule of when instruction was provided to all students.
- Update questions on surveys for parents and students to collect more specific feedback from staff, students, and parents and evaluate the use of the ABC core expectations for classroom expectations, the continuum of staff responses for both positive and corrective feedback, and the procedures/communication forms for continuing PBIS implementation in 2018-19. [Surveys updated and implemented by end of April 2018]. **EVIDENCE:** Any documents and/or notes related to collecting feedback and decision making for 2018-19.
- Leadership (admin and PBIS Leadership Team) will analyze any data collected to improve effective use of ABC core expectations and add Grade 2 survey questions to expand input from younger students. [Completed by end of May 2018.] **EVIDENCE:** Documents showing survey data results and its use for improving the Tier 2 PBIS system. Grade 2 survey questions created and implemented to use for planning.

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**Part B. 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) P6-IIIC16**

- Desired Outcomes: All teachers model, teach and reinforce social and emotional competencies through implementing the *Second Steps* curriculum school-wide as a part of Lincoln's Tier 1 PBIS program.

**2017-18 TASKS [w/timelines] & EVIDENCE:**

- All classroom teachers will teach a *Second Step* lesson each week until all lessons in that grade level are completed as the foundation for our Tier 1 social and emotional instruction. [ongoing Sept. 2017-June 2018]
- The building PBIS Leadership team will monitor teacher implementation of the *Second Step* curriculum and report to the LIT at least once each trimester during the 2017-18 school year concerning implementation progress. [Nov. 2017, Feb. 2018 & May 2018]. **EVIDENCE:** LIT meeting agendas and notes, including any plans needed to support teacher with full implementation.
- Teachers will complete and implement an *Effective Classroom Behavior Support Plan*, including periodic reviews on its effectiveness and make adjustments as needed. [*Classroom Behavior Support Plan* completed by Sept. 29, 2017. Reviews, reflections and adjustment sessions scheduled at least twice during the school year in January 2018 and April 2018]. **EVIDENCE:** Classroom Behavior Support Plans uploaded by all staff into PLC google folders and other documents showing review, reflection and adjustments made.
- Increased focus during Trauma-Informed school PD on ensuring relevance to staff and provide practical strategies based on staff feedback from initial anonymous survey, followed by PD exit tickets. [ongoing Sept. 2017-June 2018] **EVIDENCE:** PD plans and agendas; staff feedback survey and exit ticket results.
- All additional behavior support staff, will be utilized to their maximum available schedule in working with students and supporting staff. [ongoing Sept. 2017-June 2018] **EVIDENCE:** Schedules for all additional behavior support staff submitted to Admin and any changes resubmitted as they occur.
- Leadership (admin) will schedule staff meeting time for review and adjustment of Classroom Behavior Support Plans [at least once each trimester on Sept. 2017, January 2018 and April 2018] **EVIDENCE:**

Review/adjustment meeting agendas/notes and updated versions of classroom plans upload into grade-level PLC google folders.

**Lincoln Component #4 (Principle 7 – Provide mechanisms for family and community engagement):**

**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). (P7-IVA04)**

- Desired Outcome: Lincoln Elementary will revise the current School Compact in order to promote a more 'living' document that helps communicate the responsibilities and expectations for teachers/students/parents for supporting ALL students learning and making positive academic, social, and emotional achievement. Further, the new school compact will communicate the community's purpose, including what families value in the education of their children, and everyone's role in getting the job done.

**2017-18 TASKS [w/timelines] & EVIDENCE:**

- Make 2 copies of the current Lincoln Compact per student for distribution (to comply with Title 1/Schoolwide requirements): 1 to send home prior to parent/teacher conferences and 1 to have parents sign at conference time. [printed and distributed by Oct. 24, 2017 to share out with parents at November parent/teacher conferences on Nov. 1-3, 2017]. **EVIDENCE:** Copies of current compact distributed to classroom teachers.
- All teachers/students review and sign current Lincoln Compact. [by Nov. 15, 2017] **EVIDENCE:** Teacher and student signed compacts.
- All teachers review adopted Lincoln Compact document with parents. Further, parents choose an area to work on in their home and sign the compact at Parent/Teacher Conferences. [by end of November 2017] **EVIDENCE:** Compacts that include parent signatures and focus area at home.
- LIT members assigned to this component will research successful school compacts. [completed by end of October 2017]. **EVIDENCE:** Notes on what learned from research including best practices or strategies to make a living, helpful document.
- LIT members assigned to this component will watch 7 videos that outline forming a partnership to improve learning. [completed by end of October 2017] **EVIDENCE:** Notes on what learned from the videos including best practices or strategies on forming partnerships to improve learning.
- Collect staff input on component of new school compact. [by end of Nov. 2017] **EVIDENCE:** Documents showing staff input for completing a new compact.
- Outreach to families using interviews or surveys to determine needs of families. [complemented by end of January 2018] **EVIDENCE:** Documents showing input from families and any plans to include in new compact.
- LIT member assigned to this component collaborate with LIT members assigned to component 4 (PBIS/School Culture) to determine social-emotional need of our families. [completed by end of February 2018] **EVIDENCE:** Documents showing social-emotional needs of families to include in new compact.
- Create/develop a new draft school compact (*Partnership Action Plan*) based on staff, student and parent needs, including a focus on increasing regular attendance. [draft completed by end of March 2018] **EVIDENCE:** Draft *Partnership Action Plan* and any supporting documents.
- Collect final teacher feedback on draft *Partnership Action Plan* and finalize new plan to use in the 2018-19 school year. [final completed by end of May 2018]. **EVIDENCE:** Completed *Partnership Action Plan* to use the following school year.
- Leadership (admin) will schedule staff meeting time to collect staff input. [as needed Oct. 2017-May 2018] **EVIDENCE:** Scheduled events on the school calendar, as well as, any documents (agendas, etc.)


- Leadership (admin & LIT) will support outreach activities to collect parent feedback. [by end of January 2018] **EVIDENCE:** Documents showing needs of families used to create a new compact.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015  Select an ESD  Wenatchee  Abraham Lincoln Elementary

**School Details**

Name: Abraham Lincoln Elementary  
 Code: 3209  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District  
 171

| PERFORMANCE LEVEL  | RATING RANGE |       |
|--|--------------|-------|
|  | From         | To    |
| HIGHEST<br><br>LOWEST | 7.89         | 10.00 |
|  | 6.85         | <7.89 |
|  | 5.75         | <6.85 |
|  | 4.26         | <5.75 |
|  | 3.63         | <4.26 |
|  | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 98.84% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 97.69% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 3.00                               | 3.00 | 3.00    | 3.00                                      | 1.00 |
| Targeted Subgroup Average        | 2.40                               | 2.00 | 1.67    | 2.00                                      | 1.50 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 2.00                               | 2.00 | 2.00    | 2.00                                      | 1.00 |
| English Language Learners (ELLs) | 1.00                               | 1.00 | 1.00    | 2.00                                      | 1.00 |
| Former ELL                       | 4.00                               | 4.00 |         | 2.00                                      | 3.00 |
| Students with Disabilities       | 2.00                               | 1.00 |         |   |      |
| Free and Reduced Price Lunch     | 3.00                               | 2.00 | 2.00    | 2.00                                      | 1.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 6.00                               | 4.00 | 5.00    | 6.00                                      | 1.00 |
| Two or More Races                |                                    |      |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.



Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016

**School Details**

Name: Abraham Lincoln Elementary  
 Code: 3209  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District  
 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 98.70% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 98.70% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 4.00                               | 4.00 | 3.00    | 3.00                                      | 1.00 |
| Targeted Subgroup Average        | 3.40                               | 3.60 | 2.00    | 3.50                                      | 1.00 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 3.00                               | 3.00 | 2.00    | 3.00                                      | 1.00 |
| English Language Learners (ELLs) | 2.00                               | 2.00 | 1.00    | 3.00                                      | 1.00 |
| Former ELL                       | 5.00                               | 5.00 |         | 5.00                                      | 1.00 |
| Students with Disabilities       | 4.00                               | 5.00 |         |   |      |
| Free and Reduced Price Lunch     | 3.00                               | 3.00 | 3.00    | 3.00                                      | 1.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 6.00                               | 4.00 | 6.00    | 4.00                                      | 1.00 |
| Two or More Races                |                                    |      |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

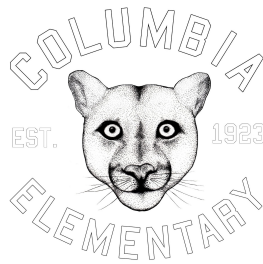
[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# COLUMBIA



# BOARD CIPP SCHOOL REVIEWS



## Columbia Elementary 2017-18 Student School Success Plan

|                 |                |               |                |
|-----------------|----------------|---------------|----------------|
| <b>Learning</b> | <b>Growing</b> | <b>Caring</b> | <b>Sharing</b> |
|-----------------|----------------|---------------|----------------|

**#1 - Strong Leadership:** The principal keeps a focus on instructional improvement and student learning outcomes. (Principle 1 - Indicator IE06)

**Goal:** All teachers will have an understanding of all components of the Marzano framework and how it relates to instructional improvement and student learning outcomes and will be able to produce evidence of this in their planning and instruction. Administrators will observe all teachers with a comprehensive evaluation at least 4 times by the end of the 17-18 school year to help them achieve this understanding.

2017-18 TASKS:

- Evaluations will be completed on all teachers with at least 3 observations on all teachers, one more than the minimum of two at the least.
- All teachers on a comprehensive evaluation will complete a virtual evidence portfolio.

## **#2 – Ensure that teachers are effective and able to improve**

**instruction:** The school will provide all staff high quality, ongoing, job-embedded and differentiated professional development. (Principle 2-Indicator IF12)

**Goal:** By the end of the 2017-2018 school year all teachers will complete at least one PLC 4REAL cycle. This is a team learning cycle resulting in job-embedded professional development by extending educators knowledge of content specific pedagogy and how students learn.

2017-18 TASKS:

- Instructional Coach will monitor for PLC 4REAL completion by all participating staff members.
- We will have four days of training to support our new Walk-to-Read model.
- Administrators will create a schedule incorporating grade level PLC collaboration time, including a data meeting each month with a specific focus on SWD.
- Admin and coach will do walkthroughs weekly to focus on instructional focus feedback.

### #3 – Expanded time for student learning and teacher

**collaboration:** The school monitors the progress of extended learning time programs and uses data to inform modifications. (Principle 3 - Indicator P3-IVD05)

**Goal:** 90% of all students, including SWD's, who attend the after-school tutoring program 100 times or more, will demonstrate one year's growth in reading comprehension as measured by the STAR reading assessment from September 2017 to May 2018.

#### 2017-18 TASKS:

- The afterschool program coordinator will analyze DIBELS/MAPS/SBA scores to enroll students who qualify for the after school program.
- Grade-level teams will agree on a uniform homework plan and give to after-school director every Monday, so all students regularly attending the afterschool program will have homework completed each week.
- Give the STAR assessment to all 3rd-5th students for baseline and exit data for the afterschool program. We will use Scale Score.
- LIT team members analyze mid-year STAR data, with a focus on SWD students, and recommends instructional modifications.
- LIT members analyze end of year STAR data, with a focus on SWD students, to monitor success and to make recommendations for the 2018-19 school year.

**#4 –Strengthen the school's instructional program:** All teachers differentiate instruction in response to individual student performance on pretests and other assessments. (Principle 4 - Indicator P4-III A07)

**Goal:** Students will receive reading instruction at their level in flexible groups based on their assessments throughout the year. The result will be 1 year's growth by 80% of students, as measured by STAR/DIBELS from September 2017 to May 2018.

#### 2017-18 TASKS:

- Administrator and staff create a schedule for literacy blocking and additional staffing to support differentiated instruction.
- A calendar will be created for move-up/move-down dates, that also includes all district and site assessments.
- We will create Live Walk to Read Class lists and Data sheets for each grade level.

**#5 – Use data to inform instruction:** The Leadership Team will review student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school. (Principle 5 - Indicator P5-IID07)

**Goal:** We will have Walk-To-Read lists that are accurate at the end of 17-18 so the startup of 18-19 will be seamless. We will also create grade level data sheets that are updated monthly to monitor student progress and assure correct reading class placement.

#### 2017-18 TASKS:

- Admin will create grade level data sheets to review monthly.
- Teams will review data sheets and WTR to create WTR lists for startup in 18-19.

**#5 – Use data to inform instruction:** Instructional teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (Principle 5 - Indicator P5-IID08)

**Goal:** We will evaluate our PDSA cycles comparing subgroups to the general population to evaluate the effectiveness of the curricular program in the 17-18 school year as measured by STAR/DIBELS assessments.

2017-18 TASKS:

- Teachers will turn PDSA cycles with an eye on subgroups. This will be done at least twice in the school year.
- Teachers will have a data meeting once a month with their evaluator to monitor progress of students. We will specifically highlight SPED students to focus on growth.

**#6 - Safety, discipline, social, and emotional health:** The school leadership team will ensure that the school environment is safe and supportive (Principle 6 - Indicator IIC16)

**Goal:** Students will know the three personal standards, students will know and show expected behaviors in class and common areas, and by May 2018, office referrals will be down from May 2017.

2017-18 TASKS:

- We will have teach-to lessons at least 3 times a year.
- Reteach expectations throughout the year in classrooms.
- All teachers will model and reteach the 3 personal standards throughout the year.

**#7 –Engage families and the community:** 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. (Principle 7 - Indicator IVA02)

**Goal:** 95% of parents/students will sign and return the school handbook agreement by Nov. 17.

2017-18 TASKS:

- Distribute handbook to all students during first week of school.
- Teachers will review Handbook with students in the first week of school.
- During parent/teacher conference, review handbook and have parents sign agreement that haven’t returned it.
- Distribute handbook to all new students upon enrollment.



**#7 –Engage families and the community:** The school’s compact includes responsibilities (expectations) that communicate what parents can do to support their students’ learning at home. (Principle 7 - Indicator P7-IVA04)

**Goal: 95% of students and parents will have reviewed, signed, and returned the compact by winter break, and by May 2018 80% of students will be turning in reading logs 3-4 times a month.**

2017-18 TASKS:

- Teacher, parents and students will continually review the expected duties of all stakeholders to clarify expectations.
- Phone calls will be made to students who have not returned compacts.

**#7 –Engage families and the community:** The LEA/School has engaged parents and community in the transformation process (Principle 7 - indicator IVA13)

**Goal: We will hold a major family/student evening event at least every trimester including math night, a night of code and a PTO movie night.**

2017-18 TASKS:

- Math night will be held with the help of parents and volunteers.
- We will work collaboratively with district tech personnel to implement a night of code.
- We will create an internal private space for external counselors to meet with students who have social and emotional needs.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015  Select an ESD  Wenatchee  Columbia Elementary School

**School Details**

Name: Columbia Elementary School  
 Code: 2301  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |         |   |
|--|---------|---|
| ELA  | 100.00% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 100.00% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 3.00                               | 2.00 | 5.00    | 4.00                                      | 4.00 |
| Targeted Subgroup Average        | 1.50                               | 1.00 | 3.33    | 1.75                                      | 4.25 |
| <b>Targeted Subgroups</b>        |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 2.00                               | 1.00 | 4.00    | 1.00                                      | 4.00 |
| English Language Learners (ELLs) | 1.00                               | 1.00 | 2.00    | 2.00                                      | 3.00 |
| Former ELL                       |                                    |      |         | 1.00                                      | 6.00 |
| Students with Disabilities       | 1.00                               | 1.00 |         |   |      |
| Free and Reduced Price Lunch     | 2.00                               | 1.00 | 4.00    | 3.00                                      | 4.00 |
| <b>Non-Targeted Subgroups</b>    |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 5.00                               | 4.00 |         | 6.00                                      | 4.00 |
| Two or More Races                |                                    |      |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016

**School Details**

Name: Columbia Elementary School  
 Code: 2301  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |         |   |
|--|---------|---|
| ELA  | 100.00% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 99.10%  |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 3.00                               | 2.00 | 4.00    | 8.00                                      | 6.00 |
| Targeted Subgroup Average        | 2.80                               | 2.20 | 3.00    | 6.50                                      | 4.75 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 3.00                               | 2.00 | 3.00    | 8.00                                      | 5.00 |
| English Language Learners (ELLs) | 2.00                               | 1.00 | 3.00    | 8.00                                      | 6.00 |
| Former ELL                       | 5.00                               | 5.00 |         |   |      |
| Students with Disabilities       | 1.00                               | 1.00 |         | 2.00                                      | 2.00 |
| Free and Reduced Price Lunch     | 3.00                               | 2.00 | 3.00    | 8.00                                      | 6.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 5.00                               | 4.00 |         | 9.00                                      | 9.00 |
| Two or More Races                |                                    |      |         |   |      |

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# JOHN NEWBERY



# BOARD CIPP SCHOOL REVIEWS

*John Newbery - School and Student Success Plan  
2017-2018  
Moving Forward ~~~ Together!*

| <b>John Newbery - Principles of Success Plan</b>  |   |
|---|---|
|   | <b>Title 1 Expected Indicators were used to identify specific Components.</b>                         |
| <b>Principle 1</b>  | <b>P1-IE06:</b> The Principal keeps a focus on instructional improvement and student learning outcome |
| Members   | Kevin - PLC's   |
| <p><b>Gutsy Goal - 100% of our students will be reading at grade level by the end of the year!!!</b></p> <p><b><u>Reading Goal:</u></b></p> <p><b><i>We will use the DIBELS assessment to identify the rate and accuracy levels of our students and will sort students into four quadrants, with Quadrant 3 being low accuracy/low rate. By January, 40% of students in Quadrant 3 will show improvement in rate or accuracy and will move out of that Quadrant. By June, 75% of students in Quadrant 3 will move out of that quadrant after improving in rate or accuracy.</i></b></p> <p><b><u>Tasks:</u></b></p> <ol style="list-style-type: none"> <li>1. Collect DIBELS Data and Determine starting point. 9/17</li> <li>2. Track student Growth - Begin progress monitoring all students in the Yellow zone (bi-weekly) and Red zone (weekly)             <ol style="list-style-type: none"> <li>a. Identify a Progress Monitoring tool at each grade level 10/17</li> <li>b. Establish a consistent system for collecting and reviewing data</li> </ol> </li> <li>3. Review and refine the Newbery's Reading Intervention process             <ol style="list-style-type: none"> <li>a. Provide professional learning around intervention tools and processes 10/13</li> <li>b. Collect consistent data and use that data within our PLC process to intentionally plan for instruction during reading intervention time</li> </ol> </li> <li>4. Review Winter DIBELS data (January) and Spring DIBELS Data (May)</li> </ol> <p><b><u>Evidence and Measures:</u></b></p> <ul style="list-style-type: none"> <li>● Schedule of 2017-18 data meetings, data spreadsheets and data organized into Quadrants</li> <li>● Progress Monitoring data from all grade levels</li> <li>● Intervention has a focus on Fluency and Accuracy</li> <li>● PLC agendas--PLC's are discussing student growth</li> </ul> |   |



**Math Goal:**

***Increase our 3rd, 4th and 5th grade students' SBA Math Scores. We will focus on SBA Math Domain that will be selected by grade levels based on their need. Our goal is to improve our SBA Math Scores by 10% from last year's results.***

**Tasks:**

1. Examine SBA Target Report and become familiar as a building with the reports and the data. 11/20
2. Identify Domain Cluster and targets for focus. 11/20
3. Intentionally plan for instruction and assessment(s) for the identified areas

**Evidence and Measures:**

- Domain, cluster and targets for focus determined by PLCs
- PLCs have an intentional plan for instruction and assessment(s) for the identified areas

|                |  |
|----------------|--|
|                |  |
| Principle<br>2 | <p><b>P2-IF11:</b> Professional Development is aligned with Identified needs based on staff evaluation and student performance</p> <p><b>P2-IF14:</b> The school sets goals for professional development and monitors the extent to which the staff has changed practice</p> |
| Members        | Cheri, Paula, Lori, Ashley, Russ, Brooke Riggan, Brooke Page   |

**Goal:**

***Provide staff high-quality, ongoing, job-embedded, differentiated professional development based on staff needs and interests to support instructional practice.***

**Tasks:**

1. Continue Learning Lab model with district cross grade-level teams.
2. Building walks to observe colleagues. Through surveys, a focus area will be determined and teachers will participate in the focus area they wish to observe. Teachers will observe and reflect in groups of 3 - 5. Time frame: two half-days in the 2017-18 school year.
3. All certified staff will have the option of participating in the use of GLAD strategies. They will open up their classrooms to other teachers to observe GLAD strategies.
4. Teachers will have the opportunity to sign up for video feedback. The teacher and Instructional Coach will view the video, reflect, and determine possible follow-up steps.
5. Further investigate staff needs for PD in writing, technology and GLAD (areas of staff interest shown in a Spring 2017 survey) and offer WOD sessions to meet the needs.

**Evidences:**

1. At the end of the year, we will review progress in of all the above tasks. Documentation will be kept by the Instructional Coach and will include a schedule of building walks, survey results, data from PLC scoring sessions and meeting agendas.
2. Meeting agendas and survey results will show professional development needs identified and WODs or other trainings provided to staff.

|             |  |
|-------------|--|
|             |  |
| Principle 3 | <b>P3-IVD05:</b> The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications |
| Members     | Leurisa, Robbie, Rose, Megan   |

**Goal A:**

**Beginning in November 2017, (150) kids (below grade level grades 2-5) will improve their reading through activities during the after school program from 2:30 - 5:00 Monday through Friday through June 2018 as measured by current Reading Counts, DIBELS or SBA data.**

**Tasks:**

1. Find out if/ what qualifications and capacity for student admittance/ participation in the after school program are--in order to be in compliance with the 21st century grant.
  - a. How to divvy up spots (first come/ first serve, certain number per grade level, neediest first)
2. Meet with after school supervisor to communicate Reading areas of strength and needs based on school-wide data.
  - a. SBA
    - i. Strengths: Literature - Key details that support an inference or conclusion, make an inference or draw a conclusion about a text.
    - ii. Needs: Word meanings - multiple meanings based on context, figurative language (metaphors, similes), antonyms/ synonyms, word structures (roots, prefixes, suffixes)
    - iii. Needs: Research and Inquiry - locating information to support a central idea and subtopics, distinguish relevant and irrelevant information, cite evidence to support ideas.
  - b. Communicate and monitor progress of student levels with Reading Counts (all teachers have access to data, reports, and resources through SAM log in). Students' data will be monitored during our established data review dates.
3. Recommend academic activities to after school staff
  - a. Reader's Theater
  - b. Front Row
  - c. Coding
  - d. Robotics
  - e. Research Project (Sunny's help because of summer school?)
  - f. Contact teaching staff at Lincoln and Mission View to find out what programs/activities have been used in their after school programs (and have shown academic growth)
  - g. Math Games (Leurisa can help with materials)
  - h. Word/ Vocabulary games?

**Evidence:**

1. We have funding for our after school program.
2. We have begun hiring staff and meeting to plan the program.
3. Program implemented using suggestions based on data identified by staff
4. Students showing growth based on Reading Counts or current DIBELS data.

Notes:

Principle  
4

**P4-IIA01:** Instructional teams **develop standards-aligned units** of instruction for each subject and grade level

Members

Tracy, Flora, Ingrid, Blake

**Goal:**

**Based on our SBA Target Report, *vocabulary* in both reading (claim 1, target 3) and writing (claim 2, target 8) require intensive, deliberate instruction across grade levels.**

**Tasks:**

Identify levels of student need in the focus area of instruction

1. Develop **or use** differentiated activities (example: Tier 2 Wonders activities, GLAD CCD word charts, word work, phonics) to meet student needs
2. Monitor student progress and readjust as needed.

**Evidences:**

1. Preassessment
2. Differentiated activities
3. Samples of differentiated Student work, and if still needed
4. Exit tickets/formative assessment

Notes:

REAL RACE

|             |  |
|-------------|--|
| Principle 5 | <b>P5-IID08:</b> Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies |
| Members     | LIT/PLC  |

**Goal:**

**To Provide opportunities for staff to review various forms of assessment data. This would include Wonders end of unit, end of unit Engage New York assessments and DIBELS data.**

**Task:**

1. Teams will meet three times a year 2 review DIBEL data, this will include creation of intervention groups (Sept, January, June)
2. Grade level teams will meet to review end of unit Wonders assessment and to identify areas of instructional need.
3. Grade level teams will meet after unit assessment in Engage NY to discuss student progress and to identify areas of concern.
4. Begin to investigate IAB (Interim Assessment Blocks) and do some intentional planning using a target-related instructional focus, the IABs, Engage NY.

**Evidences:**

1. Meetings will be established and put on the calendar.
2. Documentation of student progress will be recorded.
3. New intervention groups will be established as needed.

NOTES: Sunny and Kevin are meeting to decide which principle P5-9, 10, or 11 best fits our focus.



|             |  |
|-------------|--|
| Principle 6 | <b>P6-IIIC16:</b> 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) |
| Members     | Sunny, Jim, Stephanie S., Patricia, Tami, Stephanie Keene  |

**Goal:**

***By May 2018, we will decrease classroom disruptions in order to increase learning time in each classroom, therefore, increase our positive school climate for students and staff as measured by Student Survey, Staff Survey, and SWIS DATA.***

**Tasks:**

1. Conduct PBIS surveys (students and staff) to gather climate information.
  - a. Climate Survey-kids (Timeline: By end of Oct. and end of May)
  - b. Climate Survey-staff (Timeline: By end of Dec. and end of April)
  - c. Climate Survey-parent (Timeline: By end of Dec. and end of May)
2. PBIS team will review SWIS data monthly to target behaviors quickly. (Timeline: Oct.-May)
3. Establish a formal Tier 2 Support System to address ongoing behaviors and share with staff. (Timeline: By Nov. 2017)
4. Professional Development Calendar for PBIS developed (Winter to Spring) to review Tier One. (Timeline: By Dec.)
5. Establish common language for “major vs minor” and when to send for office referral. (Timeline: By Dec.)
6. Reteach Expectations Scheduled to review behavior matrix. (Timeline: Jan and April)
7. Review Data from SWIS as a staff (Timeline: Dec., March, and May).

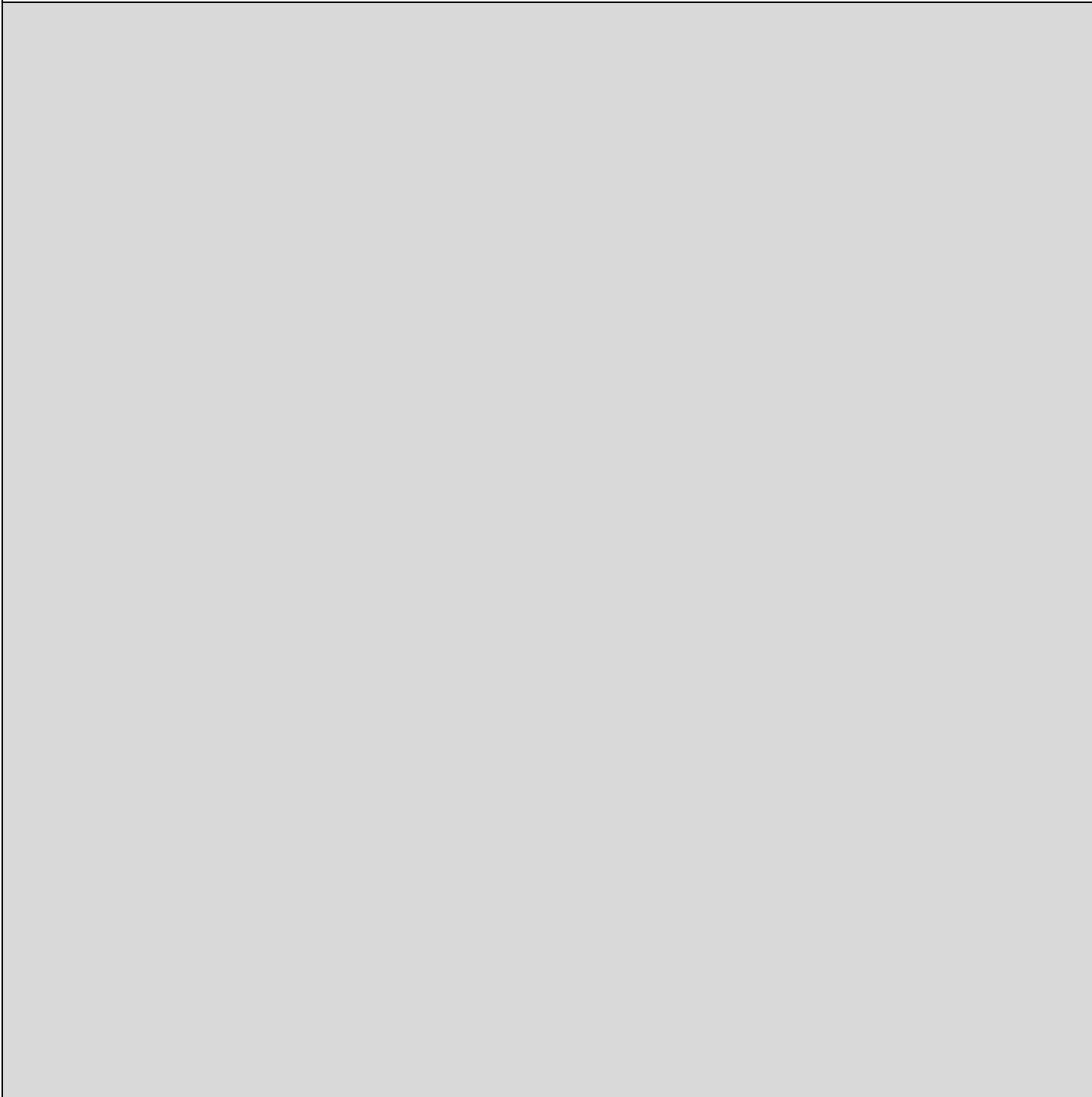
**Evidences:**

1. School-wide systems are in place:
  - a. Three Personal Standards- show respect, make good decisions, solve problems
  - b. Jaguar Paws
  - c. Grand Prix
  - d. Behavior Matrix
2. Norms are established for adults
3. Social Skills (and Second Steps) taught in the classroom
4. PBIS Tier I, II, and III systems in place:
  - a. Scouts - self discipline, recognizing each other.
  - b. How we address kids, a focus on changing behavior and appropriate consequences.
  - c. 48 hour process for Tier II and III
  - d. Clear expectations for class, posted in front of class

|  |  |
|--|--|
| Principle 7a   | <b>P7A-IVA02</b> The school's key documents are distributed annually and frequently communicated to teachers, school personnel, parents, and students  |
| Members  | Leti, Austin, Jill, Theresa, Mati, Imelda, Trina   |
| <p><b><u>Goal:</u></b><br/> <b><i>To develop strategies and activities that will increase communication with our parents on what is happening in the classroom.</i></b></p> <p><b><u>Tasks:</u></b></p> <ol style="list-style-type: none"> <li>1. Sending home a Unit Reference for Core Instruction (front loading upcoming content so parents can help at home)<br/>This can be digital or hard copy.</li> <li>2. School-wide communication folder, labeled Return to School or Leave at home. (same color, used across all grades for continuity)</li> </ol> <p><b><u>Evidences:</u></b></p> <ul style="list-style-type: none"> <li>• Parents checking/asking about work in the folder (asking how to help)</li> <li>• Parent survey (am I using - is it helping)</li> </ul>              |  |
|  |  |
| Principles 7b and 7c   | <p><b>P7-IVA04:</b> The school's compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home</p> <p><b>P7-IVA13:</b> The school has engaged parents and the community in the transformation process.</p> |
| Members  | Kyle, Johnette, Leslie, Kim, Soyla, Sandi  |
| <p><b><u>Goal:</u></b> <b><i>During the 2017-18 school year, parent communication on the importance of reading at home will increase, indicated by a 100% return of signed School Compacts.</i></b></p> <p><b><u>Tasks:</u></b></p> <ol style="list-style-type: none"> <li>1. Train Staff on Compact - (Fall 2017)</li> <li>2. Use Robocall three times per year reminding parents of their responsibility to read at home daily for 30 minutes (Fall, Winter, Spring)</li> <li>3. Parents given opportunities to collaborate on the formation of the Compact at Open House and Title-1 Parent Night</li> </ol> <p><b><u>Evidences:</u></b></p> <ol style="list-style-type: none"> <li>1. Compact information provided in August at Open House, and in November at Title 1-Parent</li> </ol> |  |

Night

2. Goal: 100% returned compacts



## CIPP Indicators for 2017 -2018

|                      |   |
|----------------------|---|
| Principle 1          | <b>P1-IE06:</b> The Principal keeps a focus on instructional improvement and student learning outcome   |
| Members              | Kevin - PLC's   |
| Principle 2          | <b>P2-IF12:</b> Professional Development is aligned with Identified needs based on staff evaluation and student performance   |
| Members              | Cheri, Paula, Lori, Russ, Brooke Riggan,, Ashley  |
| Principle 3          | <b>P3-IVD05:</b> The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications  |
| Members              | Leurisa, Robbie, Rose, Megan  |
| Principle 4          | <b>P4-IIA07:</b> Instructional teams <b>develop standards-aligned units</b> of instruction for each subject and grade level   |
| Members              | Tracy, Ingrid , Blake, Flora  |
| Principle 5          | <b>P5-IID08:</b> Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies  |
| Members              | LIT/PLC   |
| Principle 6          | <b>P6-IIIC16:</b> 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)                            |
| Members              | Sunny, Jim, Stephanie S., Tami, Keene   |
| Principle 7a         | <b>P7A-IVA02</b> The school's key documents are distributed annually and frequently communicated to teachers, school personnel, parents, and students   |
| Members              | Leti, Megan, Austin   |
| Principles 7b and 7c | <b>P7-IVA04:</b> The school's compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home<br>1. Train Staff on Compact - (September) - (Keep) |

|         |                            |
|---------|----------------------------|
|         |                            |
| Members | Kim, Kyle, Sandi, Johnette |

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015  Select an ESD  Wenatchee  John Newbery Elementary

**School Details**

Name: John Newbery Elementary  
 Code: 4423  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 99.61% | School Met Federal<br>Accountability Participation Requirements |
| Math   | 99.61% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 5.00                               | 5.00 | 5.00    | 5.00                                      | 3.00 |
| Targeted Subgroup Average        | 3.20                               | 3.00 | 2.00    | 5.50                                      | 2.50 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 3.00                               | 3.00 | 2.00    | 5.00                                      | 2.00 |
| English Language Learners (ELLs) | 2.00                               | 2.00 | 1.00    | 7.00                                      | 3.00 |
| Former ELL                       | 5.00                               | 5.00 |         | 5.00                                      | 3.00 |
| Students with Disabilities       | 3.00                               | 2.00 |         |   |      |
| Free and Reduced Price Lunch     | 3.00                               | 3.00 | 3.00    | 5.00                                      | 2.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 6.00                               | 6.00 | 7.00    | 6.00                                      | 3.00 |
| Two or More Races                |                                    |      |         |   |      |

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016 Select an ESD Wenatchee John Newbery Elementary

**School Details**

Name: John Newbery Elementary  
 Code: 4423  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 99.20% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 99.60% |   |

Achievement Index Awards and Designations Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 5.00                               | 4.00 | 6.00    | 4.00                                      | 2.00 |
| Targeted Subgroup Average        | 2.50                               | 2.25 | 5.00    | 5.00                                      | 2.00 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 3.00                               | 2.00 | 5.00    | 5.00                                      | 2.00 |
| English Language Learners (ELLs) | 2.00                               | 2.00 |         | 6.00                                      | 2.00 |
| Former ELL                       |                                    |      |         |   |      |
| Students with Disabilities       | 2.00                               | 2.00 |         |   |      |
| Free and Reduced Price Lunch     | 3.00                               | 3.00 | 5.00    | 4.00                                      | 2.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 6.00                               | 6.00 | 8.00    | 4.00                                      | 2.00 |
| Two or More Races                |                                    |      |         |   |      |

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.



# LEWIS & CLARK



# BOARD CIPP SCHOOL REVIEWS

# Lewis & Clark Elementary

2017-2018 Supportive Review



# Principle 1: Strong Leadership

Indicator ID11: - Teachers are organized into grade-level, grade-level cluster, or subject area instructional teams.

## What are we currently doing to address this principle and indicator?

. \*Teams are meeting with their grade level team during Monday morning collaboration.

\*Half of the time from LIT Monday mornings 90 minutes is devoted to grade level collaboration.

\*We meet 3 times a year in grade levels including the Intervention specialists, coach, and administrators to have a data review. The first data review meeting is done in November, the second one in January and the third one will be done in May.

## Desired Outcome:

Teachers will be organized in grade level and vertically teams to plan instruction throughout the school year.

## Proposed tasks (w/ timelines):

- The planning will be done in grade levels, but also teams will be formed according to the subjects they teach in different grades levels.
- We will strategically plan vertical teaming collaboration during some of these times. Monday mornings, LIT 45 minutes and some staff meeting.
- Vertical teams will be formed according to subjects they teach to plan vertically. Math teachers, English Language Arts, Spanish Language Arts teachers, Science Teachers.
- Funding will be set aside from LIT to timesheet collaboration as needed.

## Principle 2: Staff evaluation and professional development

Indicator IF12: The school provides all staff high-quality, on-going, job-embedded and differentiated professional development.

### What are we currently doing to address this principle and indicator?

- Project GLAD training
- GLAD for Spanish Instruction
- Instructional Rounds
- Learning Labs
- District Presenters
- PLC 4REAL
- PBIS
- Module presentations
- Professional Conferences
- School visits-Dual Language New Mexico

### Desired Outcome:

**By spring 2018, we will have developed a system of ongoing follow up to professional development that will be a minimum of 30 to 100 hours. We will measure growth through exit tickets, surveys, and professional development reflection logs.**

### Proposed tasks (w/ timelines):

1. Take data for areas of need (from teacher instructional strategies or student testing data)-May/June 2017
2. Plan and participate in vertical collaborations-December, March, and June
3. Plan, meet, and collaborate with teachers from other buildings-throughout the 2017-18 school year
4. Specific training for Lewis and Clark throughout the 2017-18 school year

## Principle 2: Staff evaluation and professional development.

Indicator IF14: The school sets goals for professional development and monitors the extent to which it has changed practice.

### What are we currently doing to address this principle and indicator?

1. Surveys, evaluation feedback, and exit tickets
2. District determined goals and PD

### Desired Outcome:

**By June 2018, Lewis and Clark will develop processes and procedures to determine needs and the effectiveness of professional development. Growth will be measured by teacher surveys, informal observations by the coach and peers, formal observation by administrators, reflection logs, and the evaluation process.**

### Proposed tasks (w/ timelines):

1. Teachers will complete a professional development survey-November 2017
2. A Professional Development team will be created to help determine L&C's professional needs, the desired outcomes and systems of measurement-Fall of 2017
3. Data Collection-throughout the 2017-18

## Principle 3: Expanded time for student learning and teacher collaboration.

Indicator IVD02: The school provides opportunities for members of the school community to meet for purposes related to students' learning.

|   |   |
|---|---|
| <p><b>What are we currently doing to address this principle and indicator?</b></p> <ul style="list-style-type: none"> <li>•Dual Language Nights K-5</li> <li>•Curriculum Nights K-5</li> <li>•Teacher/Parent Conferences in the Fall and Spring</li> <li>•Some Use of Monthly Newsletters to inform parents</li> <li>•Special Programs Parent Informational Nights (Title/LAP/Bil/Mig)</li> <li>•Learning Improvement Team</li> </ul> | <p><b>Desired Outcome:</b><br/> <b>By September 30th of 2018, all Lewis and Clark classroom teachers will use a consistent plan for the implementation of our Dual Language Parent Nights to inform parents of the key components of Lewis and Clark's Dual Language Program.</b></p> <p><b>Proposed tasks (w/ timelines):</b></p> <ul style="list-style-type: none"> <li>• LIT will review the current format and information for each grade level and determine key components for Dual Language Night by January 10, 2018.</li> <li>• LIT will develop a proposed form for all grade levels to use to plan their Dual Language Night by March 30, 2018.</li> <li>• LIT/Administration will share key components of Dual Language Night and the proposed form to staff for review/finalization before March 30, 2018 .</li> <li>• Teams will use the form to plan for the implementation of the Dual Language Night and submit plan to building admin by September 30th, 2018.</li> </ul> |
|---|---|

## Principle 3: Expanded time for student learning and teacher collaboration.

Indicator IVD05: The school monitors progress of the extended learning time programs and modifications.

**What are we currently doing to address this principle and indicator?**

- Block Schedules for Dual Language Learning
- Intervention scheduled outside of core instruction
- Recess/lunch times modified to improve instructional time
- Second shot of literacy core/intervention
- 5 Grades Specialist doubled up
- 21st Century After School Academy 3rd-5th
- Promote WSD Migrant Summer School K-4
- District Title 1/LAP SES Tutoring

**Desired Outcome:**

By August 23rd, 2018, Lewis & Clark's Master Schedule will reflect necessary changes to improve instructional block scheduling including core instructional time, i-time, bridging to support bi-literacy and specialists to maximize student learning time.

**Proposed tasks (w/ timelines):**

- LIT team leaders share Master Schedule needs for each grade level and reviews Master Schedule draft by March 30th, 2018.
- Building administration drafts the 2018-19 Master Schedule, reviews schedule with various groups (specialists, IS, grade level teams), and presents schedule to staff for input by June 12, 2018.
- Finalized DRAFT of Master Schedule is reviewed and modified to reflect any necessary changes by August 20th, 2018.

## Principle 4: Strengthen the school's instructional program

**Indicator (IIIA07):** All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

### What are we currently doing to address this principle and indicator?

- Teachers use district, and curriculum formal formative assessments (NWEA and DIBELS/IDEL) to determine student performance and differentiate instruction.
- Teachers collaborate to plan grade level curriculum.
- Needs of at risk students are met through collaborative teaching with intervention specialists, SpEd, and migrant bilingual support.
- Differentiate instruction for all exceptionalities (HiCap, intervention...)

### Desired Outcome:

By June, 2018 each grade level team will consider developing and administering formative assessments for curricular units.

### Proposed tasks (w/ timelines):

- By June, 2018, Lewis and Clark staff will meet and discuss development of formative assessments for curricular units.
- Provide professional development on differentiating instruction.  
(On-going)



## Principle 4: Strengthen the school's instructional program

**Indicator (IIIA07):** All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

### What are we currently doing to address this principle and indicator?

1. Title dollars will support Intervention time focused on tutoring in foundational reading skills such as phonemic awareness, phonics, fluency, and vocabulary. The tutoring is provided by Intervention Specialists and/or para educators. This tutoring is small group and delivered using "push in" and/or "pull out" models.

2. Title dollars will continue to support funding for instructional coaches. These coaches offer content based trainings during the school day or after school as needed. Our coaches assist through facilitation of imbedded professional development in PBIS strategies, GLAD strategies, the Marzano Framework, and implementation of district adopted curricular materials. In addition, coaches have supported the gathering and analysis of data with building level PLC teams.

- Title dollars will continue to support building level Family Advocates who work to increase parent participation in school related events, provide support to families in navigating the school system, connecting families with community resources, and facilitating parent meetings/trainings.

# Principle 4: Strengthen the school's instructional program

**Indicator (IIIBO6):** All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding).

## What are we currently doing to address this principle and indicator?

- Student mastery of specific objectives is reported to parents via report cards at the end of each trimester.
- Conferencing is in place Fall (all students) and Spring (for students at risk).
- All reports are provided in the family's home language.
- Assessment, modifications, and accommodations are reported to parents.

## Desired Outcome:

Clear expectation of consistent and ongoing communication to parents on students' progress relative to standards-based objectives (on-going throughout the year).

## Proposed tasks (w/ timelines):

- Establish a common format and schedule or time frame for reporting to parents (progress reports, newsletters, AND report cards).
- Report to parents in a timely manner for parents to have the opportunity to respond with comments and questions (trimester).
- Ask whether the standard is an appropriate expectation. Make modifications if necessary.
- Use similar resources and common assessments to determine grades (K-2 & 3-5: Exit Tickets, End of Unit, NWEA, SBA).
- Base grade on the standard.
- Communicate the meaning of the grade. (beginning of the year)
- Align grades to reflect current curriculum expectations (trimester).

## 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.

### What are we currently doing to address this principle and indicator?

- Dual Language Program- prepares students to transition from class to class and grade level to grade level
- Move Up Day- 3rd graders visit 4th grade classrooms to meet 4th grade staff
- Middle School Tour-5th graders visit FMS and OMS school. 5th grade teachers complete information requested by middle schools
- Curriculum Nights- inform parents about grade level expectations
- Transition day for Special Ed- Paperwork is shared with receiving special ed staff in the spring
- Kinder Visits-Pre-K students visit classrooms in the spring
- Soft Start- small groups of kindergartners attend class
- Orientation at the Middle School for students and parents in August

### Desired Outcome:

By June 2018, all upcoming 1st-5th grade students will visit the next grade classrooms and teachers to foster smooth transition and lower students' affective filter.

### Proposed tasks:

- LIT schedules a date in June for the classroom visits.
- Each grade level team collaborates/ plans for one hour of activities, encourage current student involvement
- During the visit, Kinder teachers can host 5th grade students.

## Principle 5: Use of data for school improvement and instruction-Assessing student learning frequently with standards-based assessments

**Indicator:** (P5-IID11) Instructional Teams review the results of unit pre/post tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

### What are we currently doing to address this principle and indicator?

*Currently, the following assessments used as an accountability measure:*

- DIBELS, Progress Monitoring
- Wonders Unit Tests, WonderWorks
- Engage New York Module assessments
- NWEA
- SBA-Interim Block Assessments

The DIBELS screener is used to determine intervention needs based on a predominant measure.

*We lack formative assessments that help guide instruction or help determine intervention needs.*

*This area of weakness can be addressed with vertical teaming, job a-likes, non-negotiables, time to red flag students needing more support, and time to provide the intervention or enrichment support.*

Classroom assessments-Wonders Weekly Assessments, Engage New York Exit Tickets, and individual teacher created quizzes or tests.

### Desired Outcome:

After looking at what is in place and looking at Wise Ways, a conversation needs to be had regarding curriculum, mastery of skills, pacing and response to intervention.

### Proposed tasks:

\*Submit an item to LIT to discuss options. Based on LIT outcome, meet with the District to discuss how to adjust what is mandated via the pacing calendar or other possible solutions to this concern.

# Principle 6: Safety, discipline, and social, emotional, and physical health

**Indicator IIC13:** All teachers reinforce classroom rules and procedures by positively teaching them.

## What are we currently doing to address this principle and indicator?

- Fall Teaching, and Winter/Spring reteach trainings scheduled and implemented building-wide.
- All staff use of positive reinforcements (4:1, Blazer Bucks, Student of the Month, & Blazer Note).
- PBIS Committee Meeting 1x/month with Grade Level Reps. to plan implementation.
- Some use of SWIS to determine needs for additional support.
- Tier 2&3 process refined and used to support students.

**Desired Outcome:** In order to promote a safe, positive academic and social-emotional climate in our school, by June, 2018, all teachers and support staff will consistently and positively teach and reinforce classroom and common area rules and procedures by June of 2018, as measured by the reduction of office referrals from Sept. 2017-June 2018 and the results of the staff and student perception surveys.

## Proposed tasks (w/ timelines):

- Full implementation of our RSD core expectations in all classroom and common areas with fall instruction and winter & spring refreshers. [ongoing throughout year].
- Provide professional development on the implementation of Tier 1 interventions and support for all staff. [incorporated into the building LIT/LID/Staff Meeting Calendar from Sept.2017-June 2018]
- Provide additional PBIS training for late hires and support staff , one provided by the school district at the beginning of the 2017 school year and two more throughout the year, provided by the coach, mentors, team leaders, and admin (Oct., Jan., Apr., and as needed). Development of an updated New Hire Binder or Substitute Folder by June 2018.
- Research best practices in collecting behavior data. We will continue using our system to collect data to make decisions. [on-going throughout year, PBIS district meetings, Tier One/Two/Three Meetings, professional development]
- Re-establish and/or refresh building signage to support the implementation of PBIS throughout the school building. [By January 2018]

# Principle 7: Parents Representatives Advise the School Leadership Team

Indicator **IVA01**: Parent(Family) representatives advise the School Leadership Team on matters related to family-school relations(3069)

## What are we currently doing to address this principle and indicator?

### We have parent involvement:

#### Tasks:

- Curriculum Night
- Grade Level Dual Language Night
- Intervention Parents Nights-
- PASSPort Academic for parents-Migrant & other parents(four sessions)
- Night of Code
- Ready for Kinder- Migrant kids/Three times a year
- Love and Logic Classes

**Desired Outcome:** By the end of 2017: Have a partner/PTSA member/or a member of the School Community Council in our LIT meetings (at least one)

### Proposed tasks (w/ timelines):

- \***Find a person**
- \*Attend to all the LIT meetings
- \*Find a reliable person
- \*By the end of the school or the year/Transition this year: Wendy Hulse is currently our parent volunteer attending our LIT meetings
- \*Next year will be full time

# Principle 7: The School's Compact Includes Responsibilities of all Stakeholders

**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)

## What are we currently doing to address this principle and indicator?

### School Has:

#### *A general compact*

- Signed by parent, student, teacher and administrator
- Revisited as needed by stakeholders to uphold standards

#### New-

Family Advocate will have a copy and read, explain and have the new students and parents sign it, then place it in our box as well as provide a copy for them to keep at home.

## Desired Outcome: By the end of 2018 develop a grade level compact

### Proposed tasks (w/ timelines): L&C PLAN/MUST HAVE

#### Plan to:

- Be more intentional with this compact
- Include our family advocate and/or secretary to inform new students about the compact
- Share school goals and responsibilities by building relationships with our school community
- Have clear goals and expectations for supporting student learning at school and at home
- Send home a copy of the compact at the beginning of the year so every family has a hard copy.
- Hold parents, students, teachers, & admin accountable
- Continue revisiting document annually (as needed)

# Principle 7: Defining the purposes and policies, and practices of a school community

**Indicator P7-IVA02:** The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, Classroom Visits Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students.

## What are we currently doing to address this principle and indicator?

### School Has:

- Currently in the process of finalizing our Mission Statement as a staff
- PTSA Newsletter including a "Note from the Principal"
- Family Advocator will have a copy of the Compact and read, explain and have the new students and parents sign it, then place it in our box.

## Desired Outcome:

### Proposed tasks (w/ timelines):

1. We can include the school's Mission at the entrance
2. Include Homework Guidelines (as a team work on Homework Guidelines and Non-negotiables and Negotiables) make these a document to share with office staff including Family Advocate to talk to new families as they enter
3. During conference, Curriculum Night, Dual Language Nights and resend the packet after Winter Break. If parents do not come to Curriculum Night, parents will receive the packets/information during conferences

### Needed:

Family Advocate be our bridge between families and teachers (especially for new families)



# Principle 7: Educating parents to support their children's learning and teachers to work with parents.

**Indicator P7-IVA13:** The school has engaged parents in the school parents and community in the transformation process.

## What are we currently doing to address this principle and indicator?

### The School Has:

1. Our school has engaged parents to support our students learning by providing curriculum nights for individual grade levels, parent-teacher conferences, Dual Language Nights, Title 1/LAP nights, etc.

2. We share and ask for input from our PTSA board about the changes and transformation of the school.

We share our programs with the community through our social media, newspaper and meetings with local groups.

3. Principal meet with the Kiwana's and the Rotary Clubs to present to them about our programs.

Night of Code

-Ready for Kinder- Migrant kids/Three times a year

-Love and Logic Classes

## Desired Outcome:

### Proposed tasks (w/ timelines):

1.The curriculum nights happen in the first month of school (September).

2. Our parent teacher conferences are for 100% attendance. This year we will devote 3 full days to meet with all parents. On November 1 and 2 we will keep our school doors open in the evening too, so we can accommodate to parents times.

3. We have scheduled Dual Language nights by two grade levels, so we can inform our parents about our program's struggles and successes. K-1 on November 15th, 2nd-3rd on January 24th and 3rd & 4th on March 21st.

We also meet with our Title1/LAP students' parents on March 24.

4. Our PTSA board meets one time a month.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015

**School Details**

Name: Lewis And Clark Elementary Sch  
 Code: 2279  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 99.53% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 99.53% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |       |
|----------------------------------|------------------------------------|------|---------|---|-------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |       |
|                                  | ELA                                | Math | Science | ELA                                       | Math  |
| All Students                     | 4.00                               | 3.00 | 6.00    | 6.00                                      | 4.00  |
| Targeted Subgroup Average        | 3.50                               | 3.25 | 4.67    | 5.25                                      | 3.25  |
| Targeted Subgroups               |                                    |      |         |   |       |
| American Indian/Alaska Native    |                                    |      |         |   |       |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |       |
| Black/African American           |                                    |      |         |   |       |
| Hispanic                         | 3.00                               | 3.00 | 5.00    | 5.00                                      | 3.00  |
| English Language Learners (ELLs) | 2.00                               | 2.00 | 4.00    | 5.00                                      | 2.00  |
| Former ELL                       | 6.00                               | 5.00 |         | 6.00                                      | 4.00  |
| Students with Disabilities       |                                    |      |         |   |       |
| Free and Reduced Price Lunch     | 3.00                               | 3.00 | 5.00    | 5.00                                      | 4.00  |
| Non-Targeted Subgroups           |                                    |      |         |   |       |
| Asian                            |                                    |      |         |   |       |
| White                            | 6.00                               | 5.00 |         | 6.00                                      | 10.00 |
| Two or More Races                |                                    |      |         |   |       |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016  Select an ESD  Wenatchee  Lewis And Clark Elementary Sch

**School Details**

Name: Lewis And Clark Elementary Sch  
 Code: 2279  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 99.50% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 99.50% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 5.00                               | 4.00 | 5.00    | 7.00                                      | 3.00 |
| Targeted Subgroup Average        | 4.75                               | 4.00 | 4.67    | 6.67                                      | 3.00 |
| <b>Targeted Subgroups</b>        |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 4.00                               | 3.00 | 5.00    | 6.00                                      | 3.00 |
| English Language Learners (ELLs) | 3.00                               | 3.00 | 4.00    | 7.00                                      | 3.00 |
| Former ELL                       | 8.00                               | 6.00 |         |   |      |
| Students with Disabilities       |                                    |      |         |   |      |
| Free and Reduced Price Lunch     | 4.00                               | 4.00 | 5.00    | 7.00                                      | 3.00 |
| <b>Non-Targeted Subgroups</b>    |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 7.00                               | 7.00 |         | 9.00                                      | 5.00 |
| Two or More Races                |                                    |      |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# MISSION VIEW



# BOARD CIPP SCHOOL REVIEWS

*Mission View*  
*Student School and Success Plan*  
*Overview*  
*Learning For All...Learning For Life!*

**Principle 1: Strong Leadership Facilitator: Jeff**

**P1-IE06:** The Principal keeps a focus on instructional improvement and student learning outcomes

Goal #1 The Principal will establish and monitor clear, measurable goals on instructional improvement and with the leadership team articulate specific student outcomes to be measured at least two times per year.

**Actions:**

1. The administrator will update his calendar to reflect collaboration sessions throughout the month and year as demonstrated by looking at Principal calendar.
2. By January, the principal and instructional coach will organize the data review process for both Wonders and Dibels to allow us all to be included in the discussion on Student Achievement data and work out proper interventions based on testing results
3. **Admin./Coach will oversee and guide teachers in selecting Interim Assessment Blocks to match the power standards that we could see the most growth in from previous years data.**
4. **Administration will work closely with the Special Education Teacher to provide access to Grade 3 Interim Based Assessment for SPED identified students around those power standard areas.**
5. **The principal and School Improvement Team will review Wonders Units 1-4 (Required Unit Tests) testing data to monitor progress of improving average mastery rate by 10% from the previous year with All, Sped, Disadvantaged, and ELL students.**
6. The Principal will utilize the REAL RACE Challenge for those staff that have indicated that they want to try the REAL RACE challenge this school year. Specific feedback related to each SCORE will be provide to participating teachers based on walk-through and official teacher observations related the REAL RACE. The measurable outcome will be the number of staff that have completed the challenge.

7. **The Administrator(s) will track attendance and follow new district/school protocol in dealing with Chronic Absences. Admin. will also look at tardies and meet with parents that this becomes an issue early on in the year to remedy the situation.**

## **Principle 2: Ensure that teachers are effective and able to improve instruction Facilitator: Alicen**

**P2IF-14:** The school sets goals for professional development and monitors the extent to which the staff has changed practice

### **Goal**

Mission View (MV) will provide all staff high quality, ongoing, job-embedded and differentiated **professional development to ensure high levels of academic (ELA and Math) and social emotional learning (PBIS) for all**. When this is fully developed, all teachers will work in collaborative teams to plan and implement a guaranteed and viable curriculum, unit by unit. All teachers agree on the priority standards for their grade-level, frequently monitor learning with common formative assessments that align to state assessments (SBA), and use the results to improve individual teacher practice, the team's capacity to achieve its goals, and to intervene or extend on behalf of students. In order for this to be fully met, each team will provide evidence of Unit Planning for ELA (year-long draft by Fall 2018) and Math (year-long draft by Fall 2019), and ongoing evidence of professional learning that results in positive students outcomes with PLC 4REAL Lap Logs, which include social emotional learning (PBIS Classroom Plan and PBIS Lap).

### **Actions:**

1. **Teachers will be able to sign up for instructional rounds to observe and reflect on effective teaching practices with a group of 3-5 teachers for 90 minutes, three times throughout the year by April 2018.**
2. 100% of classroom teachers will complete a PBIS Classroom Plan and participate with a team on at least one PLC 4REAL Lap related to PBIS by March 2018.
3. **Continue Learning Lab model with district grade-level teams for Wonders; and Mission View grade-level teams. Participants may use a Learning Lab day as a PLC 4REAL Lap (up to 2 per year) for clock hours. All Classroom teachers will participate in at least one Learning Lab by May 2018.**
4. **Teams will participate in co-scoring of Wonders (ELA curriculum) written constructed responses and/or hand-scoring of IABs (SBA). Teams will add this to their agenda in at least one collaboration throughout the year by May 2018.**
5. **Grades 3-5 will give interim assessment blocks (IABs) in ELA and Math, determined by their data and units of instruction by May 2018.**

6. Teachers will have the opportunity to sign up for video feedback from the Instructional Coach. It will be fully optional for teachers who request it through June 2018.
7. **All teams will understand the Unit Planning process by identifying priority standards, what success looks like (SBA-aligned examples), and student-friendly "I can" statements. Teacher teams will start using a Unit Planning template to unpack priority standards, agree on common formative assessments, and intervention and extension activities (Year-long Unit Plans drafts in ELA by Fall 2018 and Math by Fall 2019).**

**Principle 3: Redesign the school day to include additional time for student learning and teacher collaboration**  
**Facilitator: Lauri Hallock/Theresa Phelps**

**P3-IVD05:** The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

**Goal**

When this objective is met, we will be following the Monday LID collaboration schedule. Classroom grade level teams will meet with Reading Specialists, ELL Specialists, Special Education teacher, HiCap Specialists, Music, PE or Library or other grade level teams to discuss student learning. We will have a Google docs schedule that lists grade levels, specialists and the topics discussed as evidence.

**Actions:**

1. In 2017-18, we will expand on our current collaboration. Our school structure also includes a LIT team to help disseminate pertinent information to grade level teams, IEP teams and Child Study team. We will expand this collaboration to include Data Reviews 2x per year which would include all Intervention Specialists (Title, Migrant/Bilingual, & Special Ed). This time would be used to review data and plan for Intervention groups revolving around reading/language skills.
2. **We will create Google Docs to be shared with IS's and classroom teachers starting with 1st and 2nd grades. The purpose would be to share information on each student electronically (sight words, DRA level) as well as reading and writing assessments for Wonders as expected by the district since times to meet are difficult to find.**
3. Special Ed will initiate collaborations on as needed basis for the progress and special needs of students shared who are receiving special ed services. This will include classroom teachers as well as PE, music, art, library teachers and shared students with intervention specialists. Intervention specialists will share data with special ed when a student qualifies for special ed services and indicate what interventions were used, what worked and what still needed revisions.

## **Principle 4: Strengthen the school’s instructional program Facilitator: Mario/Tiffany**

**P4-III A07:** All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment

### **Goal**

All teachers will make appropriate modifications in planning and implementing instruction based on a variety of data for below standard students to provide opportunities for intervention such as time allocation, modification of task assignments, modes of teacher communication, instructional strategies, and student response.

### **Actions:**

1. **Grades 3-5, will establish a plan for the year to administer the math, SBA interim assessments.**
2. **Grades K-2 will administer and analyze pre-assessment data, to develop a plan for guiding instruction for each unit of math instruction.**
3. Grades K-5 will administer and gather formative assessment data throughout each unit of instruction to guide and differentiate future instruction.
4. Grades K-5 will administer and analyze post assessment data for each math unit/SBA math interim, to guide and differentiate future instruction.

## **Principle 5: Use data to inform instruction Facilitator: Socorro/Tammy**

**P511D-07:** The leadership team will review student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school.

### **Current implementation efforts:**

Support students in their transition between grade levels to minimize anxiety and help students understand the expectations of the next grade level.



**Actions:**

1. **An end of the year survey will be given to parents, in order for them to give feedback about their child's strengths, areas of growth, characteristics, concerns, and questions about the upcoming year. The survey will be given to the student's next grade level teacher. The survey is a tool to facilitate collaboration between parents and teachers and alleviate stress from the grade to grade transition.**
2. Every grade level will use a form of school-home communication (i.e. weekly/monthly newsletters, progress reports, emails, Class Dojo, phone calls, and daily binders) to share information with parents and open the lines of communication. Some information that might be shared with parents is classroom expectations, schedules/calendars, content, celebrations, and concerns.
3. To help 5th-grade students transition to middle school the following will occur 1.) At the end of the year, 5th-grade students will visit Pioneer Middle School to become familiar with their new school. The visitation will include a tour and a question and answer session with school administration and students. 2.) In May, Fifth grade teachers send notes on successful interventions/accommodations for students in an Illuminate document. 3.) The school counselor will meet with middle school counselors to hand off 504s and social/emotional concerns for 5th-grade students.
4. **To help pre-k students transition to kindergarten the following will occur: 1.)An informational night will be held for pre-k daycare providers. Providers will learn about and receive a math toolkit. The toolkit will help providers prepare pre-k students to enter kindergarten with necessary math skills. 2.)The school counselor will meet with the local Head Start in May to discuss incoming students with behavioral, social and academic concerns. 3. The MDT team (Special Ed.) meets with the Special Education pre-school regarding incoming students as needed.**
5. After class placement has been finalized for the next school year, we will hold a moving up day. Students will have the opportunity to visit the next grade level to become familiar with the location of their new class and also learn about their new teacher and grade level.
6. In order for new students to become comfortable in a new school setting and relieve anxiety, Mr. Jaeger, Mr. Neilson, or a fifth-grade leadership student will escort new students and their families on a guided tour of the school building. This will occur throughout the year, whenever a new student registers at Mission View.

**P5-IID12:** All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.

**Goal:**

Administer weekly assessments 2 and 3 in units 2-4. Responsive collaboration will be conducted for all unit assessments and for weekly assessments 2 and 3 in units 2-4 using a common template.

**Actions:**

1. **Utilize data entry para to prepare responsive collaboration template so that teams can discuss student data for all unit assessments and for weekly assessments 2 and 3 and required assessments in 2-4.**
2. Provide staff with resources on effective PLC. PLC training will also be provided for some staff.
3. Grade levels will administer and enter data for weekly assessments 2 and 3 in units 2-4. 2 Required unit assessments. Grade 3-5 Interim assessments once a month.
4. **Standing item to LIT agenda so that team leaders can share out their team's progress. Review the work of teams during data reviews.**
5. Provide team leaders and staff with Illuminate training as needed.

**Principle 6: Establish a school environment that improves school safety and discipline and addresses students' social, emotional, and health needs Facilitator: Justin**

**P6-IIIC13:** All teachers reinforce classroom rules and procedures by positively teaching them.

**How It looks When Fully Met/Goal:**

To create a safer and more supportive learning environment, Mission View Elementary will fully implement a Positive Behavior and Intervention Supports (PBIS) system by June 2017 that will result in a 20% reduction in office referrals from the 2015-16 school year to the 2017-18 school year according to our School-Wide Information System (SWIS).

**Actions:**

1. **Extend our Recreational Recess from just Kindergarten to Kindergarten and First Grade**
2. **The PBIS Tier II Team will meet weekly with teachers to create tier II interventions to support students**
3. Social Skills for Early Learners program
4. Score 100% on the PBIS Tier I SET evaluation
5. **Staff member will make a commitment to stop labeling students as "unmotivated," "low" and "problem behavior."**
6. Give parents information on attendance at parent/teacher conferences
7. **Kudos for Kids**
  - Positive Postcard from previous teacher
    - at staff meetings, teachers bring a list of your students and a teacher from the grade below would write a postcard to a former student
    - pick students you had a strong relationship with or needed the support
8. Assign 4th and 5th grade students to kinders as buddies.

**Principle 7: Engage families and the community Facilitator: Coni Downey**

**P7-IVA04:** The school's compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home

**Goal:**

Mission View Elementary will provide opportunities and encourage open communication which will enable parents in working with their children at home.

**Actions:**

1. **Family Movie Night October 27**
2. Plan, Prepare, and execute Mission View Family Math Night for K-2
3. Plan, Prepare and Execute Family Math Night 3-5
4. **Marcia Tate- Parent Class**
5. At Parent Teacher Conferences all families will be given our Mission View Family/School Agreement (Compact). This will be read through and signed by all involved in the conference.
6. Assure that when new students come to Mission View, they are presented with the Mission View Family/School Agreement (compact)

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015

**School Details**

Name: Mission View Elementary School  
 Code: 2347  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 98.93% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 98.58% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 3.00                               | 3.00 | 5.00    | 3.00                                      | 5.00 |
| Targeted Subgroup Average        | 3.00                               | 2.20 | 3.67    | 3.50                                      | 4.20 |
| <b>Targeted Subgroups</b>        |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 3.00                               | 2.00 | 4.00    | 3.00                                      | 5.00 |
| English Language Learners (ELLs) | 2.00                               | 2.00 | 3.00    | 2.00                                      | 4.00 |
| Former ELL                       | 6.00                               | 3.00 |         | 6.00                                      | 6.00 |
| Students with Disabilities       | 1.00                               | 2.00 |         |   | 1.00 |
| Free and Reduced Price Lunch     | 3.00                               | 2.00 | 4.00    | 3.00                                      | 5.00 |
| <b>Non-Targeted Subgroups</b>    |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 5.00                               | 4.00 | 6.00    | 5.00                                      | 4.00 |
| Two or More Races                |                                    |      |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016  Select an ESD  Wenatchee  Mission View Elementary School

**School Details**

Name: Mission View Elementary School  
 Code: 2347  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District  
 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 98.40% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 98.40% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 4.00                               | 3.00 | 4.00    | 8.00                                      | 6.00 |
| Targeted Subgroup Average        | 4.00                               | 2.80 | 3.50    | 7.80                                      | 4.40 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 4.00                               | 3.00 | 3.00    | 8.00                                      | 5.00 |
| English Language Learners (ELLs) | 3.00                               | 2.00 | 1.00    | 8.00                                      | 4.00 |
| Former ELL                       | 7.00                               | 4.00 | 6.00    | 10.00                                     | 6.00 |
| Students with Disabilities       | 2.00                               | 2.00 |         | 5.00                                      | 1.00 |
| Free and Reduced Price Lunch     | 4.00                               | 3.00 | 4.00    | 8.00                                      | 6.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 5.00                               | 4.00 | 7.00    | 7.00                                      | 7.00 |
| Two or More Races                |                                    |      |         |   |      |

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# SUNNYSLOPE



# BOARD CIPP SCHOOL REVIEWS

Sunnyslope Elementary School Report - 2016-2017  
 3109 School Street  
 Wenatchee, WA 98801  
 (509) 662-8803 | www.wenatcheeschools.org/ss



## Sunnyslope Elementary School

Principal: Dave Perkins  
 Mascot: Wolf  
 Colors: Red, White, Blue

# of students, October 2016: 301

# of teachers: 24

Teachers with at least a Master's Degree: 62.5%

National Board Certified Teachers: 3

Unexcused Absence Rate: 0.1%

### District Mission

*Personally know and encourage students as individual learners and recognize their academic, citizenship, and co-curricular accomplishments.*

*Assist students to learn and apply essential skills and values to be contributing community citizens with a global perspective.*

*Challenge students to continually stretch and grow while working with family and community as active partners.*

### School Funding

District General Fund Budget: \$92,475,988

District Per Pupil Expenditure: \$11,966.35

Building Budget for this School: \$53,530.00

### School Mission

*Our mission is to ensure learning and success for all.*

### School Description

Sunnyslope Elementary is an inclusive learning community in the Sunnyslope neighborhood in Wenatchee, Washington. Our school meets students where they are at and helps to guide them where they need to go academically, socially, and emotionally.

Sunnyslope's high quality staff works tirelessly to ensure that all students have outstanding opportunities for a high quality, well-rounded education. We are guided in our work by the three personal standards of: showing respect, solving problems, and making good decisions.

### 2016-2017 School Goals

The Sunnyslope Learning Improvement Team met to analyze data and set goals.

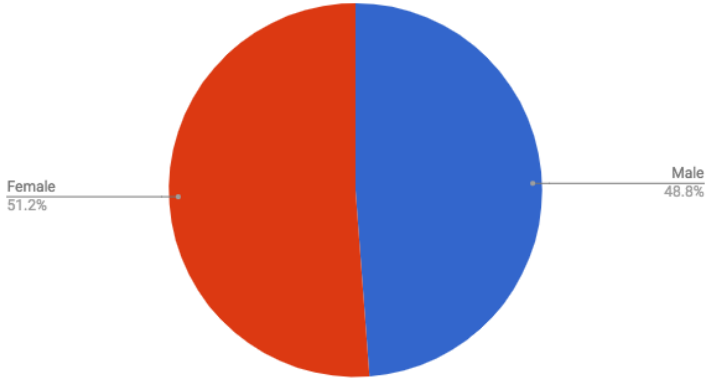
- 90% of students in grades 2-5 will meet benchmark reading expectations or make one year's growth as measured on DIBELS Words Correct score in Spring.
- 90% of students in grades 3-5 will make expected half-years growth from fall to winter NWEA MAP Reading Assessment.
- 90% of students in grades 3-5 will make expected half-years growth from fall to winter NWEA MAP Mathematics.
- By May of 2017, Sunnyslope Elementary School will grow the number of students performing at or above standard on the English/Language Arts Smarter Balanced Assessment in 4th and 5th grades by 10%.
- By May of 2017, Sunnyslope Elementary School will grow the number of students performing at or above standard on the Mathematics Smarter Balance Assessment in 4th and 5th grades by 10%.
- By June 2017, Sunnyslope Elementary School will have achieved 100% of the criteria from the PBIS Team Implementation Checklist.



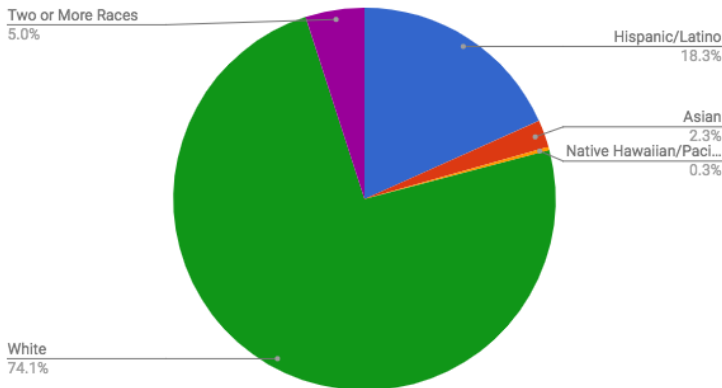


## Student Demographics

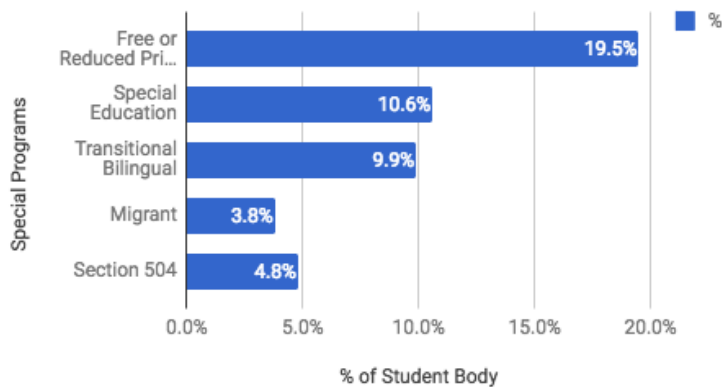
% of Students by Gender



% of Students by Race/Ethnicity

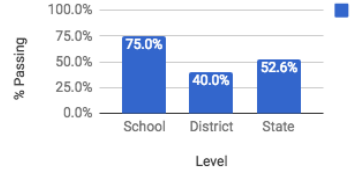


% of Students in Special Programs

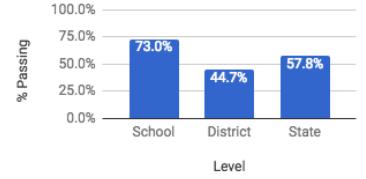


## Smarter Balanced Assessment (SBA)

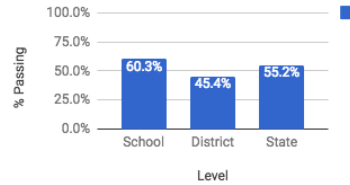
3rd Grade English Language Arts



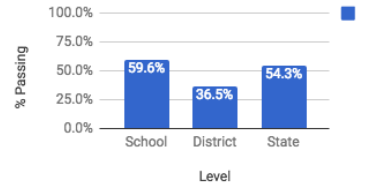
3rd Grade Mathematics



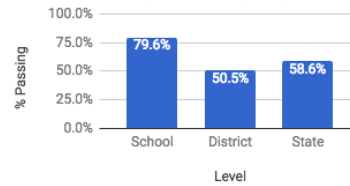
4th Grade English Language Arts



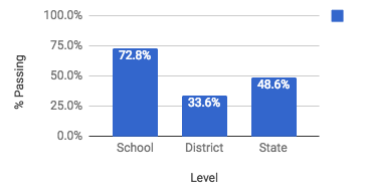
4th Grade Mathematics



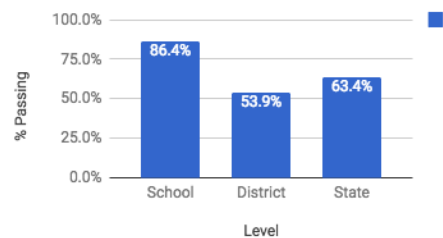
5th Grade English Language Arts



5th Grade Mathematics



5th Grade MSP Science



# 2017-18 Sunnyslope Elementary School Continuous Improvement Plan Overview

**Goal #1: By June, 2018, all teaching staff will have completed one lap of the Wenatchee School District “PLC 4 REAL” initiative in order to utilize collaboration strategies designed to increase focus on student learning.**

**Tasks:**

1.1 Instructional Coach will introduce “PLC 4 REAL” initiative at Principal's Days and provide teachers with required materials for completing laps.

1.2 Teachers will participate in professional development for PBIS class management plan in order to support completion of PBIS lap.

1.3 Teachers will utilize building directed time to complete a school-wide PBIS lap based upon on the school's behavior matrix.

1.4 Teachers will complete PLC 4 REAL lap forms/reflections and submit to instructional coach.

1.5 Teachers working towards clock hours will complete two or four laps. [Quarterly, by June 2018]

Aligned to Student and School Success Principle 3 - Expanded time for student learning and teacher collaboration. *P3-IVDO6: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.*

**Coordinated by: Desilee Valeri, Instructional Coach; Learning Improvement Team [Kathy Christman {Classified Rep}, Cheryl Martinez {Specialist Team Lead}, Jeri Howard {K-2 Literacy Team Lead}, Sarah LeFebvre {K-2 Mathematics Team Lead}, Abby Dalbeck {3-5 Literacy Team Lead}, Erika Baier, {3-5 Mathematics Team Lead}**

# 2017-18 Sunnyslope Elementary School Continuous Improvement Plan Overview

**Goal #2: By June 2018, Sunnyslope Elementary School will score at least a 95% on the Schoolwide Evaluation Tool. We will continue with our work on PBIS implementation and continue to create a school-wide, team-wide, and classroom system of interventions for 2017-18.**

**Tasks:**

- 2.1 PBIS team will complete an audit for efficient integration of team with other teams/initiatives addressing behavior support. [By the end of January]
- 2.2 PBIS team will complete a school-wide systems summary based on the data from the staff SAS survey. [By the end of November]
- 2.3 PBIS team will put an action plan in place to address any classroom systems identified as high priority for change. [By the end of November]

Aligned to Student and School Success Principle 6 - Safety, Discipline, and Social, Emotional, and Physical Health: *P6-III C16 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).*

**Coordinated by: Sunnyslope PBIS Team [Betty Fong {Para Educator}, Kaitlyn Garza {Para Educator}, Lisa Steitz {K-2 Teacher}, Twila Morgan {3-5 Teacher}, Gioconda Jackson {Counselor}, Angie Delvo {Specialist}, Desilee Valeri {Instructional Coach}]**

# 2017-18 Sunnyslope Elementary School

## Continuous Improvement Plan

### Overview

**Goal #3: By June, 2018, all staff will participate in frequent data reviews in order to meet the academic needs of students.**

**Tasks:**

- 3.1 Teams and teachers receive timely reports of results from both formative and summative assessments. [Weekly, Monthly, Quarterly]
- 3.2 Teams and teachers use student performance data to make decisions about student placement and instruction. [Weekly, Monthly, Quarterly]
- 3.3 Teams and teachers will use collaboration time to review and discuss student performance data as part of the teaching and learning cycle. [Late Start Mondays, Common Prep Times, Semi-Annual Post-DIBELS Data Reviews {September & January}]
- 3.4 Teams and teachers use student performance data to assess strengths and weaknesses of the curriculum and/or instructional strategies. [Weekly, Monthly, Quarterly]
- 3.5 Teams and teachers will be given the opportunity for coaching support on the effective use of student performance data. [Daily, Ongoing]

Aligned to Student and School Success Principle 5 - Use of Data for School Improvement and Instruction: *P5-II DO6 The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).*

**Coordinated by:** Desilee Valeri, Instructional Coach; Learning Improvement Team [Kathy Christman {Classified Rep}, Cheryl Martinez {Specialist Team Lead}, Jeri Howard {K-2 Literacy Team Lead}, Sarah LeFebvre {K-2 Mathematics Team Lead}, Abby Dalbeck {3-5 Literacy Team Lead}, Erika Baier, {3-5 Mathematics Team Lead}]


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Achievement Index Summary - Sunnyslope ☆

akers.l@wenatcheeschools.org

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| 2015-2016 SBA Participation Rate        |                      |  |             |                |                |                          | H           | I | J |  |
|---|----------------------|--|-------------|----------------|----------------|--------------------------|-------------|---|---|--|
| <b>2015-2016 SBA Participation Rate</b> |                      |  Sunnyslope Elementary School |             |                |                |                          |             |   |   |  |
| ELA                                     | 98.80%               |  |             |                |                |                          |             |   |   |  |
| Math                                    | 98.80%               |  |             |                |                |                          |             |   |   |  |
|   | <b>Student Group</b> | <b>ELA</b>   | <b>Math</b> | <b>Science</b> | <b>Average</b> | <b>Proficiency Index</b> |             |   |   |  |
| <b>Proficiency</b>                      | All Students         | 8.00   | 7.00        | 8.00           | 7.67           | 6.96                     | "Very Good" |   |   |  |
|   | Targeted Subgroups   | 6.50   | 6.00        |                | 6.25           |                          |             |   |   |  |
|   | <b>Student Group</b> | <b>ELA</b>   | <b>Math</b> |                | <b>Average</b> | <b>Growth Index</b>      |             |   |   |  |
| <b>Growth</b>                           | All Students         | 8.00   | 10.00       |                | 9.00           | 8.25                     | "Exemplary" |   |   |  |
|   | Targeted Subgroups   | 6.00   | 9.00        |                | 7.50           |                          |             |   |   |  |
| <b>2016 Index Rating</b>                |                      |  |             |                |                | 7.73                     | "Very Good" |   |   |  |
| <b>3-Year Average Rating</b>            |                      |  |             |                |                | 6.80                     | "Very Good" |   |   |  |
| <b>Composite Stack Ranking</b>          |                      |  |             |                |                | 354                      | of 2054     |   |   |  |
| 16                                      |                      |  |             |                |                |                          |             |   |   |  |
| 17                                      |                      |  |             |                |                |                          |             |   |   |  |
| 18                                      |                      |  |             |                |                |                          |             |   |   |  |
| 19                                      |                      |  |             |                |                |                          |             |   |   |  |
| 20                                      |                      |  |             |                |                |                          |             |   |   |  |
| 21                                      |                      |  |             |                |                |                          |             |   |   |  |
| 22                                      |                      |  |             |                |                |                          |             |   |   |  |
| 23                                      |                      |  |             |                |                |                          |             |   |   |  |
| 24                                      |                      |  |             |                |                |                          |             |   |   |  |
| 25                                      |                      |  |             |                |                |                          |             |   |   |  |
| 26                                      |                      |  |             |                |                |                          |             |   |   |  |
| 27                                      |                      |  |             |                |                |                          |             |   |   |  |
| 28                                      |                      |  |             |                |                |                          |             |   |   |  |

2015-2016 2014-2015 2013-2014 2012-2013



# 69 Sunnyslope Elementary CIPP (2017-2018)


akers.l@wenatcheeschools.org

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Sunnyslope Elementary School CIPP

|    | A   | B | C | D   | E | F | G | H | I | J | K |
|----|---|---|---|---|---|---|---|---|---|---|---|
| 1  | <b>Sunnyslope Elementary School CIPP</b>  |   |   |  <div style="display: inline-block; vertical-align: middle;"> <h2>Sunnyslope Elementary School</h2> </div> |   |   |   |   |   |   |   |
| 2  |   |   |   |   |   |   |   |   |   |   |   |
| 3  | <b>Content Area(s):</b>   |   |   |   |   |   |   |   |   |   |   |
| 4  | English/Language Arts   |   |   |   |   |   |   |   |   |   |   |
| 5  | Mathematics   |   |   |   |   |   |   |   |   |   |   |
| 6  | PBIS  |   |   |   |   |   |   |   |   |   |   |
| 7  |   |   |   |   |   |   |   |   |   |   |   |
| 8  | <b>SMART Goal(s): (Specific-Measurable-Achievable-Relevant-Time Bound)</b>  |   |   |   |   |   |   |   |   |   |   |
| 9  | 1. 90% of students in grades 2-5 will meet benchmark reading expectations or make one year's growth as measured on DIBELS Words Correct score in Spring.  |   |   |   |   |   |   |   |   |   |   |
| 10 | 2. 90% of students in grades 3-5 will make expected half-years growth from fall to winter NWEA MAP Reading Assessment.  |   |   |   |   |   |   |   |   |   |   |
| 11 | 3. 90% of students in grades 3-5 will make expected half-years growth from fall to winter NWEA MAP Mathematics.   |   |   |   |   |   |   |   |   |   |   |
| 12 | 4. By May of 2017, Sunnyslope Elementary School will grow the number of students performing at or above standard on the English/Language Arts Smarter   |   |   |   |   |   |   |   |   |   |   |
| 13 | Balanced Assessment in 4th and 5th grades by 10%  |   |   |   |   |   |   |   |   |   |   |
| 14 | 5. By May of 2017, Sunnyslope Elementary School will grow the number of students performing at or above standard on the Mathematics Smarter Balanced  |   |   |   |   |   |   |   |   |   |   |
| 15 | Assessment in 4th and 5th grades by 10%   |   |   |   |   |   |   |   |   |   |   |
| 16 | 6. By June 2017, Sunnyslope Elementary School will have achieved 100% of the criteria from the PBIS Team Implementation Checklist.  |   |   |   |   |   |   |   |   |   |   |
| 17 |   |   |   |   |   |   |   |   |   |   |   |
| 18 | <b>Strategy/ies: (What improvement strategy/ies will you implement to meet your goal?)</b>  |   |   |   |   |   |   |   |   |   |   |
| 19 | <a href="#">1. Implement Common Core English Language Arts Standards by using district curriculum (Wonders), Enrichment Materials, and Intervention Materials (Goal #1)</a>                         |   |   |   |   |   |   |   |   |   |   |
| 20 | <a href="#">2. Implement Common Core Standards by using district curriculum (Engage NY), Number Corner curriculum, and supplemental materials to support learning improvement for all students.</a> |   |   |   |   |   |   |   |   |   |   |
| 21 | <a href="#">3. Utilize instructional strategies designed to improve engagement</a>  |   |   |   |   |   |   |   |   |   |   |
| 22 | <a href="#">4. Implement Positive Behavior Intervention and Supports on a school wide basis.</a>  |   |   |   |   |   |   |   |   |   |   |
| 23 | <a href="#">5. Engage in data-based decision making</a>   |   |   |   |   |   |   |   |   |   |   |
| 24 | <a href="#">6. Increase technology usage</a>  |   |   |   |   |   |   |   |   |   |   |
| 25 | <a href="#">7. Collaboration</a>  |   |   |   |   |   |   |   |   |   |   |

- Overview
- Strategy #1
- Strategy #2
- Strategy #3
- Strategy #4
- Strategy #5
- Strategy #6
- Strategy #7
- Strategy #8
- Strategy #9
- S

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015  Select an ESD  Wenatchee  Sunnyslope Elementary School

**School Details**

Name: Sunnyslope Elementary School  
 Code: 3208  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |         |   |
|--|---------|---|
| ELA  | 100.00% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 99.40%  |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 8.00                               | 6.00 | 8.00    | 7.00                                      | 6.00 |
| Targeted Subgroup Average        | 5.50                               | 4.00 |         | 7.00                                      | 5.00 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 5.00                               | 4.00 |         |   |      |
| English Language Learners (ELLs) |                                    |      |         |   |      |
| Former ELL                       |                                    |      |         |   |      |
| Students with Disabilities       |                                    |      |         |   |      |
| Free and Reduced Price Lunch     | 6.00                               | 4.00 |         | 7.00                                      | 5.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 8.00                               | 6.00 | 9.00    | 7.00                                      | 7.00 |
| Two or More Races                |                                    |      |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016

**School Details**

Name: Sunnyslope Elementary School  
 Code: 3208  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 98.80% | School Met Federal<br>Accountability Participation Requirements |
| Math   | 98.80% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |       |
|----------------------------------|------------------------------------|------|---------|---|-------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |       |
|                                  | ELA                                | Math | Science | ELA                                       | Math  |
| All Students                     | 8.00                               | 7.00 | 8.00    | 8.00                                      | 10.00 |
| Targeted Subgroup Average        | 6.50                               | 6.00 |         | 6.00                                      | 9.00  |
| Targeted Subgroups               |                                    |      |         |   |       |
| American Indian/Alaska Native    |                                    |      |         |   |       |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |       |
| Black/African American           |                                    |      |         |   |       |
| Hispanic                         | 6.00                               | 6.00 |         | 6.00                                      | 9.00  |
| English Language Learners (ELLs) |                                    |      |         |   |       |
| Former ELL                       |                                    |      |         |   |       |
| Students with Disabilities       |                                    |      |         |   |       |
| Free and Reduced Price Lunch     | 7.00                               | 6.00 |         | 6.00                                      | 9.00  |
| Non-Targeted Subgroups           |                                    |      |         |   |       |
| Asian                            |                                    |      |         |   |       |
| White                            | 9.00                               | 7.00 | 10.00   | 9.00                                      | 10.00 |
| Two or More Races                |                                    |      |         |   |       |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.





# WASHINGTON ELEMENTARY

1401 Washington Street Wenatchee WA 98801 509-662-5504 Fax: 509-662-6227

... WASHINGTON ELEMENTARY IS A LEARNING COMMUNITY THAT ENSURES  
HIGH LEVELS OF LEARNING FOR EACH STUDENT ...

# WASHINGTON BOARD CIPP SCHOOL REVIEWS

## Washington Elementary School School Success Plan 2017-2018

### \*Principle #5 - Use data to inform instruction and for continuous improvement.

**A: Washington ELA Team:** Zuly Arredondo (K), Dora Garcia (1st), Stefanie Anguiano (2nd), Dave Williams (3rd), Jodee Smith (4th), Laura Roche (5th), Annette Mueller (ELL), Terri Lyon (Intervention Specialist), Shayne Rennie (Intervention Specialist).

- **Desired Outcomes: Using the Dibels Next Screener each level will show a decrease of 15% with their at risk students (red category) from Fall to Spring.**

| Grade/ Skill   | Fall % | Spring % | Goal Met? |
|--|--------|----------|-----------|
| <b>Kindergarten</b><br><b>First Sounds Fluency - a spring assessment will be added Fall at risk score is 12, mid year at risk is 42 we will keep the same score of 42 for end of the year.</b> |        |          |           |
| <b>1st Grade</b><br><b>Nonsense Word Fluency - Correct Letter Sounds</b>   | 49%    |          |           |
| <b>2nd Grade</b><br><b>Oral Reading Fluency - Words Read Correct</b>   | 53%    |          |           |
| <b>3rd Grade</b><br><b>Oral Reading Fluency - Words Read Correct</b>   | 37%    |          |           |
| <b>4th Grade</b><br><b>Oral Reading Fluency - Words Read Correct</b>   | 38%    |          |           |
| <b>5th Grade</b><br><b>Oral Reading Fluency - Words Read Correct</b>   | 45%    |          |           |

#### 2017-2018 Tasks w/Timelines:

1. **All students will have access to books at their independent reading level. Based on their lexile level or their DRA level.**
  - a. K-2 Classrooms send home leveled readers with students daily.
    - i. Classroom teachers will follow through and provide these books starting in October.
  - b. 3-5 Will provide current Lexile for students to use in library when checking out books and selecting books from the classroom library and at home.
    - i. Classroom teachers will follow through and provide students and librarian with Lexile levels, after NWEA results are available.
  - c. A parent information sheet will be provided for each family at conferences with steps on how to check a book's level using an online Lexile database.
    - i. Laura Roche and Shayne Rennie will complete a form together and

share with all teachers prior to conferences. Annette will translate in Spanish. Parent letter in English and Spanish was provided at the staff meeting on October 25th to be used at conferences.

- d. Washington will use a consistent leveling system for DRA, AR, Lexile, SAILS, Fountas and Pinnell.
  - i. Shayne will provide each classroom, librarian and Academic Specialist with an updated correlations chart, once the SSP is shared with the staff. All teachers received a copy of the leveling codes and correlation charts at the staff meeting on October 25th.

## 2. All teachers and Academic Intervention Team will participate in Data Reviews

- a. Fall and Winter Using the building wide schedule for Intervention, ELL and Special Ed work as a team using the Fall Data from the Dibels Screener to select students to receive TIER 2 intervention services.
  - i. Keith will provide the funding for the subs to allow each grade level to meet with the Academic Intervention team (Annette Mueller, Amy Dilley, Terri Lyon and Shayne Rennie) in September. September 12th and 14th grades 1-5 participated in data review meetings. Kindergarten met on Oct 5th after Dibels testing.
- b. The Academic Specialist team will provide a list of potential students for services at the meeting. With the grade level teams, adjustments will be made and letters will be sent home by the Tier 2 intervention teachers notifying parents that their child will be receiving additional services in reading.
  - i. Data will be ready for data reviews on the 12th and 14th of September, notification letters will be sent immediately after and pull out intervention groups (aligned with Wonders Pacing) will begin September 19th. September 12th and 14th grades 1-5 participated in data review meetings. Kindergarten met on Oct 5th after Dibels testing.
- c. Plans for adjusting the Wonders pacing schedule will be shared and team leaders will be asked to update if changes are made within the grade level. This helps intervention stay on track with pre-teaching, in line teaching and supplementing so our students get the appropriate instruction at the correct time.
  - i. Shayne will create and share with Team Leaders and Amy Dilley prior to date review days. Document was shared on Sept. 12th.
  - ii. Team leaders are asked to update at least 2 weeks before they start new units if changes are made. Team leaders have been updating when changes are being made.
- d. Groups will be adjusted based on data after the Winter Dibels Next Screener is given and data is sorted.
  - i. Academic Intervention team will prepare data and suggested adjustments prior to the team meetings.
  - ii. The district will fund the subs in early February (Special Programs) to allow teachers to be out the classroom to work in collaboration with the Intervention team.

## 3. Guided Reading Groups will be provided for ALL students with their grade level teacher. (In addition to Intervention, ELL & SPED - Tier 2 daily reading groups)

- a. All students will receive a small guided reading group in their general education

classroom provided by their teacher. A schedule will be shared with the building principal each trimester.

- i. Keith will set a timeline and ask that each classroom provide their guided reading group schedule each trimester to ensure all students receive guided reading (Tier 1 Intervention).
- b. SSP ELA Team will work with PTSA and LIT to secure additional funding for more access to guided reading books for our literacy library at all levels, currently the leveled readers from Wonders are great, but we are in need of more resources to support kids at their instructional level, to help them improve their skills.
  - i. Possible companies for the literacy library:

| Scholastic | Benchmark |
|------------|-----------|
|            |           |

- c. Opportunities for Staff Professional Development in Guided reading.
  - i. Time at staff meetings and or LIT mornings (Keith and Gracie)
  - ii. Support provided by Instructional coach and or academic intervention team.
  - iii. ELA team will look for webinars or quick online tutorials with examples from current research in the field. (ongoing)
    1. <https://www.benchmarkeducation.com/best-practices>
    2. <http://www.readingrockets.org/strategies>
    3. <https://www.scholastic.com/teachers/articles/teaching-content/4-tips-guided-reading-success/>
    4. <https://www.fandpleveledbooks.com/aboutLeveledTexts.aspx>
    5. <http://www.regieroutman.org/>

**Assigned to:** (numbers match tasks above) See purple text above.

## Washington Elementary School School Success Plan 2017-2018

### \*Principle #5 - Use data to inform instruction and for continuous improvement.

**A: Mathematics:** All teachers use mathematical data to inform instruction and continuous improvement in grade level common core state standards for mathematics, along with the major math clusters.

- **Desired Outcomes:**

- Teachers use data to collaborate on the progress of their students with the CCSS, and major math clusters at their grade level.
- 80% of K-5 students will show significant growth by reaching proficiency with the math Common Core State Standards, measured by the SBA for grades 3-5, and on student work.

### 2017-2018 Tasks w/Timelines:

- 10/13/17, 1/26/17 Collaborate to improve math:
  - Unit Planning
  - State instructional resources
  - State summative data
  - State formative assessment tools, including Interim Assessment Blocks grades 3-5
    - Pre and post Interim Assessments
    - Exit tickets
    - Common formative assessments in major cluster areas
    - Auburn school district assessments
    - North Carolina school district assessments
  - Priority standards in math with a focus on the major clusters
  - K-5 Math learning progressions with vertical standards alignment, vocabulary, learning goals, and success criteria
- Throughout the year, K-5 teachers use appropriate resources to teach CCSS.
  - Resources may include: Engage New York, Bridges Number Corner, Front Row online math, Zearn online math, teacher developed standards based materials, and coaching support.
- Common Formative assessments are used throughout the year during collaboration with grade level teams.
  - Resources for assessments may include: Teacher Created Exit Tickets, Illuminate End of Module tests, Engage New York tests, NWEA Maps, Interim Assessment Block assessments, SBA Targets and Claims results from previous year, common pre and

post unit assessments, and teacher observations.

- Each teacher will plan for math intervention and support based on data gathered from various assessments. Intervention may take place within the student's regular classroom.

**What part(s) of the plan have been completed?**

- All grade levels have started to work toward determining the Priority standards by collaborating as teams using data from common assessments, and focusing on areas of need during math intervention.

**What part(s) of the plan still need to be addressed?**

- All grade levels need to continue working on developing the various *I can...* statements for student friendly Learning Targets and *I understand...* statements in student friendly CCSS language.
- All grade levels need to continue to work on backwards planning for math units.



- 4th grade - 54%
- 5th grade - 44%
- 2016-2017 Students at Standard on SBA
  - 3rd grade - 71%
  - 4th grade - 51%
  - 5th grade - 55%

**Needed areas of growth-**

**Achievement Index for 2015-2016**

- 2014-2015
  - 3rd grade Claims



**Celebrations**

- 

**Assigned to:** (numbers match tasks above)

Amy Dilley, Erin Reiber, Erin Oltman, Caroline Lake, Heidi Bucholz, Stella Day, Tracy Walsh

## Washington Elementary School School Success Plan 2017-2018

**\*Principle #5 - Use data to inform instruction and for continuous improvement.**

**A: Share SWIS Data at WA PBIS monthly meeting. Share SWIS Data at staff meetings monthly.**

- **Desired Outcomes: Staff are more aware of trends in student behavior and the importance of completing Student Incident Reports.**
- **Review the usage of Student Incident Report. (page 2) To help increase consistency.**
- **Review the Discouraging Inappropriate Behaviors Document.**

**2017-2018 Tasks w/Timelines:**

**\*Principle #6 - Establish an environment that improves school safety and discipline and addresses non-academic factors such as students' social, emotional, and health needs.**

**A: Engage student and staff in more positive community-building activities throughout the year.**

- **Desired Outcomes:**
- **Increase Washington's School-Wide Evaluation Tool (SET) Spring 2017 score to 81% as compared to 4/19/17 score of 61%.**

**2017-2018 Tasks w/Timelines:**

- **Establish Washington's PBIS team with representatives from administration, each grade, specialists (Sept) and a paraprofessional (in process).**
- **Establish meeting calendar (Sept)**
- **Clarify representatives role - to gather input from their team and share notes and what we are working on. (Sept)**
- **Create WA PBIS Team Drive so all can have access to form/docs/team notes (Oct)**
- **Make final edits to Teach-To's for making poster for common areas (Oct)**
- **Post posters**
- **Coordinate and perform Recess Rodeo (Sept) Kinder (Oct) to cover recess and cafeteria expectations.**
- **Establish a common Golden Eagle Ticket that can be used for a school**

wide celebration as well as be used in the classroom and go home the same day. **(Oct)**

- Daily announcements - with a positive message. **(Started Sept)**
- Establish and implement monthly Character Traits. **(Presented at WA PBIS 9/6)** Representatives gathering feedback from team for next meeting **(Nov?)** While we're waiting the traits we will have the announcement team focus on providing examples of one of the 3 eagle expectations.
- Establish and implement school-wide celebrations to greater incentivise the Gold Eagle Tickets. **(Discussed at WA PBIS 10/4)**

**By May 2018, 90% of staff will report that they have delivered a reward other than verbal praise to students for expected behavior over the past 2 months. Data will be collected through surveys in February and May.**

## Washington Elementary School School Success Plan 2017-2018

**Betsy, Melody, Lynda, Jill, Sarah, Monika**

**\*Principle #5 - Use data to inform instruction and for continuous improvement.**

**A: We are looking at Mystery Science. Each teacher has a subscription for one year. With input from our grade level teams, our science team members will be looking at the grade level content and determining which units each grade level will commit to complete this year. Decisions will be made by**

- **Desired Outcomes: Each teacher will use Mystery Science units with their class this year to help meet the Next Generation Science Standards.**

**2017-2018 Tasks w/Timelines:**

- **Grade level teams will calendar one full Mystery Science Unit - to be taught before the end of 1st trimester.**
- **Team is looking for “I Can” statements for standards for each grade level.**
- **If no “I Can” statements can be found, team will work on creating some.**
- **5th Grade will consider taking the NWEA Science Test**
- **Provide training and understanding on NGSS (provided by district - hopefully).**

**Assigned to: Science Team and grade level teachers teaching science.**

## Washington Elementary School School Success Plan 2017-2018

**\*Principle #5 - Use data to inform instruction and for continuous improvement.**

**A: All grade levels will use illuminate or the state reporting system to analyze data**

- **Desired Outcomes: Teams will be completing a data protocol process form of their choice to inform instruction.**
- **Desired Outcomes: Addition of another computer lab for upstairs use.**

**2017-2018 Tasks w/Timelines:**

- **Teams will meet at collaboration times**
- **Teams will use illuminate to analyze data**
- **Grade levels will use the computer labs on a consistent basis.**

**Assigned to: all grade levels**

**Wendi, Terry, Jana, Michelle, Lance, Nikole**

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015 Select an ESD Wenatchee Washington Elementary School

**School Details**

Name: Washington Elementary School  
 Code: 2907  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 99.67% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 99.34% |   |

Achievement Index Awards and Designations Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 6.00                               | 6.00 | 7.00    | 10.00                                     | 4.00 |
| Targeted Subgroup Average        | 2.50                               | 3.50 | 4.50    | 10.00                                     | 1.00 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 3.00                               | 4.00 | 3.00    | 10.00                                     | 1.00 |
| English Language Learners (ELLs) | 1.00                               | 2.00 |         |   |      |
| Former ELL                       |                                    |      |         |   |      |
| Students with Disabilities       | 2.00                               | 3.00 |         |   |      |
| Free and Reduced Price Lunch     | 4.00                               | 5.00 | 6.00    | 10.00                                     | 1.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 7.00                               | 7.00 | 8.00    | 9.00                                      | 5.00 |
| Two or More Races                |                                    |      |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016  Select an ESD  Wenatchee  Washington Elementary School

**School Details**

Name: Washington Elementary School  
 Code: 2907  
 Type: Public  
 Category: Elementary School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 99.60% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 99.60% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 7.00                               | 6.00 | 8.00    | 6.00                                      | 3.00 |
| Targeted Subgroup Average        | 4.50                               | 3.75 | 6.00    | 3.33                                      | 2.33 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 5.00                               | 4.00 | 5.00    | 5.00                                      | 4.00 |
| English Language Learners (ELLs) | 3.00                               | 2.00 |         | 2.00                                      | 1.00 |
| Former ELL                       |                                    |      |         |   |      |
| Students with Disabilities       | 5.00                               | 5.00 |         |   |      |
| Free and Reduced Price Lunch     | 5.00                               | 4.00 | 7.00    | 3.00                                      | 2.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 8.00                               | 7.00 | 9.00    | 6.00                                      | 3.00 |
| Two or More Races                |                                    |      |         |   |      |

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# VALLEY ACADEMY



# BOARD CIPP SCHOOL REVIEWS



# CIPP PLAN

2017 - 2018

235 Sunset Avenue Wenatchee, Washington 98801



|                               |                             |
|-------------------------------|-----------------------------|
| <b>School:</b> Valley Academy | <b>Content Area:</b> HS ELA |
|-------------------------------|-----------------------------|

**SMART Goal:** (Specific-Measurable-Achievable-Relevant-Time Bound)

Between October and April 90% of Valley Academy High School students will demonstrate growth in answering document based questions by increasing their scores by one level or achieving standard (3) on formative assessments and culminating projects. The specific strategy to be assessed is the ACE strategy (Answer, Cite, Explain).

**Strategy/ies:** (What improvement strategy/ies will you implement to meet your goal?)

Teacher(s) will require students to respond to document-based questions using the ACE strategy to tell what they know, how they know it, and why they it.

LIT will provide training for students, cert staff, workshop instructors and parents to improve student responses across grade bands and content areas using the ACE strategy to respond to document-based questions.

| <b>Action Steps</b><br>What steps must be completed to implement the strategy?  | <b>Responsibility</b><br>Who is responsible?     | <b>Timeline</b><br>By When? (Day/Month) | <b>Resources</b><br>Resources needed: time, materials, financial, human, etc.  | <b>Celebrations</b><br>What's working or showing promise? Other causes for celebration?   |
|---|--|---|--|---|
| Direct instruction of ACE strategy, interpretation of rubric, and Tier II Academic Vocabulary across content areas  | Cert Staff<br>K. Smothers,<br>WA Fellows         | Ongoing                                 | <ul style="list-style-type: none"> <li>CCSS question stems</li> <li>ACE strategy materials, rubric, handouts</li> <li>Google Docs for peer and teacher editing and revision.</li> </ul>  | Students have a greater of understanding of how to interpret questions and show higher achievement in Smarter Balanced scores because of ability to respond to questions with a three part answer.  |
| Provide materials and resources for citing evidence and responding in complete sentences using document-based evidence and elaborating connections between the student response, evidence, and world. | Cert. Staff<br>LIT<br>K. Smothers,<br>WA Fellows | Ongoing                                 | <ul style="list-style-type: none"> <li>ACE Strategy Materials</li> <li>Bibliography &amp; Works Cited Materials</li> <li>In-Text Direct &amp; Indirect Citation Methods</li> <li>Flocabulary.com Videos and Lessons</li> <li>CBA Rubrics &amp; Prompts</li> <li>CCSS: ELA Literacy for RL RI RHST 9-10.1,W 9-10.9, SL 9-10.1D, SL 9-10.4, L 9-10.6,</li> </ul> | ACE strategy enables students to better respond to document-based questions as they Answer, Cite, & Explain.<br><br>This year's Freshman were part of the 8 <sup>th</sup> grade group who improved ELA scores at the Middle School level earning our school the School of Distinction Award for continued improvement.  |
| Provide training for workshop instructors and parents to facilitate use of ACE at all grade levels across content areas.  | Cert. Staff<br>K. Smothers,<br>WA Fellows        | Ongoing                                 | <ul style="list-style-type: none"> <li>Reading Response questions</li> <li>CCSS Question Stems</li> <li>Tier II Academic Vocabulary</li> <li>SBAC Interim Prompts</li> <li>ACE Strategy Materials</li> <li>In-Text Direct &amp; Indirect Citation Methods</li> <li>Building support to provide trainings</li> </ul>  | Students can tell what, how, and why they know a concept or idea in response to a document-based question.<br><br>Exposing students to Tier II Academic Vocabulary in daily discussion, learning targets, writing prompts, and document-based questions has improved understanding of how to interpret and respond to prompts given for literary and informational text analysis or evaluation. |

8/15/14-BL

# CIPP PLAN

2017 - 2018

235 Sunset Avenue Wenatchee, Washington 98801



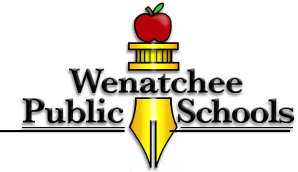
| <b>School:</b> Valley Academy  |  | <b>Content Area:</b> 6-8 ELA               |   |   |
|--|--|--|---|---|
| <b>SMART Goal:</b> (Specific-Measurable-Achievable-Relevant-Time Bound).<br>Between October and April 90% of Valley Academy Middle School Block students will improve responses to content-based assessments (CBA) by citing specific information from multiple documents to justify their inference on a given topic. Students will increase scores at least one level or achieve standard in the areas of evaluation, analysis, citation, and formatting of a thesis driven essay on a topic of study. High quality measures will include OSP's CBA rubrics and writing prompts with achievement of standard (3) in all areas. |  |  |   |   |
| <b>Strategy/ies:</b> (What improvement strategy/ies will you implement to meet your goal?)<br>Demystify assessment by directly instructing students how to interpret prompts, analyze valid sources, cite specific evidence from a document, and identify rubric requirements for meeting standard (3) on standardized assessments.  |  |  |   |   |
| <b>Action Steps</b><br>What steps must be completed to implement the strategy?   | <b>Responsibility</b><br>Who is responsible? | <b>Timeline</b><br>By When?<br>(Day/Month) | <b>Resources</b><br>Resources needed: time, materials, financial, human, etc.   | <b>Celebrations</b><br>What's working or showing promise? Other causes for celebration?   |
| MS ELA teachers review CCSS, Social Studies Standards and CBA Requirements.<br>Set a Schedule for administering multiple CBAs through out the school year.   | Cert. Staff                                  | August - October                           | <ul style="list-style-type: none"> <li>• CBA Rubrics</li> <li>• CCSS Social Studies Standards</li> <li>• WSD School Calendar</li> </ul>   | Using multiple CBA's through out the calendar year of 2016/2017 improved student understanding and application of skills on standardized assessments.   |
| Provide direct instruction of how to interpret response prompts, locate valid sources of information on a topic, develop historical questions, cite sources in text and a bibliography, and decode rubrics to meet a standard of "3."  | Cert. Staff                                  | Ongoing                                    | <ul style="list-style-type: none"> <li>• CBA Prompts &amp; Rubrics</li> <li>• Bibliography &amp; Works Cited Materials</li> <li>• In-Text Direct &amp; Indirect Citation Methods</li> <li>• Flocabulary.com Videos and Lessons</li> <li>• Tier II Academic Vocabulary &amp; Tier III Content Vocabulary</li> <li>• Google Drive – Student Accounts</li> </ul> | Intentionally teaching the skills, academic vocabulary, and rubric interpretation resulted in 90% of students in MS ELA & SS Block Classes passing the final CBA at or above a standard of 3.<br><br>Student peer review and discussion using Google Docs led students to a deeper understanding of requirements and ownership of learning.   |
| Coordinate and collaborate with MS ELA and SS teachers across grade bands and content areas to improve written response to standardized assessments and develop materials.<br><br>Identify students who need support and allocate time to tutor.   | Cert. Staff                                  | Ongoing                                    | <ul style="list-style-type: none"> <li>• Staff time to develop/share materials, resources, and curriculum.</li> <li>• Friday School Tutoring</li> <li>• Google Drive</li> </ul>   | Increased collaboration across grade bands and content areas has improved teacher and student understanding of requirements for standardized testing resulting in improved scores.<br><br>Implementation of Friday School for individuals requiring additional support has resulted in improved understanding and application of skills. Use of Google accounts provides more immediate and constructive feedback to students on how to improve written response. |

8/15/14-BL

# CIPP PLAN

2017 - 2018

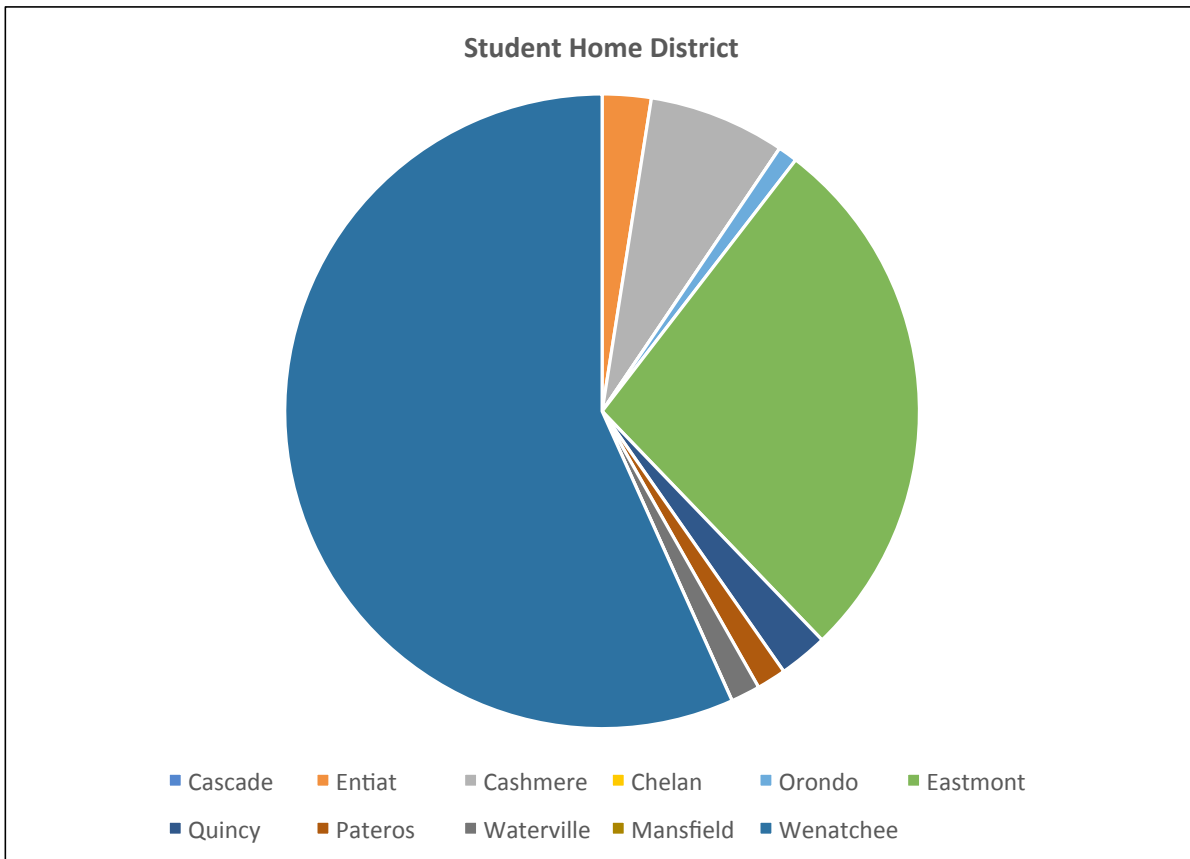
235 Sunset Avenue Wenatchee, Washington 98801



| <b>School:</b> Valley Academy  |                            | <b>Content Area:</b> K-5 ELA                            |   |   |
|--|----------------------------|---|---|---|
| <b>SMART Goal:</b> (Specific-Measurable-Achievable-Relevant-Time Bound).<br>Between October and April 90% of 4-5 Block students will demonstrate growth by moving at least one step on the rubric or be at standard (3) in the use of citation or attribution to source material. Growth will be measured by pre, mid and post writing samples scored by Smarter Balanced Opinion Rubric Target 7, as well as formative assessments. |                            |   |   |   |
| <b>Strategy/ies:</b> (What improvement strategy/ies will you implement to meet your goal?)<br>Teach students to cite sources accurately in text (directly or indirectly) as well as create a bibliography and works cited page to justify inferences.  |                            |   |   |   |
| <b>Action Steps</b>  | <b>Responsibility</b>      | <b>Timeline</b>   | <b>Resources</b>  | <b>Celebrations</b>   |
| <b>What steps must be completed to implement the strategy?</b>   | <b>Who is responsible?</b> | <b>By When? (Day/Month)</b>                             | <b>Resources needed: time, materials, financial, human, etc.</b>  | <b>What's working or showing promise? Other causes for celebration?</b>   |
| Elementary Teachers review CCSS and requirements of the Smarter Balanced Opinion Rubric to identify strategies for instruction and lessons.  | Cert. Staff                | Weekly mtgs. & Monthly Evaluations                      | <ul style="list-style-type: none"> <li>CCSS for Writing</li> <li>Smarter Balanced Opinion Rubric</li> <li>WSD Calendar</li> </ul>   | <p>Collaboration has improved understanding of requirements and expectations of students on SBAC resulting in similar strategies used and taught across grade-bands.</p> <p>Another result of collaboration is the addition of keyboarding to block classes and WSLPs to improve typing speed and accuracy when composing written text.</p> |
| Teach students how to cite in text and create a works cited bibliography page listing sources of information that support inferences.  | Cert. Staff                | Weekly  | <ul style="list-style-type: none"> <li>Smarter Balanced Opinion Rubric</li> <li>Bibliography &amp; Works Cited Materials</li> <li>In-Text Direct &amp; Indirect Citation Methods</li> <li>Tier II Academic Vocabulary</li> <li>Google Drive – Student Accounts</li> </ul> | <p>As a result of direct instruction, students are able to locate information in text that supports inference.</p> <p>Teaching and using academic vocabulary in daily lessons and learning targets has helped students better understand how to respond to questions and has improved written responses.</p>                                |
| Teach ACE strategies for document based question responses.  | Cert. Staff                | Ongoing as needed<br>Collaboration w/ staff and parents | <ul style="list-style-type: none"> <li>ACE Strategy Materials</li> <li>CCSS Sentence Prompts</li> </ul>   | Test results have been steadily improving as students gain skills justifying inferences.  |

8/15/14-BL

| Students Home District |            | Year to Year Student Count Comparison |       |                    |                     |
|------------------------|------------|---------------------------------------|-------|--------------------|---------------------|
|                        |            | Date                                  | Heads | WSD vs. Choice FTE | Staff:Student Ratio |
| Cascade                | 0          | 10/1/11                               | 198   | 77 vs. 121         | 184.29              |
| Entiat                 | 5          | 10/1/12                               | 196   | 85 vs. 111         | 183.33              |
| Cashmere               | 14         | 10/1/13                               | 209   | 98 vs. 111         | 184.5               |
| Chelan                 | 0          | 10/1/14                               | 195   | 98 vs. 97          | 172.94              |
| Orondo                 | 2          | 10/1/15                               | 178   | 76 vs. 103         | 156.1               |
| Eastmont               | 55         | 10/1/16                               | 186   | 112 vs. 74         | 169.34              |
| Quincy                 | 5          | 10/1/17                               | 201   | 114 vs. 87         | 184.37              |
| Pateros                | 3          |                                       |       |                    |                     |
| Waterville             | 3          |                                       |       |                    |                     |
| Mansfield              | 0          |                                       |       |                    |                     |
| Wenatchee              | 114        |                                       |       |                    |                     |
| <b>VAL Head</b>        | <b>201</b> |                                       |       |                    |                     |



Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015 North Central Educational Service District 171 Wenatchee Valley Academy Of Learning

**School Details**

Name: Valley Academy Of Learning  
 Code: 1742  
 Type: Alternative  
 Category: Comprehensive  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |  |
|--|--------|--|
| ELA  | 93.33% | <b>School Did Not Meet Federal Accountability Participation Requirements</b> |
| Math   | 93.33% |  |

Achievement Index Awards and Designations Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      | Career and College Readiness |                           |                 |
|----------------------------------|------------------------------------|------|---------|---|------|------------------------------|---------------------------|-----------------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      | Graduation Rate              | Dual Credit Participation | TBD             |
|                                  | ELA                                | Math | Science | ELA                                       | Math |                              |                           |                 |
| All Students                     | 7.00                               | 4.00 | 4.00    | 7.00                                      | 8.00 |                              |                           | to be phased in |
| Targeted Subgroup Average        |                                    |      |         |   |      |                              |                           |                 |
| Targeted Subgroups               |                                    |      |         |   |      |                              |                           |                 |
| American Indian/Alaska Native    |                                    |      |         |   |      |                              |                           |                 |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |                              |                           |                 |
| Black/African American           |                                    |      |         |   |      |                              |                           |                 |
| Hispanic                         |                                    |      |         |   |      |                              |                           |                 |
| English Language Learners (ELLs) |                                    |      |         |   |      |                              |                           |                 |
| Former ELL                       |                                    |      |         |   |      |                              |                           |                 |
| Students with Disabilities       |                                    |      |         |   |      |                              |                           |                 |
| Free and Reduced Price Lunch     |                                    |      |         |   |      |                              |                           |                 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |                              |                           |                 |
| Asian                            |                                    |      |         |   |      |                              |                           |                 |
| White                            | 7.00                               | 5.00 | 4.00    | 7.00                                      | 7.00 |                              |                           |                 |
| Two or More Races                |                                    |      |         |   |      |                              |                           |                 |

**Participation Rates**  
 Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.  
[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016

**School Details**

Name: Valley Academy Of Learning  
 Code: 1742  
 Type: Alternative  
 Category: Comprehensive  
 District: Wenatchee  
 ESD: North Central Educational Service District  
 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |  |
|--|--------|--|
| ELA  | 89.20% | <b>School Did Not Meet Federal Accountability Participation Requirements</b> |
| Math   | 89.20% |  |

[Achievement Index](#) | [Awards and Designations](#) | [Performance Details](#)

|                                  | Proficiency                        |      |         | Growth                                    |      | Career and College Readiness |                           |                 |
|----------------------------------|------------------------------------|------|---------|---|------|------------------------------|---------------------------|-----------------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      | Graduation Rate              | Dual Credit Participation | TBD             |
|                                  | ELA                                | Math | Science | ELA                                       | Math |                              |                           |                 |
| All Students                     | 7.00                               | 4.00 | 6.00    | 6.00                                      | 4.00 |                              |                           | to be phased in |
| Targeted Subgroup Average        |                                    |      |         |   |      |                              |                           |                 |
| Targeted Subgroups               |                                    |      |         |   |      |                              |                           |                 |
| American Indian/Alaska Native    |                                    |      |         |   |      |                              |                           |                 |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |                              |                           |                 |
| Black/African American           |                                    |      |         |   |      |                              |                           |                 |
| Hispanic                         |                                    |      |         |   |      |                              |                           |                 |
| English Language Learners (ELLs) |                                    |      |         |   |      |                              |                           |                 |
| Former ELL                       |                                    |      |         |   |      |                              |                           |                 |
| Students with Disabilities       |                                    |      |         |   |      |                              |                           |                 |
| Free and Reduced Price Lunch     |                                    |      |         |   |      |                              |                           |                 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |                              |                           |                 |
| Asian                            |                                    |      |         |   |      |                              |                           |                 |
| White                            | 6.00                               | 4.00 | 6.00    | 6.00                                      | 4.00 |                              |                           |                 |
| Two or More Races                |                                    |      |         |   |      |                              |                           |                 |

**Participation Rates**  
 Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.  
[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# FOOTHILLS



# BOARD CIPP SCHOOL REVIEWS



**Indicator Filters:**

Activity in last: All

Filter(s) Choose a filter to narrow your search

- Key Indicators only
- Show Achieved Indicators / Objectives Only
- Show Past Due Objectives Only
- Show Selected Indicators Only

apply Indicator Filter

Apply Filter Remove Filter

1 of 1

Foothills Middle---F

10/25/2017

**Comprehensive Progress Report**

**Mission:**

Our Mission at Foothills Middle School is to provide an optimum learning setting for our students. We know that students learn best when they are valued and provided a setting with relevant instruction, clear targets, positive role models, and recognition of accomplishment. We are currently collectively working on updating our school mission.

**Goals:**

All students will grow one or more proficiency levels on SBA (or significant scale score growth). Progress monitored by common formative assessments throughout the 2017-2018 school year.

By June 2018, we will reduce the number of chronically absent (19 or more days) students each by 20%. Our baseline number of chronically absent students for 2016-17 is 117 students.

! = Past Due Actions      KEY = Key Indicator

|   |                     |   |                                   |  |                    |  |
|---|---------------------|---|-----------------------------------|--|--------------------|--|
| <b>Core Function:</b>                   |                     | <b>Student and School Success Principle 1: Strong leadership</b>  |                                   |  |                    |  |
| <b>Effective Practice:</b>              |                     | <b>Principal's role</b>   |                                   |  |                    |  |
| <b>KEY</b>                              | <b>P1-IE06</b>      | <b>The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)</b>  | <b>Implementation Status</b>      | <b>Assigned To</b>                                 | <b>Target Date</b> |  |
| <b>Initial Assessment:</b>              |                     | With the implementation of our new master schedule, we are in the process of developing high performing PLC teams.  | Limited Development<br>09/27/2017 |  |                    |  |
| <b>How it will look when fully met:</b> |                     | When fully met we will have high performing PLC teams. This increased collaboration with teams is essential to continue student academic growth.  |                                   | <b>Mark Goveia</b>                                 | <b>06/15/2018</b>  |  |
| <b>Action(s)</b>                        | <b>Created Date</b> |   | <b>0 of 2 (0%)</b>                |  |                    |  |
| <b>1</b>                                | 10/25/17            | Administration along with Instructional coaches will monitor the implementation of the PLC principles. We will be able to accomplish this through participation in grade level collaboration on Wednesdays.   |                                   | Mark Goveia, Chad Morgan, Amber Birks and Joan Ada | 06/08/2018         |  |
| <b>Notes:</b>                           |                     |   |                                   |  |                    |  |
| <b>2</b>                                | 10/25/17            | All staff will participate in at least two PLC cycles of continuous improvement (district PLC initiative/PLCs 4 REAL) during the 2017-18 school year. This is the district's sponsored initiative to improve our ability to collaborate as high performing PLC's. |                                   | Mark Goveia, Amber Birks and Joan Adams            | 06/08/2018         |  |
| <b>Notes:</b>                           |                     |   |                                   |  |                    |  |
| <b>Core Function:</b>                   |                     | <b>Student and School Success Principle 2: Staff evaluation and professional development</b>  |                                   |  |                    |  |
| <b>Effective Practice:</b>              |                     | <b>Professional development</b>   |                                   |  |                    |  |
| <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>              |                     | We are working closely with our two PLC coaches (new for 2017-18) to provide professional development around the Four Pillars, High Performing Teams: high impact learning strategies, collaboration, and a focus on results.                                     | Limited Development<br>10/13/2017 |  |                    |  |



|   |                     |   |                                   |                             |                    |
|---|---------------------|---|-----------------------------------|-----------------------------|--------------------|
| <b>How it will look when fully met:</b> |                     | By May, 2018, each of our collaborative teams will have a clear understanding of the 4 PLC Pillars and have the structures of highly performing teams in place. Smart Goals in place for each team Shared data collection tools Team Data Protocols (our process for monitoring smart goals) Developing tools for development of intervention and extension opportunities PLC coaches will meet with collaborative teams a minimum of once a week to provide timely and differentiated PD.  |                                   | <b>Mark Goveia</b>          | <b>05/30/2018</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |   | <b>0 of 3 (0%)</b>                |                             |                    |
| <b>1</b>                                | 10/13/17            | All instructional staff will participate in the district's sponsored PLC initiative (PLC for REAL)  |                                   | Amber Birks, Joan Adams     | 04/11/2018         |
| <b>Notes:</b>                           |                     | A one year District Focus on cycles of continuous improvement.  |                                   |                             |                    |
| <b>2</b>                                | 10/13/17            | A Focus on PLC Foundations - Principal's Day 2017 focus on the 3 Big Ideas of a PLC, collaborative schedules, and an essential characteristics of a PLC survey.<br>Additional training was provided to our leadership team meetings around the essential characteristics survey, collaborative schedules, Mission/Vision, Values, and Goals.<br>Oct. 13 - Professional Development Day for all staff focused around the development of a clear mission statement.<br>Dec. 1 - Districtwide content collaboration around unit planning (priority standards, common formative assessments, and high impact instructional strategies.) |                                   | Joan Adams, Amber Birks     | 06/15/2018         |
| <b>Notes:</b>                           |                     |   |                                   |                             |                    |
| <b>3</b>                                | 10/13/17            | On-going, job imbedded training, for both Math and Read 180 staff. This will be direct focus on both ELL and SWD learners (a large proportion of these subgroups of students are served with Read and Math 180).  |                                   | Joan Adams, Amber Birks     | 06/15/2018         |
| <b>Notes:</b>                           |                     |   |                                   |                             |                    |
| <b>Core Function:</b>                   |                     | <b>Student and School Success Principle 3: Expanded time for student learning and teacher collaboration</b>   |                                   |                             |                    |
| <b>Effective Practice:</b>              |                     | <b>Expanded time for student learning and teacher collaboration</b>   |                                   |                             |                    |
| <b>KEY</b>                              | <b>P3-IVD05</b>     | <b>The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b>          | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |                     | With District support, we were able to implement a new master schedule that substantially increased instruction time in our core content areas (ELA, Math, and Science) and provided daily collaboration time within the school day for all instructional staff.  | Limited Development<br>10/13/2017 |                             |                    |
| <b>How it will look when fully met:</b> |                     | Daily collaboration time (45 min.) for instructional staff. Increased student instructional time (Math and Science an additional 13 minutes/day and ELA an additional 30 minutes/day). Evidence - the master schedule, collaborative agendas and summaries, and other artifacts related to interventions and extension plans. ELA and Math classes will receive targeted interventions in addition to the core instruction.   |                                   | <b>Mark Goveia</b>          | <b>06/30/2018</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |   | <b>0 of 3 (0%)</b>                |                             |                    |
| <b>1</b>                                | 10/13/17            | Monitor the implementation our our new Master schedule. This would include supporting the development of high performing PLC teams.   |                                   | Mark Goveia                 | 06/15/2018         |
| <b>Notes:</b>                           |                     |   |                                   |                             |                    |
| <b>2</b>                                | 10/13/17            | Intervention Model (6th /7th ELA)<br>Action research...6/7th grade ELA teams are providing grade level core instruction for all students (no Core replacement). In addition to the Core instruction all students receive a targeted intervention/extension for 45 minutes/day.  |                                   | 6th and 7th Grade ELA Teams | 06/15/2018         |
| <b>Notes:</b>                           |                     |   |                                   |                             |                    |
| <b>3</b>                                | 10/13/17            | ELL intervention teacher uses collaboration time and floating period to meet with ELA CORE teams once a week (at minimum) to align sheltered instruction in ELL support classroom to current ELA Standards and/or learning targets<br>ELL Teacher uses floating period to push into science classes (6-8th), providing language support for Newcomer EL's as needed   |                                   | Brain Blair                 | 06/15/2018         |
| <b>Notes:</b>                           |                     |   |                                   |                             |                    |
| <b>Core Function:</b>                   |                     | <b>Student and School Success Principle 4: Rigorous, aligned instruction</b>  |                                   |                             |                    |
| <b>Effective Practice:</b>              |                     | <b>Expecting and monitoring sound instruction in a variety of modes</b>   |                                   |                             |                    |

| KEY                                     | 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)  | Implementation Status             | Assigned To                                 | Target Date |
|---|---------------------|--|-----------------------------------|---|-------------|
| <b>Initial Assessment:</b>              |                     | Our ELA teams have collaboratively unit planned by identifying priority standards common formative assessments that teachers use to identify, targeted intervention/extensions.<br><br>Our Math and Science teams are in the first and second year of a curriculum adoption respectively, and are in the process of collaborative unit planning using identified priority standards and building common formative assessments. | Limited Development<br>10/18/2017 |   |             |
| <b>How it will look when fully met:</b> |                     | All content teams will give common formative assessment that are built around their priority standards and teams will commit PLC time to utilize these assessments to drive intervention and extension opportunities. ELA is farther along in the process and will go through the PLC cycle more often than the other teams.   |                                   | Mark Goveia                                 | 06/14/2019  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 3 (0%)</b>                |   |             |
| 1                                       | 10/18/17            | Common Formative Assessments/team data protocol to target students for intervention (focus on ELL, SWD).<br><br><i>Notes:</i>  |                                   | Joan Adams and Amber Birks                  | 06/14/2019  |
| 2                                       | 10/18/17            | ELL support class uses Achieve3000 and sheltered instruction to provide deeper learning of the standards on grade level CFA's in addition to the intervention those students may be receiving in their CORE extensions<br><br><i>Notes:</i>  |                                   | Brian Blair                                 | 06/15/2018  |
| 3                                       | 10/18/17            | Intervention Model: Flexible grouping and sharing students to ensure targeted intervention/extension instruction.<br>*goal is to provide intervention in addition to grade level core instruction.<br><br><i>Notes:</i>  |                                   | Evelyn Kellogg, Kirk Marshlain              | 06/15/2018  |
| <b>Core Function:</b>                   |                     | <b>Student and School Success Principle 5: Use of data for school improvement and instruction</b>  |                                   |   |             |
| <b>Effective Practice:</b>              |                     | <b>Assessing student learning frequently with standards-based assessments</b>  |                                   |   |             |
| KEY                                     | 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 |
| <b>Initial Assessment:</b>              |                     | We are in a year of transition. Now that we have daily collaboration, we will make placement decisions on an ongoing basis based on universal screeners (Reading Inventory and Math Inventory) and common formative assessments, state assessment data, software diagnostics as well as teacher/team/family recommendation.  | Limited Development<br>10/18/2017 |   |             |
| <b>How it will look when fully met:</b> |                     | It is our goal to create ELA heterogeneous cores. All students would get access to grade level core instruction and receive timely intervention/extensions in addition to the core.<br><br>We know we have fully met this objective when we use multiple data points to place students into cores and all students are getting personalized, targeted intervention/extensions.   |                                   | Mark Goveia                                 | 05/01/2018  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 3 (0%)</b>                |   |             |
| 1                                       | 10/18/17            | Use of student data to place students in appropriate academic settings (Support provided by ELL & SWD staff)<br><br><i>Notes:</i>  |                                   | Brian Blair, Evelyn Kellogg, Kirk Marshlain | 05/01/2018  |
| 2                                       | 10/18/17            | ELA common formative assessments will be used to drive intervention/extension placements.<br><br><i>Notes:</i>   |                                   | Sarah Cabbage, Toby Johnson, Wilburt Ochoa  | 06/01/2018  |
| 3                                       | 10/18/17            | LIT team uses data to monitor progress toward building goals<br><br><i>Notes:</i>  |                                   | LIT Members                                 | 06/21/2018  |
| 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>              |                     | Teams will work with instructional coaches this year to have plans for the PLC questions in order to determine curricular and instructional strategies.  | Limited Development<br>10/20/2017 |                            |                    |
| <b>How it will look when fully met:</b> |                     | The data of students who qualify for SWD/ELL services will be compared to all students to assess strengths and weaknesses of the curriculum and teaching strategies for closing the achievement gap. We will monitor this growth with the RI, MI, PI, and common formative assessments.  |                                   | <b>Amber Birks</b>         | <b>06/08/2018</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 3 (0%)</b>                |                            |                    |
| <b>1</b>                                | 10/20/17            | We will assess our ELL and SWD students at minimum three times per year using the RI, MI, PI, and common formative assessments.  |                                   | Math and ELA Teachers      | 06/08/2018         |
|   |                     | <i>Notes:</i>  |                                   |                            |                    |
| <b>2</b>                                | 10/20/17            | Instructional coaches will work with staff to determine curriculum and instruction adjustments using a team data protocol.   |                                   | Amber Birks and Joan Adams | 06/08/2018         |
|   |                     | <i>Notes:</i>  |                                   |                            |                    |
| <b>3</b>                                | 10/20/17            | With the help of the ESD and instructional coaches, Math and ELA teachers will participate in Learning Labs. In the Learning Lab model, teachers co-plan the first lesson, co-teach, analyze how the lesson went based on formative assessments, improve the lesson, and re-teach the lesson.  |                                   | Amber Birks, Joan Adams    | 06/08/2018         |
|   |                     | <i>Notes:</i>  |                                   |                            |                    |
| <b>Core Function:</b>                   |                     | <b>Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health</b>  |                                   |                            |                    |
| <b>Effective Practice:</b>              |                     | <b>School and classroom culture</b>  |                                   |                            |                    |
| <b>KEY</b>                              | <b>P6-IIIC13</b>    | <b>All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b>         | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |                     | FMS is in our third year of PBIS implementation. We have established building wide expectations for common areas and classrooms (behavior matrix), full implementation of tier 1 intervention model (88% score on the SET PBIS independent evaluation), and high functioning PBIS team that works in conjunction with our building Learning Improvement Team.<br><br>Currently complete and follow all district and state drills.  | Limited Development<br>10/20/2017 |                            |                    |
| <b>How it will look when fully met:</b> |                     | Deeply imbedded tier 1, 2, and 3 interventions in all classrooms support by individual teacher plans.<br><br>Systematic whole building re-teach and teach-tos driven by student data (SWIS).<br><br>Grade level team collaboration time focused on identifying interventions for students for both behavioral and social health (weekly). Partnership with Confluence Health to support students with mental health issues. Students will be served on campus once a week.<br><br>Fully implemented Run, Hide, Fight safety protocols. |                                   | <b>Chad Morgan</b>         | <b>06/15/2018</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 4 (0%)</b>                |                            |                    |
| <b>1</b>                                | 10/20/17            | All teachers will complete a classroom PBIS plan identifying their tier 1, 2, and 3 interventions. This ties into the Wenatchee School District's PLC for Real initiative.   |                                   | Chad Morgan                | 11/30/2017         |
|   |                     | <i>Notes:</i>  |                                   |                            |                    |
| <b>2</b>                                | 10/20/17            | Create an efficient student behavior tracking and intervention monitoring process to be implemented during weekly common collaboration time.   |                                   | Grade Level Teams          | 06/15/2018         |
|   |                     | <i>Notes:</i>  |                                   |                            |                    |
| <b>3</b>                                | 10/20/17            | Partner with Adam Bergstrom, WSD safety and security program director, to educate staff on Run, Hide, Fight protocols. Develop a plan to train all students on those protocols.  |                                   | Chad Morgan                | 06/15/2018         |
|   |                     | <i>Notes:</i>  |                                   |                            |                    |
| <b>4</b>                                | 10/25/17            | We will use SET evaluation tool to measure expectations taught. Our baseline data shows 80% of staff/students explicitly taught classroom expectations. Our goal for the 2017-2018 year is to increase to 95%.   |                                   | PBIS Team                  | 06/08/2018         |
|   |                     | <i>Notes:</i>  |                                   |                            |                    |
| <b>Core Function:</b>                   |                     | <b>Student and School Success Principle 7: Family and community engagement</b>   |                                   |                            |                    |

|   |                     |  |                                   |                    |                    |
|---|---------------------|--|-----------------------------------|--------------------|--------------------|
| <b>Effective Practice:</b>              |                     | <b>Defining the purpose, policies, and practices of a school community</b>   |                                   |                    |                    |
| <b>KEY</b>                              | <b>P7-IVA02</b>     | <b>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)</b>        | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |                     | Parents are recruited throughout the year to volunteer in classroom and for special projects. Information is published in Social Media, News Letter and on our website.  | Limited Development<br>10/02/2017 |                    |                    |
| <b>How it will look when fully met:</b> |                     | All Stakeholders will be able to access the information they are seeking because it is transparently displayed in multiple places. Teacher and parents will have two way, on-going communication   |                                   | <b>Mark Goveia</b> | <b>06/08/2018</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 2 (0%)</b>                |                    |                    |
| <b>1</b>                                | 10/2/17             | All teams will establish learning commitments (homework) by subject and grade levels to be shared with all students and their families.  |                                   | All Teachers       | 06/08/2018         |
|   |                     | <i>Notes:</i>  |                                   |                    |                    |
| <b>2</b>                                | 10/2/17             | Student compacts will be created for all students enrolled in LAP funded classes. These compacts will be signed by the students, teacher and parents. These will be distributed at parent teacher conferences and on-going as new students enrolled.   |                                   | LAP Teachers       | 06/08/2018         |
|   |                     | <i>Notes:</i>  |                                   |                    |                    |
| <b>KEY</b>                              | <b>P7-IVA04</b>     | <b>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)</b> | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |                     | Being a Title school we will communicate with parents during Parent/Teacher Conferences.   | Limited Development<br>10/02/2017 |                    |                    |
| <b>How it will look when fully met:</b> |                     | By November all LAP students and their families will relieve the school Compact. Signed contracts will be kept on file. If a family member does not attend conferences we will mail to the home.   |                                   | <b>Mark Goveia</b> | <b>06/08/2018</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 2 (0%)</b>                |                    |                    |
| <b>1</b>                                | 10/2/17             | All Teachers of LAP students will communicate the Compact with their families  |                                   | Elissa Johnston    | 11/17/2017         |
|   |                     | <i>Notes:</i>  |                                   |                    |                    |
| <b>2</b>                                | 10/2/17             | Compacts not distributed to families will be mailed home   |                                   | Office staff       | 11/17/2017         |
|   |                     | <i>Notes:</i>  |                                   |                    |                    |
| <b>Core Function:</b>                   |                     | <b>Student and School Success Principle 7: Family and community engagement</b>   |                                   |                    |                    |
| <b>Effective Practice:</b>              |                     | <b>Educating parents to support their children's learning and teachers to work with parents</b>  |                                   |                    |                    |
| <b>KEY</b>                              | <b>P7-IVA13</b>     | <b>The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |                     | Wenatchee Learns has created a volunteer list and after school career exploration opportunities. We have AVID elective that require family input. We will focus on increasing family communication related to the importance of attending schedule.  | Limited Development<br>10/02/2017 |                    |                    |
| <b>How it will look when fully met:</b> |                     | Increased communication concerning job opportunities.  |                                   | <b>Mark Goveia</b> | <b>06/08/2018</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 3 (0%)</b>                |                    |                    |
| <b>1</b>                                | 10/2/17             | Career exploration for students participating in AVID  |                                   | Mark Goveia        | 06/08/2018         |
|   |                     | <i>Notes:</i>  |                                   |                    |                    |
| <b>2</b>                                | 10/2/17             | All 8th grade students will participate in Pizza, Pop and Power Tools (females) or Fast and Furious Futures (males) sponsored by Wenatchee learns  |                                   | Wenatchee Learns   | 06/01/2018         |
|   |                     | <i>Notes:</i>  |                                   |                    |                    |
| <b>3</b>                                | 10/2/17             | Parents will be notified about their child's attendance after 3 unexcused.   |                                   | Chad Morgan        | 06/08/2018         |
|   |                     | <i>Notes:</i>  |                                   |                    |                    |

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015 Select an ESD Wenatchee Foothills Middle School

**School Details**

Name: Foothills Middle School  
 Code: 4432  
 Type: Public  
 Category: Middle School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 99.84% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 99.84% |   |

Achievement Index Awards and Designations Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 6.00                               | 5.00 | 7.00    | 7.00                                      | 6.00 |
| Targeted Subgroup Average        | 3.20                               | 2.00 | 5.00    | 7.20                                      | 4.20 |
| <b>Targeted Subgroups</b>        |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 4.00                               | 2.00 | 5.00    | 7.00                                      | 5.00 |
| English Language Learners (ELLs) | 1.00                               | 1.00 | 2.00    | 8.00                                      | 3.00 |
| Former ELL                       | 5.00                               | 3.00 | 7.00    | 6.00                                      | 5.00 |
| Students with Disabilities       | 2.00                               | 1.00 |         | 8.00                                      | 3.00 |
| Free and Reduced Price Lunch     | 4.00                               | 3.00 | 6.00    | 7.00                                      | 5.00 |
| <b>Non-Targeted Subgroups</b>    |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 7.00                               | 6.00 | 9.00    | 7.00                                      | 6.00 |
| Two or More Races                | 7.00                               | 7.00 |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016  Select an ESD  Wenatchee  Foothills Middle School

**School Details**

Name: Foothills Middle School  
 Code: 4432  
 Type: Public  
 Category: Middle School  
 District: Wenatchee  
 ESD: North Central Educational Service District  
 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 98.80% | School Met Federal<br>Accountability Participation Requirements |
| Math   | 98.80% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 6.00                               | 4.00 | 7.00    | 5.00                                      | 5.00 |
| Targeted Subgroup Average        | 3.60                               | 2.00 | 5.67    | 3.80                                      | 4.60 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 4.00                               | 2.00 | 5.00    | 4.00                                      | 5.00 |
| English Language Learners (ELLs) | 1.00                               | 1.00 |         | 3.00                                      | 4.00 |
| Former ELL                       | 6.00                               | 3.00 | 6.00    | 6.00                                      | 6.00 |
| Students with Disabilities       | 2.00                               | 1.00 |         | 2.00                                      | 3.00 |
| Free and Reduced Price Lunch     | 5.00                               | 3.00 | 6.00    | 4.00                                      | 5.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 8.00                               | 5.00 | 8.00    | 5.00                                      | 5.00 |
| Two or More Races                | 8.00                               | 8.00 |         | 8.00                                      | 9.00 |

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# ORCHARD



# BOARD CIPP SCHOOL REVIEWS

**Orchard Middle School**  
**Student & School Success Plan Indicators 10/3/17**

**Growth Mindset**

**Relationships**

**Engagement**

**Principle 1 STRONG LEADERSHIP**

**IE06** The principal keeps a focus on instructional improvement and student learning outcomes.

By June 2018 teachers will be getting ongoing feedback and trying deeper implementation of effective strategies based on feedback and student learning.

**Evidence:** evidence collection in iObservation for the teacher's chosen criteria and student growth goals. Walkthrough forms given by administrators and LIT members. Student growth evidence weekly.

Tasks:

- Administrators will do walkthroughs to provide feedback on instruction to all teachers.
- All teachers will create and monitor student growth goals for whole group or targeted group (ELL, SWD).
- Teachers on comprehensive evaluations have the option to get monthly support on collection of evidence and data tracking.

**Principle 2 STAFF EVALUATION & PROFESSIONAL DEVELOPMENT New indicator**

**IF12** School provides all staff high-quality, ongoing, job-embedded, differentiated professional development.

All staff will have the opportunity to participate in professional development aligned to their teaching assignment by the end of the contract year.

**Evidence:** sign in sheets, observation notes, PLC for REAL lap logs, book club members.

Tasks:

- LIT members will invite colleagues to observe and learn from each other.
- All teams will have weekly PLC work with instructional coaches.
- Monday morning LIT time will provide a menu of professional development for differentiated support.
- Training will be provided at monthly staff meetings aligned with District/Building initiatives.

**Principle 3 EXPANDED TIME FOR STUDENT LEARNING**

**IVD05** The school will monitor progress of the extended learning time programs and strategies being implemented, and use data to inform modifications.

Students will make a years growth, as shown by the RI and MI, in reading and math based on the interventions/enrichments that they are placed in quarterly.

**Evidence:** RI and MI scores, in class formative assessment data, tracking of interventions students are in each quarter, teacher weekly reflection/planning sheets.

Tasks:

- Teams facilitated by PLC coaches will review student data to inform intervention needs.
- Students placed in appropriate interventions based on weekly, quarterly data.
- Students will be moved fluidly between classes and teachers to best meet their needs based on weekly data analysis of learning.

**Principle 4 RIGOROUS, ALIGNED INSTRUCTION -- instruction aligned with standards & benchmarks**

**IIA07** All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

All teachers will give pre-assessments (verbal or written) at the beginning of a unit to identify student learning needs and supports necessary.

**Evidence:** classroom observations, students pre/post assessment data, teachers weekly reflection/planning sheets.

Tasks:

- All teachers create pre-assessments for their units of instruction.



- Teachers implement differentiated strategies and assignments to support SWD and ELL students based on pre-assessment data.
- Students post tested on each unit of instruction to measure the learning and effectiveness of the implemented strategies.

**Principle 5 USE OF DATA – Assessing student learning frequently with standards-based assessments**

**IID08** Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

Students who qualify for ELL and SWD will be monitored closely in the inclusion model to see if they close their learning gaps at the same rate as all students in the Read 180, Math 180 and 3D programs.

**Evidence:** student growth on MI and RI, reading counts assessments and in class assessments as well as the SBA as a lagging indicator, teacher reflection/planning sheets.

Tasks:

- Students take the RI and MI three times to monitor growth.
- Instructional coaches work with content teacher teams to determine curricular and instructional adjustments.
- Teachers do weekly data reflection on student learning to adjust instruction for the following week.

**Principle 6 SAFE, SUPPORTIVE SCHOOL ENVIRONMENT**

**IIIC13** All teachers reinforce classroom rules and procedures by positively teaching them.

By June 2018, we will achieve a 90% implementation average on the School-Wide Evaluation Tool (SET).

Students, staff and parents will be able to make clear distinctions between HOPE, 3 personal standards, and other classroom/building behavioral expectations and related consequences.

**Evidence:** shared information in Google docs, Monday Mentors, Acts of Kindness program, HOPE awards, team building activities, PBIS data, student/staff surveys, building and team matrices, building signage, SET

Tasks:

- Audit OMS for three personal standards signage.
- Incorporate 3 personal standards language into Teach to Refresh for January RTI.
- Add 3 personal standards language to announcements and reinforce with quarterly recognition.
- Incorporate PD to increase knowledge and practice when implementing appropriate consequences.

**Principle 7 ENGAGING FAMILIES**

**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.

All stakeholders will be able to access the information they are seeking because it is transparently displayed in multiple places. Parents and staff will have ongoing communication regarding homework guidelines.

**Evidence:** team documents, team meetings, school website, team minutes, team events, parent sign in sheets.

Tasks:

- All teams will create expected learning commitments by subject and grade levels to be shared with all students and their families.
- Student compacts will be distributed at parent teacher conferences and ongoing as new students enroll.
- Parents can sign up to volunteer through Wenatchee Learns.

*Learning for ALL Whatever it Takes*

*Inspiring Dreams through HOPE-Hard Work, Opportunities, Perseverance, Engagement*

\*\*We have collaboratively assessed, created goals and tasks for and will be monitoring P7-IVA04 (AYP, Title Component 7), P7-IV13 (AYP), P5-IID07

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015  Select an ESD  Wenatchee  Orchard Middle School

**School Details**

Name: Orchard Middle School  
 Code: 3370  
 Type: Public  
 Category: Middle School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 99.51% | School Met Federal<br>Accountability Participation Requirements |
| Math   | 99.75% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 4.00                               | 4.00 | 4.00    | 4.00                                      | 4.00 |
| Targeted Subgroup Average        | 2.40                               | 2.40 | 2.75    | 4.40                                      | 5.00 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 2.00                               | 3.00 | 3.00    | 5.00                                      | 5.00 |
| English Language Learners (ELLs) | 1.00                               | 1.00 | 1.00    | 4.00                                      | 5.00 |
| Former ELL                       | 4.00                               | 4.00 | 4.00    | 6.00                                      | 5.00 |
| Students with Disabilities       | 2.00                               | 1.00 |         | 3.00                                      | 5.00 |
| Free and Reduced Price Lunch     | 3.00                               | 3.00 | 3.00    | 4.00                                      | 5.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 7.00                               | 6.00 | 7.00    | 4.00                                      | 3.00 |
| Two or More Races                |                                    |      |         |   |      |

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016  Select an ESD  Wenatchee  Orchard Middle School

**School Details**

Name: Orchard Middle School  
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 Type: Public  
 Category: Middle School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL     | RATING RANGE |       |
|-----------------------|--------------|-------|
|                       | From         | To    |
| HIGHEST<br><br>LOWEST | 7.83         | 10.00 |
|                       | 6.77         | <7.83 |
|                       | 5.67         | <6.77 |
|                       | 4.15         | <5.67 |
|                       | 3.86         | <4.15 |
|                       | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 99.70% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 99.40% |   |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 4.00                               | 4.00 | 5.00    | 5.00                                      | 6.00 |
| Targeted Subgroup Average        | 2.60                               | 2.40 | 3.00    | 4.60                                      | 4.80 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 3.00                               | 3.00 | 3.00    | 4.00                                      | 5.00 |
| English Language Learners (ELLs) | 1.00                               | 1.00 | 1.00    | 3.00                                      | 4.00 |
| Former ELL                       | 5.00                               | 4.00 | 4.00    | 8.00                                      | 8.00 |
| Students with Disabilities       | 1.00                               | 1.00 |         | 3.00                                      | 1.00 |
| Free and Reduced Price Lunch     | 3.00                               | 3.00 | 4.00    | 5.00                                      | 6.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 6.00                               | 5.00 | 8.00    | 7.00                                      | 7.00 |
| Two or More Races                |                                    |      |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# PIONEER



# BOARD CIPP SCHOOL REVIEWS



## Pioneer Middle School Student and School Success Plan

### October 2017

**#1 - Strong Leadership: P1-IE06** - The principal will keep a focus on instructional improvement and student learning outcomes.

**Desired Outcomes:** When fully met we will have high performing PLC teams. This increased collaboration with teams is essential to continue student academic growth.

#### **2017-18 Tasks:**

1. Administration along with Instructional coaches will monitor the implementation of the PLC principles. We will be able to accomplish this through participation in grade level collaboration on Thursdays.
2. All staff will participate in at least two PLC cycles of continuous improvement (district PLC initiative/PLCs 4 REAL) during the 2017-18 school year. This is the district's sponsored initiative to improve our ability to collaborate as high performing PLC's.
3. All teachers will create and monitor student growth goals for whole groups and/or targeted groups (SED, ELL).

**#2 – Staff evaluation and professional development: P2-IF12** - The school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development.

**Desired Outcomes:** By May, 2018, each of our collaborative teams will have a clear understanding of the 4 PLC Pillars and have the structures of highly performing teams in place. Smart Goals in place for each team Shared data collection tools Team Data Protocols (our process for monitoring smart goals) Developing tools for development of intervention and extension opportunities. PLC coaches will meet with collaborative teams a minimum of once a week to provide timely and differentiated PD.

#### **2017-18 Tasks:**

1. All instructional staff will participate in the district's sponsored PLC initiative (PLC for REAL)

2. A Focus on PLC Foundations - Principal's Day 2017 focus on the 3 Big Ideas of a PLC, collaborative schedules, and the essential characteristics of a PLC survey. Additional training was provided to our leadership team meetings around the essential characteristics survey, collaborative schedules, Mission/Vision, Values, and Goals.

Oct. 13 - Professional Development Day for all staff focused around the development of a clear mission statement.

Dec. 1 - Districtwide content collaboration around unit planning (priority standards, common formative assessments, and high impact instructional strategies.)

3. On-going, job imbedded training, for both Math and Read 180 staff. This will be direct focus on both ELL and SWD learners (a large proportion of these subgroups of students are served with Read and Math 180).

**#3 – Expanded time for student learning and teacher collaboration: P3-IVD05** - The school will monitor progress of the extended learning time programs and strategies being implemented, and use data to inform modifications.

**Desired Outcomes:** Daily collaboration time (45 min) for instructional staff. All students will receive focused interventions in ELA and Math classes (in addition to core instruction).

**2017-18 Tasks:**

1. Intervention Model (6th /7th ELA) Action research...6/7th grade ELA teams are providing grade level core instruction for all students (no Core replacement). In addition to the Core instruction all students receive a targeted intervention/extension for 45 minutes/day.

2. Weekly meetings with PLC coaches focusing on student data, setting and monitoring SMART goals, learning and implementing high engagement teaching strategies.

**#4 – Effective Instruction: P4-III A07** - All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment

**Desired Outcomes:** All content teams will give common formative assessment that are built around their priority standards and teams will commit PLC time to utilize these assessments to drive intervention and extension opportunities. ELA is farther along in the process and will go through the PLC cycle more often than the other teams.

**2017-18 Tasks:**

1. Common Formative Assessments/team data protocol to target students for intervention (focus on ELL, SWD).

2. ELL support class uses Achieve3000 and sheltered instruction to provide deeper learning of the standards on grade level CFA's in addition to the intervention those students may be receiving in their CORE extensions.

3. Intervention Model: Flexible grouping and sharing students to ensure targeted intervention/extension instruction. Our goal is to provide intervention in addition to grade level core instruction.

**#5 - Use of data for school Improvement and Instruction: P5-IID07** - The Leadership Team will review student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school

**Desired Outcomes:** Pioneer staff will schedule students based on 3 years of assessment data for in-building transitions. Counselors and admin will meet with feeder schools to establish a summer transition summer start up session for LAP 5th graders coming to 6th grade. Counselors and Admin will meet with HS Dean's of Students for moving students from 8th grade to 9th grade. They will also meet with Administrators from WVTSC and Westside. All students will be placed in the appropriate classes for their following year (ELL, SWD, AVID, HiCap)

**2017-18Tasks:**

1. We will assess our ELL and SWD kids a minimum of three times per year using the RI, MI, PI and common formative assessments.
2. Instructional coaches will work with staff to determine curriculum and instruction adjustments using a team data protocol.
3. With the help of ESD staff and instructional coaches, math and ELA teachers will participate in Learning Labs. In the learning lab model, teacher will co-plan and co-teach a lesson and then analyze how the lesson went based on formative assessments. They will discuss changes they can make to improve the lesson and re-teach the lesson.

**#6 - Safety, discipline, and social, emotional, and physical health: P6-IIIC13** - All teachers will reinforce classroom rules and procedures by positively teaching them.

**Desired Outcomes:** Staff and students will understand the school rules and they will be implemented in a consistent fashion. When fully met, student suspensions and office referrals will be reduced by 20%.

**2017-18Tasks:**

1. School rules and teach -to will be presented at our August Principal Day.
2. The PBIS team will review data and present new focus areas to work on each month.
3. We will recognize positive student behavior through "Gotcha's", BEAR activities, Student of the Month and other classroom recognition activities.

**#7 - Family and community engagement: P7-IVAO2** - 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.

**Desired Outcomes:** All Stakeholders will be able to access the information they are seeking because it is transparently displayed in multiple places. Teacher and parents will have two way, on-going communication

**2017-18 Tasks:**

1. All teams will establish learning commitments (homework) by subject and grade levels to be shared with all students and their families.

2. Student compacts will be created for all students. These compacts will be signed by the students, teacher and parents. These will be distributed at parent teacher conferences and on-going as new students enrolled.

**#7 - Family and community engagement: P7-IVA04** - The school's Compact will include 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).

**Desired Outcomes:** By November all students and their families will receive the school Compact. Signed contracts will be kept on file. If a family member does not attend conferences we will mail to the home.

**2017-18 Tasks:**

1. All PMS families will receive a copy of our school's Compact. This will be distributed during conferences or mailed home with first quarter report cards.

**#7 - Family and community engagement: P7-IVA13** - The LEA/School has engaged parents and community in the transformation process.

**Desired Outcomes:** During the 1017 - 18 school year, students will have opportunities to connect with the community through job exploration and classroom presentations. All families will be notified when students reach 3 un-excused absences. AVID families will have additional opportunities to attend Family Nights, Field Trips and as guest speakers.

**2017-18 Tasks:**

1. Students will attend Pizza, Pop and Power Tools or Fast and Furious Futures community job exploration field trips.
2. AVID staff will invite parents to participate in Family Night, field trips and to share their story through guest speaking opportunities.
3. Parents will be notified about their child's attendance after 3 unexcused.



Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015

**School Details**

Name: Pioneer Middle School  
 Code: 3210  
 Type: Public  
 Category: Middle School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |               |   |
|--|---------------|---|
| <b>ELA</b>   | <b>97.46%</b> | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| <b>Math</b>  | <b>98.46%</b> |   |

[Achievement Index](#) | [Awards and Designations](#) | [Performance Details](#)

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 5.00                               | 3.00 | 6.00    | 6.00                                      | 4.00 |
| Targeted Subgroup Average        | 2.60                               | 1.80 | 4.00    | 5.40                                      | 4.80 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 3.00                               | 2.00 | 5.00    | 6.00                                      | 5.00 |
| English Language Learners (ELLs) | 1.00                               | 1.00 | 2.00    | 6.00                                      | 6.00 |
| Former ELL                       | 5.00                               | 3.00 | 6.00    | 6.00                                      | 5.00 |
| Students with Disabilities       | 1.00                               | 1.00 | 2.00    | 3.00                                      | 3.00 |
| Free and Reduced Price Lunch     | 3.00                               | 2.00 | 5.00    | 6.00                                      | 5.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 6.00                               | 5.00 | 7.00    | 6.00                                      | 4.00 |
| Two or More Races                | 5.00                               | 4.00 |         |   |      |

**Participation Rates**

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016 Select an ESD Wenatchee Pioneer Middle School

**School Details**

Name: Pioneer Middle School  
 Code: 3210  
 Type: Public  
 Category: Middle School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |   |
|--|--------|---|
| ELA  | 96.50% | <b>School Met Federal<br/>Accountability Participation Requirements</b> |
| Math   | 96.30% |   |

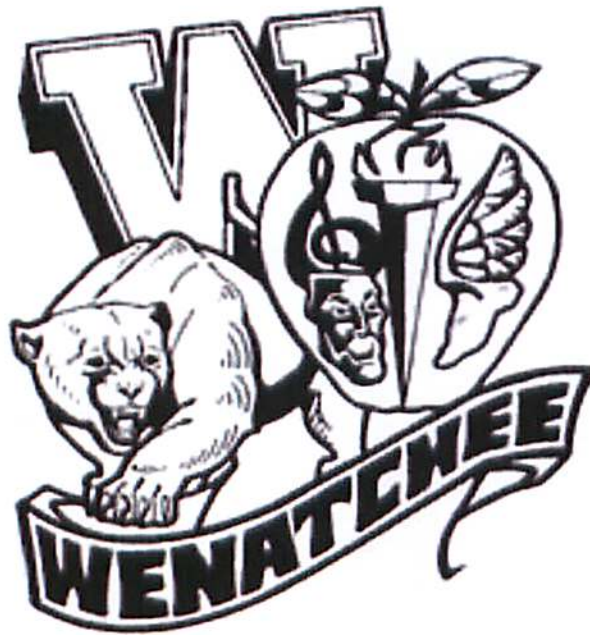
Achievement Index Awards and Designations Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      |
|----------------------------------|------------------------------------|------|---------|---|------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      |
|                                  | ELA                                | Math | Science | ELA                                       | Math |
| All Students                     | 6.00                               | 4.00 | 7.00    | 7.00                                      | 6.00 |
| Targeted Subgroup Average        | 3.60                               | 2.20 | 5.00    | 6.60                                      | 5.40 |
| Targeted Subgroups               |                                    |      |         |   |      |
| American Indian/Alaska Native    |                                    |      |         |   |      |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |
| Black/African American           |                                    |      |         |   |      |
| Hispanic                         | 4.00                               | 2.00 | 6.00    | 7.00                                      | 6.00 |
| English Language Learners (ELLs) | 1.00                               | 1.00 | 3.00    | 5.00                                      | 6.00 |
| Former ELL                       | 6.00                               | 3.00 | 7.00    | 8.00                                      | 6.00 |
| Students with Disabilities       | 3.00                               | 2.00 | 3.00    | 6.00                                      | 4.00 |
| Free and Reduced Price Lunch     | 4.00                               | 3.00 | 6.00    | 7.00                                      | 5.00 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |
| Asian                            |                                    |      |         |   |      |
| White                            | 7.00                               | 5.00 | 8.00    | 7.00                                      | 5.00 |
| Two or More Races                |                                    |      |         |   |      |

**Participation Rates**  
 Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.  
[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# WENATCHEE HIGH SCHOOL



# BOARD CIPP SCHOOL REVIEWS



## Continuous Improvement Planning Process Building Plan

|   |                                   |
|---|-----------------------------------|
| Building: 2017-2018 Wenatchee High School   |                                   |
| <p><b>Goal:</b> (Is your goal clear, measurable, achievable, and based upon data?)<br/>All ninth grade students will pass all of their classes during the 2017-2018 school year. (29% of ninth grade students failed at least one course last year according to OSPI.)</p>  |                                   |
| <p><b>Strategy:</b> (What strategy (i.e. program, instructional strategy, etc.) must be implemented to meet the goal?)</p> <ol style="list-style-type: none"> <li>1.) Improve student attendance and readiness to learn</li> <li>2.) Improve PLC focus to deepen teacher interdependency</li> <li>3.) Schedule- Addressing student needs</li> </ol>   |                                   |
| <p><b>Action Steps:</b> (What steps need to be taken to implement the strategy?)</p> <p><b>Strategy 1</b> -Attendance/Readiness to Learn</p> <ol style="list-style-type: none"> <li>1.) Tardy Kiosk</li> <li>2.) Dean's Den -attendance, meetings, restorative support</li> <li>3.) Student led tutoring, student mentors</li> <li>4.) Counselors meeting with every 9th grader</li> <li>5.) Tier 1 Committee: Panther P.R.I.D.E. class attendance Celebrations, cell-phone expectations - Classroom Expectations</li> <li>6.) Tier 2 Student Success Team: Meet weekly, Check in Check out process, Panther Partners, community outreach</li> <li>7.) Small group meeting space created for small group focus intervention</li> <li>8.) Panther House- Open house 6-8 on Tuesdays, meals after school</li> <li>9.) Student initiated referral for support</li> </ol> <p><b>Strategy 2</b> - Improved PLC focus to deepen teacher interdependency</p> <ol style="list-style-type: none"> <li>1.) PLC 4 Real- Admin modeling practice</li> <li>2.) Aligned grading practices- PLC groups and Special Education, review of last year grading practices.</li> <li>3.) Learning Labs- Math and Science</li> <li>4.) 9th ELA PLC team- Weekly meeting-sharing load of academics for all students in ELA.</li> <li>5.) 9th grade Science- meeting on Tuesday mornings around</li> </ol> | <p><b>Review<br/>Timeline</b></p> |

achievement and aligned grading.

- 6.) Lunchtime focus- PLC teams are using extended time to address student achievement
- 7.) PLC training- conference in Feb- Admin/teacher leaders

**Strategy 3** - Developing a schedule to address student needs

- 1) Math
  - a.) Increase time for Algebra
  - b.) Push in using LAP dollars to serve Algebra
- 2.) Social Emotional Learning- small group case management
- 3.) Academic interventions- ELA, GEAR-UP case management
- 4.) 45 minute lunch
  - a.) Teacher access
  - b.) Assignment completion/test make up times
- 5.) Priority scheduling- balance of rigor
- 6.) Parent contact home-
  - a.) Training provided
  - b.) Expectations- 1x week 5 calls- Google form to monitor
- 7.) PBIS trainings
  - c.) Classroom behavior plan
  - d.) Avoiding power struggles
  - e.) Reward system
  - f.) Coping skills
  - g.) Conflict resolution
  - h.) Relaxation/de- escalation
- 8.) Researching best practices of other cohort school
  - i.) Washington High School
  - j.) Math success

**Resources:** (What resources are necessary to carry out either the strategy or action steps? This could include resources such as materials, money for staff development, money for release time, etc.)

- 1.) After school transportation
- 2.) PLC training funds
- 3.) Intervention Support
- 4.) More technology

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015  Select an ESD  Wenatchee  Wenatchee High School

**School Details**

Name: Wenatchee High School  
 Code: 2134  
 Type: Public  
 Category: High School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.89         | 10.00 |
|                             | 6.85         | <7.89 |
|                             | 5.75         | <6.85 |
|                             | 4.26         | <5.75 |
|                             | 3.63         | <4.26 |
|                             | 1.00         | <3.63 |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |  |
|--|--------|--|
| ELA  | 59.44% | <b>School Did Not Meet Federal Accountability Participation Requirements</b> |
| Math   | 51.22% |  |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      | Career and College Readiness |                           |                 |
|----------------------------------|------------------------------------|------|---------|---|------|------------------------------|---------------------------|-----------------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      | Graduation Rate              | Dual Credit Participation | TBD             |
|                                  | ELA                                | Math | Science | ELA                                       | Math |                              |                           |                 |
| All Students                     | 3.00                               | 2.00 | 7.00    |   |      | 7.00                         | 5.00                      | to be phased in |
| Targeted Subgroup Average        | 2.20                               | 1.00 | 4.40    |   |      | 5.50                         | 4.40                      |                 |
| Targeted Subgroups               |                                    |      |         |   |      |                              |                           |                 |
| American Indian/Alaska Native    |                                    |      |         |   |      |                              |                           |                 |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |                              |                           |                 |
| Black/African American           |                                    |      |         |   |      |                              |                           |                 |
| Hispanic                         | 3.00                               | 1.00 | 6.00    |   |      | 6.00                         | 5.00                      |                 |
| English Language Learners (ELLs) | 1.00                               | 1.00 | 2.00    |   |      |                              | 4.00                      |                 |
| Former ELL                       | 3.00                               | 1.00 | 6.00    |   |      | 6.00                         | 5.00                      |                 |
| Students with Disabilities       | 1.00                               | 1.00 | 2.00    |   |      | 4.00                         | 3.00                      |                 |
| Free and Reduced Price Lunch     | 3.00                               | 1.00 | 6.00    |   |      | 6.00                         | 5.00                      |                 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |                              |                           |                 |
| Asian                            |                                    |      |         |   |      |                              |                           |                 |
| White                            | 4.00                               | 2.00 | 9.00    |   |      | 7.00                         | 6.00                      |                 |
| Two or More Races                |                                    |      |         |   |      |                              | 6.00                      |                 |

**Participation Rates**  
 Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.  
[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.



Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016 Select an ESD Wenatchee Wenatchee High School

**School Details**

Name: Wenatchee High School  
 Code: 2134  
 Type: Public  
 Category: High School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL | RATING RANGE |       |
|-------------------|--------------|-------|
|                   | From         | To    |
| HIGHEST           | 7.83         | 10.00 |
|                   | 6.77         | <7.83 |
|                   | 5.67         | <6.77 |
|                   | 4.15         | <5.67 |
|                   | 3.86         | <4.15 |
|                   | LOWEST       | 1.00  |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |  |
|--|--------|--|
| ELA  | 91.70% | <b>School Did Not Meet Federal Accountability Participation Requirements</b> |
| Math   | 85.00% |  |

Achievement Index Awards and Designations Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      | Career and College Readiness |                           |                 |
|----------------------------------|------------------------------------|------|---------|---|------|------------------------------|---------------------------|-----------------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      | Graduation Rate              | Dual Credit Participation | TBD             |
|                                  | ELA                                | Math | Science | ELA                                       | Math |                              |                           |                 |
| All Students                     | 9.00                               | 3.00 | 8.00    |   |      | 8.00                         | 6.00                      | to be phased in |
| Targeted Subgroup Average        | 6.60                               | 2.20 | 4.20    |   |      | 7.25                         | 4.50                      |                 |
| Targeted Subgroups               |                                    |      |         |   |      |                              |                           |                 |
| American Indian/Alaska Native    |                                    |      |         |   |      |                              |                           |                 |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |                              |                           |                 |
| Black/African American           |                                    |      |         |   |      |                              |                           |                 |
| Hispanic                         | 8.00                               | 3.00 | 6.00    |   |      | 7.00                         | 5.00                      |                 |
| English Language Learners (ELLs) | 5.00                               | 1.00 | 1.00    |   |      |                              | 5.00                      |                 |
| Former ELL                       | 8.00                               | 2.00 | 7.00    |   |      | 9.00                         | 6.00                      |                 |
| Students with Disabilities       | 4.00                               | 3.00 | 1.00    |   |      | 5.00                         | 3.00                      |                 |
| Free and Reduced Price Lunch     | 8.00                               | 2.00 | 6.00    |   |      | 8.00                         | 5.00                      |                 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |                              |                           |                 |
| Asian                            |                                    |      |         |   |      |                              |                           |                 |
| White                            | 9.00                               | 4.00 | 9.00    |   |      | 8.00                         | 6.00                      |                 |
| Two or More Races                |                                    |      |         |   |      |                              | 6.00                      |                 |

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

# WESTSIDE HIGH SCHOOL



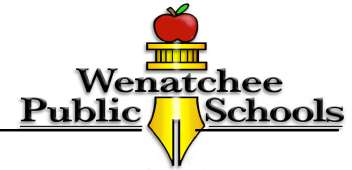
# BOARD CIPP SCHOOL REVIEWS



# CIPP PLAN

2017/18 CIPP – WestSide High School

235 Sunset Avenue Wenatchee, Washington 98801



**School:** WestSide High School

**Content Area:** Science

**SMART Goal:** (Specific-Measurable-Achievable-Relevant-Time Bound) **Through curriculum alignment, creation of DBAs, and intentional preparation for NGSS assessments, 75% of students in science who have completed two contracts and two DBAs will reach a level 3 or better mastery during the third quarter. 50% will meet standard on the NGSS assessment by May of 2018.**

**Strategy/ies:** (What improvement strategy/ies will you implement to meet your goal?) **Westside High School will implement a fully aligned, comprehensive NGSS curriculum change that embraces necessary systemic change in platform, assessment preparation and standard alternatives. This transition will specifically address Wenatchee School District's mission statement to such a degree that it will become a model program for other schools in our district.**

| <i>Action Steps</i>   | <i>Responsibility</i>                       | <i>Timeline</i>         | <i>Resources</i>   | <i>Celebrations</i>   |
|---|---|-------------------------|--|---|
| What steps must be completed to implement the strategy?   | Who is responsible?                         | By When?<br>(Day/Month) | Resources needed: time, materials, financial, human, etc.                              | What's working or showing promise? Other causes for celebration?  |
| 1. Westside High School Science teachers in all programs (including CAP) will implement Discovery Education. This will involve: Re-writes for all contracts across the board  | Pat McElroy, Brian Herling, and Megan Cross | 2017/18 School year     | Some collaboration time and development of materials time needed within school budget. | Students' excitement level and participation level increases and they often do not realize they are doing as much science as they really are doing. |
| 2. Westside High School Science teachers will collaborate to develop plans for assessment preparation that include the following factors: ACT, and NGSS Assessment, and tracking sub-groups                                     | Pat McElroy, Brian Herling, and Megan Cross | 2017/18 School year     |  |   |
| 3. Westside High School teachers will collaborate to develop plans for standard alternatives that include the following: creation of DBAs for the Sciences using SBA related questions and sample questions from the NGSS test. | Pat McElroy, Brian Herling, and Megan Cross | 2017/18 School year     |  |   |

# CIPP PLAN

235 Sunset Avenue Wenatchee, Washington 98801



**School:** WestSide High School

**Content Area:** Math

**SMART Goal:** (Specific-Measurable-Achievable-Relevant-Time Bound): **Through content alignment, using and tracking SBA Interim Assessment, demystifying the test, implementing a new intervention system, and one-on-one support for each struggling math student, 20% WestSide High School math students will meet standard on the Math Smarter Balanced Assessment spring 2017.**

**Strategy/ies:** (What improvement strategy/ies will you implement to meet your goal?): **Begin using a variety of pre-diagnostic tools to help find correlative data for meeting standard on the Math SBA (MI, Interim Exams, and DBAs). Continue using the CoE as a preparatory tool to help students master concepts and score higher on the SBA. Using pre-algebra as an intervention strategy for select students.**

| <i>Action Steps</i>   | <i>Responsibility</i>                                     | <i>Timeline</i>                           | <i>Resources</i>  | <i>Celebrations</i>   |
|---|---|---|---|---|
| What steps must be completed to implement the strategy?   | Who is responsible?                                       | By When? (Day/Month)                      | Resources needed: time, materials, financial, human, etc.                                       | What's working or showing promise? Other causes for celebration?  |
| 1. Create one SBA style question for each unit exam per subject.  | Brian Herling, Jill Svilar, Megan Cross, and Peg Ronhovde | Collaboration time throughout school year | More time in collaboration would benefit the growth of this process<br><br>WSD Coaching support | In other content areas, students are finding success understand the exam and gaining more exposure to exam-like questions.                      |
| 2. Use interim SBA Tests with the students to give them exposure and more time with computer exams. Work with ways of students scoring their work using anchor problems and understanding the standards |   | Throughout school year 2017/18            |   | More exposure equals higher scores. Scoring their own work will help them substantially understand what is necessary to obtain a passing score. |
| 3. Common/Team SG Goals   |   | Throughout school year 2017/18            |   | Done for 17/18  |

# CIPP PLAN

235 Sunset Avenue Wenatchee, Washington 98801


**School:** WestSide High School

**Content Area:** ELA

**SMART Goal:** (*Specific-Measurable-Achievable-Relevant-Time Bound*):

During the 2017-2018 school year, the English teachers will utilize the established WSHS Power Standards through their contract assignments to have 50% of all students enrolled by the beginning of 3rd quarter meeting standard on the ELA SBA (2548 - lagging indicator) and 75% earning a 3 or better on the SBA aligned DBA (leading indicator).

**Strategy/ies:** (What improvement strategy/ies will you implement to meet your goal?): **Creation of a WSHS Data Review Protocol and action plan for teaching ELA: Vocab/word meanings, brief writes, grammar practice, essays, interim exams and practice testing, DBAs, team contracts, celebrations for success.**

| <i>Action Steps</i>   | <i>Responsibility</i>  | <i>Timeline</i>                            | <i>Resources</i>  | <i>Celebrations</i>  |
|---|--|--|---|--|
| What steps must be completed to implement the strategy?   | Who is responsible?  | By When?<br>(Day/Month)                    | Resources needed: time, materials, financial, human, etc.   | What's working or showing promise? Other causes for celebration?   |
| 1. During the spring 2017 release day, the ELA teachers will meet and create actions plans and strategies for assessment. Additional day in August 2017 too.  | Mike Hartley,<br>Jennifer<br>Devereaux, Kari<br>DeMarco and<br>Tim Lynch | End of 2017/18<br>school year              |   | <ul style="list-style-type: none"> <li>Working with instructional coaches to understand and implement the CCSS</li> </ul>  |
| 2. In the spring of 2017, the ELA team will establish SGGs linked to priority learning goals and assessments. 75% of students who complete a contract and two DBAs prior to the end of second semester will meet standard on a SBA aligned DBA. | Mike Hartley,<br>Jennifer<br>Devereaux, Kari<br>DeMarco and<br>Tim Lynch | End of 2017/18<br>school year              | <p>District Instructional Coach with intimate knowledge of the CCSS and SBA – May not have?</p> <p>Two days of collaborative time to work through the strategies necessary to complete and reach the goals</p> <p><a href="https://docs.google.com/document/d/1yy5tcNL-3xhAQGpUH5ZAdFidrevKfR55QoZIZjbf rVA/edit">https://docs.google.com/document/d/1yy5tcNL-3xhAQGpUH5ZAdFidrevKfR55QoZIZjbf rVA/edit</a></p> <p>Commonlit, NEWSELA, NOREDINK, vocab.com, knowjii, membean, Sushi, and Pearsonrealize</p> | <ul style="list-style-type: none"> <li>Intentional focus on the standards, DBAs, SGG and the state assessment</li> <li>Working toward the test with each contract using the CoE as a safety net</li> <li>Collaboration as a team and helping each other be successful</li> </ul> |
| 3. All seniors still needing to meet standard on the ELA SBA will be given an SBA test prep contract and a CoE contract prior to spring testing   | Mike Hartley,<br>Jennifer<br>Devereaux, Kari<br>DeMarco and<br>Tim Lynch | Prior to fall SBA<br>and spring<br>2017/18 |   |  |

# CIPP PLAN

235 Sunset Avenue Wenatchee, Washington 98801



**School:** WestSide High School

**Content Area:** Reading

**SMART Goal:** (Specific-Measurable-Achievable-Relevant-Time Bound):

**Through our Reading Intervention Program, 50% of our low-level readers with 80% attendance or better, who have not met standard on the ELA SBA or have not attempted it, will increase their personal reading level by one full academic years by May 2018.**

**Strategy/ies:** (What improvement strategy/ies will you implement to meet your goal?):

**Continued intentional placement of students in our Reading Intervention courses and making sure these students are in good attendance and at a readiness level to benefit from the program.**

| <i>Action Steps</i>   | <i>Responsibility</i>                        | <i>Timeline</i>                                    | <i>Resources</i>   | <i>Celebrations</i>   |
|---|--|--|--|---|
| What steps must be completed to implement the strategy?   | Who is responsible?                          | By When? (Day/Month)                               | Resources needed: time, materials, financial, human, etc.                | What's working or showing promise? Other causes for celebration?  |
| 1. Throughout the 2017/18 school-year, the ELA team will screen ALL students with SRI and share the finding with the Reading Workshop teachers. | Mary Robinson and Galen Guthrie and ELA Team | Throughout the year                                | District Instructional Coach with intimate knowledge of the CCSS and SBA | <ul style="list-style-type: none"> <li>• Reading intervention classes for students struggling in Reading</li> <li>• Using a universal pre-screener to determine who would be eligible for the intervention - SRI</li> <li>• Teacher classroom support for the intervention</li> </ul> |
| 2. Quarterly assessment opportunities for all students in the Reading Intervention Program  | Mary Robinson and Galen Guthrie and ELA Team | Quarters 1, 2, 3, and 4 of the 2017/18 school year | Continued District support of our Reading Intervention Program           |   |
| 3. Using previous DBA, SBA scores and RI to help place appropriately  | Mary Robinson and Galen Guthrie and ELA Team | Nov 2017   |  |   |

# CIPP PLAN

235 Sunset Avenue Wenatchee, Washington 98801



**School:** WestSide High School

**Content Area:** PBIS

**SMART Goal:** (Specific-Measurable-Achievable-Relevant-Time Bound): **By the end of the 2017/18 school year, WestSide High School will continue to implement PBIS working specifically on our Tier II and III protocols and outlining how this team works with individual student in Tier II and III and the collaborative building team through documenting student support meetings at a rate of 4 per month and lessening the number of students on CPR and the number of weeks students are on CPR.**

**Strategy/ies:** (What improvement strategy/ies will you implement to meet your goal?):

**Clearly articulated goals and plans for implementation for the 2017/18 school-year to include tier 2 teams and protocols. Continued meetings each month as well as duties and responsibilities assigned to team members. Use set staffing times during the week to work with more parents and guardians**

| <i>Action Steps</i>   | <i>Responsibility</i> | <i>Timeline</i>                      | <i>Resources</i>   | <i>Celebrations</i>  |
|---|-----------------------|--------------------------------------|--|--|
| What steps must be completed to implement the strategy?                                       | Who is responsible?   | By When? (Day/Month)                 | Resources needed: time, materials, financial, human, etc.  | What's working or showing promise? Other causes for celebration?       |
| 1. Team focus on tier 2 and 3 interventions for students. Tier 2 training with Flint Simonson | PBIS Team             | Monthly meetings 2017/18             | Functional Behavioral Assessment Training, Teacher time at Principal's Day. Flint Simonson training 9/29, 10,25, and 2/7 | We have Heidi's expertise to help train us and get better at this work |
| 2. Use collaboration as a platform for establishing the routines                              | All staff             | Weekly Monday collaboration meetings | Intentional time to develop and use the processes necessary for true tier 2 and 3 discussions                            | We have collaboration time available already                           |
| 3. Re-visiting the TIC bi-annually and the SET annually                                       | PBIS Team             | Each Quarter                         | SWIS TIC process and looking to the planning tool for guidance and keeping us on track                                   | We were able to do this effectively in the past                        |

# CIPP PLAN

235 Sunset Avenue Wenatchee, Washington 98801



**School:** WestSide High School

**Content Area:** Collaboration

**SMART Goal:** (*Specific-Measurable-Achievable-Relevant-Time Bound*):

**By the end of 2018, our LIT would like to increase survey scores to alleviate the 10% negative response to every question and increase to over 60% responding agree or strongly agree with ALL questions.**

**Strategy/ies:** (What improvement strategy/ies will you implement to meet your goal?): **In addition to sending out the draft agenda, meeting times, minutes via email, posting in a shared Google Doc, and having the meetings on the shared calendar, we will focus on personal inquiries and face to face meetings to ensure people feel heard and asked for input.**

| <i>Action Steps</i>  | <i>Responsibility</i> | <i>Timeline</i>                   | <i>Resources</i>  | <i>Celebrations</i>   |
|--|-----------------------|-----------------------------------|---|---|
| What steps must be completed to implement the strategy?  | Who is responsible?   | By When?<br>(Day/Month)           | Resources needed: time, materials, financial, human, etc.   | What's working or showing promise? Other causes for celebration?  |
| 1. Meet in small groups more often and utilize face to face as much as digital                               | LIT                   | Monthly Meetings                  | <ol style="list-style-type: none"> <li>1. LID Monday mornings</li> <li>2. Agreed upon commitment</li> <li>3. Intentional effort</li> <li>4. PLC 4REAL Laps</li> </ol> | <ol style="list-style-type: none"> <li>1. New Google Doc format</li> <li>2. We are building on good foundation</li> <li>3. Not a lot of negativity among staff</li> </ol> |
| 2. Make sure our Classified Staff is delivered agenda, minutes, and are invited to meetings in multiple ways | Kory                  | Monthly Meetings                  |   |   |
| 3. PLC 4REAL laps  | All Teachers          | As outlined in the PLC 4REAL Laps |   |   |

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015

**School Details**

Name: Westside High School  
 Code: 1613  
 Type: Alternative  
 Category: High School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL | RATING RANGE |       |
|-------------------|--------------|-------|
|                   | From         | To    |
| HIGHEST           | 7.89         | 10.00 |
|                   | 6.85         | <7.89 |
|                   | 5.75         | <6.85 |
|                   | 4.26         | <5.75 |
|                   | 3.63         | <4.26 |
|                   | 1.00         | <3.63 |
| LOWEST            |              |       |

| 2014-2015 Smarter Balanced Assessment Participation Rate |        |  |
|--|--------|--|
| ELA  | 25.00% | <b>School Did Not Meet Federal Accountability Participation Requirements</b> |
| Math   | 50.75% |  |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      | Career and College Readiness |                           |                 |
|----------------------------------|------------------------------------|------|---------|---|------|------------------------------|---------------------------|-----------------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      | Graduation Rate              | Dual Credit Participation | TBD             |
|                                  | ELA                                | Math | Science | ELA                                       | Math |                              |                           |                 |
| All Students                     | 1.00                               | 1.00 | 1.00    |   |      | 1.00                         | 3.00                      | to be phased in |
| Targeted Subgroup Average        | 1.00                               | 1.00 |         |   |      | 1.00                         | 2.50                      |                 |
| Targeted Subgroups               |                                    |      |         |   |      |                              |                           |                 |
| American Indian/Alaska Native    |                                    |      |         |   |      |                              |                           |                 |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |                              |                           |                 |
| Black/African American           |                                    |      |         |   |      |                              |                           |                 |
| Hispanic                         |                                    |      |         |   |      | 1.00                         | 2.00                      |                 |
| English Language Learners (ELLs) |                                    |      |         |   |      |                              |                           |                 |
| Former ELL                       |                                    |      |         |   |      | 1.00                         |                           |                 |
| Students with Disabilities       |                                    |      |         |   |      |                              |                           |                 |
| Free and Reduced Price Lunch     | 1.00                               | 1.00 |         |   |      | 1.00                         | 3.00                      |                 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |                              |                           |                 |
| Asian                            |                                    |      |         |   |      |                              |                           |                 |
| White                            | 2.00                               | 1.00 |         |   |      | 1.00                         | 4.00                      |                 |
| Two or More Races                |                                    |      |         |   |      |                              |                           |                 |

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2015-2016

**School Details**

Name: Westside High School  
 Code: 1613  
 Type: Alternative  
 Category: High School  
 District: Wenatchee  
 ESD: North Central Educational Service District 171

| PERFORMANCE LEVEL           | RATING RANGE |       |
|-----------------------------|--------------|-------|
|                             | From         | To    |
| HIGHEST<br>↑<br>↓<br>LOWEST | 7.83         | 10.00 |
|                             | 6.77         | <7.83 |
|                             | 5.67         | <6.77 |
|                             | 4.15         | <5.67 |
|                             | 3.86         | <4.15 |
|                             | 1.00         | <3.86 |

| 2015-2016 Smarter Balanced Assessment Participation Rate |        |  |
|--|--------|--|
| ELA  | 73.20% | <b>School Did Not Meet Federal Accountability Participation Requirements</b> |
| Math   | 30.40% |  |

**Achievement Index** | Awards and Designations | Performance Details

|                                  | Proficiency                        |      |         | Growth                                    |      | Career and College Readiness |                           |                 |
|----------------------------------|------------------------------------|------|---------|---|------|------------------------------|---------------------------|-----------------|
|                                  | Rating based on Percent Proficient |      |         | Rating based on Median Growth Percentiles |      | Graduation Rate              | Dual Credit Participation | TBD             |
|                                  | ELA                                | Math | Science | ELA                                       | Math |                              |                           |                 |
| All Students                     | 5.00                               | 1.00 |         |   |      | 2.00                         | 2.00                      | to be phased in |
| Targeted Subgroup Average        | 5.50                               | 1.00 |         |   |      | 1.50                         | 2.00                      |                 |
| Targeted Subgroups               |                                    |      |         |   |      |                              |                           |                 |
| American Indian/Alaska Native    |                                    |      |         |   |      |                              |                           |                 |
| Pacific Islander/Native Hawaiian |                                    |      |         |   |      |                              |                           |                 |
| Black/African American           |                                    |      |         |   |      |                              |                           |                 |
| Hispanic                         | 5.00                               | 1.00 |         |   |      | 1.00                         | 2.00                      |                 |
| English Language Learners (ELLs) |                                    |      |         |   |      |                              |                           |                 |
| Former ELL                       |                                    |      |         |   |      |                              |                           |                 |
| Students with Disabilities       |                                    |      |         |   |      |                              |                           |                 |
| Free and Reduced Price Lunch     | 6.00                               | 1.00 |         |   |      | 2.00                         | 2.00                      |                 |
| Non-Targeted Subgroups           |                                    |      |         |   |      |                              |                           |                 |
| Asian                            |                                    |      |         |   |      |                              |                           |                 |
| White                            |                                    |      |         |   |      | 5.00                         | 2.00                      |                 |
| Two or More Races                |                                    |      |         |   |      |                              |                           |                 |

**Participation Rates**  
 Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.  
[Learn more about Index ratings.](#)

Indicates fewer than 20 student records.