

# Comprehensive Plan Report

Filter: [Spotlight Indicators Only.](#)

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

2/3/2017

Washington Elem NCES - 410804000439

Medford SD 549C

## Comprehensive Achievement Indicators

Key Indicators are shown in RED.

### Comprehensive Achievement Indicators

#### District and School Structure and Culture

<b>Indicator</b>	<b>DSC1.1 - The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)</b>		
<b>Status</b>	<b>Objective Met</b> 12/14/2015 6/9/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/16/2014	
		<b>Objective Met</b> - 12/14/2015 06/09/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	PBIS committee meets monthly to plan a safe and respectful environment. The team reviews data, attends trainings and provides training for Washington staff.	
<b>Plan</b>	Assigned to:	Sallie Johnson	
	How it will look when fully met:	Calibrate teacher and staff expectations for consistent implementation of our PBIS school-wide system. Increase Tier 2 interventions to address these students behavior.  2015-1016 Continue consistent implementation of our PBIS school wide system and increase the toolbox of Tier 2 interventions.	
	Target Date:	06/01/2016	
	<b>Tasks:</b>		
	1. Create a Behaviors Assistant position: TSS		
	Assigned to:	Sallie Johnson	
	Added date:	11/25/2014	
	Target Completion Date:	08/29/2014	
	Comments:	TSS, Gigi Michaels was hired for this position.	
	<b>Task Completed:</b>	<b>09/01/2014</b>	
	2. Calibrate CICO to U of O requirements		
	Assigned to:	PBIS team	
	Added date:	11/25/2014	

	Target Completion Date:	09/30/2014
	Comments:	Staff was trained throughout the year. Some PBIS team members attended training during the 2014-15 school year and the other team members will attend during the 2015-16 school year.
	<b>Task Completed:</b>	<b>06/01/2015</b>
3. Review expectations, rewards and consequences with staff.		
	Assigned to:	PBIS team
	Added date:	11/25/2014
	Target Completion Date:	10/31/2014
	Comments:	PBIS team reviewed expectations rewards and consequences with all staff members. PBIS team introduced new Panther Pride Tickets to be used by all staff members to reward behavior.
	<b>Task Completed:</b>	<b>10/30/2014</b>
4. Review how to write a referral.		
	Assigned to:	PBIS team
	Added date:	11/25/2014
	Target Completion Date:	11/28/2014
	Comments:	All certified and classified staff received training on how to write a referral.
	<b>Task Completed:</b>	<b>10/30/2014</b>
5. Review expectations, rewards and consequences with staff.		
	Assigned to:	PBIS team
	Added date:	12/16/2015
	Target Completion Date:	06/01/2016
	Frequency:	three times a year
	Comments:	Staff reviewed expectation, rewards and consequences throughout the year. In addition, teachers reviewed expectations with students quarterly.
	<b>Task Completed:</b>	<b>06/08/2016</b>
6. De-escalation training.		
	Assigned to:	Sallie Johnson
	Added date:	12/16/2015
	Target Completion Date:	01/30/2014
	Comments:	All classified staff attended training "Behavior 101, What Else Can I Do".
	<b>Task Completed:</b>	<b>01/29/2016</b>
8. Collaborative Problem Solving Training.		
	Assigned to:	GiGi Michaels
	Added date:	12/16/2015
	Target Completion Date:	06/16/2015

	Comments:	Mrs. Michaels, our Behavior Coach attended this training.
	Task Completed:	06/08/2016
9. Restorative Practice Training.		
	Assigned to:	Sallie Johnson
	Added date:	12/16/2015
	Target Completion Date:	06/01/2016
	Comments:	
	Task Completed:	06/08/2016
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	12/14/2015 6/9/2016
	Experience:	<p>12/14/2015 Mrs. Johnson hired and trained a Behavior Assistant. The PBIS team worked to calibrate CICO to U of O requirements and implemented any changes required during the school year. The PBIS team provided training in rewards and consequences with the staff throughout the school year.</p> <p>6/9/2016 Over the past two years, Washington Elementary has been working on consistent implementation of PBIS. We have calibrated our expectations and created a Behaviors Assistant position that is consistent with the PBIS model.</p>
	Sustain:	<p>12/14/2015 Members of the PBIS team will continue to meet and analyze behavior data in order to identify areas of need in student behavior. In addition, PBIS members will attend trainings and provide staff with needed professional development.</p> <p>6/9/2016 We will continue consistent implementation of PBIS and Tier Two interventions. The Behavior Assistant position is a vital part of our PBIS school wide system and we will maintain this position.</p>
	Evidence:	<p>12/14/2015 A Behavior Assistant was hired and trained. CICO was calibrated to U of O standards as documented by PBIS meeting notes. PBIS trainings were held as documented by attendance sheets.</p> <p>6/9/2016 Behavior Assistant position created. Expectations, rewards and consequences are reviewed yearly. Staff members attended all trainings listed in plan.</p>
<b>Indicator</b>	<b>DSC1.4 - School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/16/2014
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Staff identify students in need of additional learning time based on Core Phonics Screener, DIBELS data, STAR reading and math results and baseline tests.	
<b>Plan</b>	Assigned to:	Kellie McCollum	
	How it will look when fully met:	Continue using screeners to support students below grade level.	
	Target Date:	06/01/2015	
	<b>Tasks:</b>		
	1. Mini lesson for staff to review calibration of student writing.		
	Assigned to:	Writing BLIT	
	Added date:	10/05/2016	
	Target Completion Date:	11/30/2016	
	Comments:		
	2. PLCs meet to calibrate		
	Assigned to:	PLC teams	
	Added date:	10/05/2016	
	Target Completion Date:	06/01/2017	
	Frequency:	twice a year	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
<b>Comprehensive Achievement Indicators</b>			
<b>Educator Effectiveness</b>			
<b>Indicator</b>	<b>EE2.2 - All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.(3168)(SIG)</b>		
<b>Status</b>	<b>Objective Met</b> 12/14/2015 6/9/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2014	
		<b>Objective Met</b> - 12/14/2015 06/09/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently using research based curriculum such as Reading Street and Bridges. In addition, staff members are participating in Staff Development that increases the quality and quantity of instruction.	
<b>Plan</b>	Assigned to:	Kellie McCollum	
	How it will look when fully met:	By 2016 teachers will diagnose student learning needs through various assessments and data points, resulting in skill groupings during DI time as well as leveled instructional within the core reading program.	

	Target Date:	06/10/2016
	<b>Tasks:</b>	
	1. District training	
	Assigned to:	Sallie Johnson
	Added date:	10/25/2014
	Target Completion Date:	06/01/2015
	Comments:	Fidelity checks.
	<b>Task Completed:</b>	<b>06/01/2015</b>
	2. PLC meetings	
	Assigned to:	Staff
	Added date:	10/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	weekly
	Comments:	Meeting notes.
	<b>Task Completed:</b>	<b>06/01/2015</b>
	3. Grade level meetings held 3-4 times a year.	
	Assigned to:	staff
	Added date:	10/25/2014
	Target Completion Date:	06/01/2015
	Frequency:	three times a year
	Comments:	Meeting notes and student DI placement forms.
	<b>Task Completed:</b>	<b>03/18/2015</b>
	4. District Writing Training	
	Assigned to:	Classroom teachers
	Added date:	02/05/2016
	Target Completion Date:	06/10/2016
	Comments:	Fidelity Checks PLC and Grade level meeting notes. Examples of exemplars and rubrics.
	<b>Task Completed:</b>	<b>06/08/2016</b>
	5. Close Reading: all staff, certified and classified will attend Close Reading training. Certified Staff will begin implementing Close Reading Strategies into Reading instruction.	
	Assigned to:	Staff
	Added date:	02/05/2016
	Target Completion Date:	11/06/2015
	Comments:	Fidelity Checks PLC and Grade Level meeting notes
	<b>Task Completed:</b>	<b>06/08/2016</b>
	6. PLC meetings: Teachers will use PLC meetings to discuss students learning needs and instruction.	
	Assigned to:	Teachers

	Added date:	02/05/2016
	Target Completion Date:	06/10/2016
	Comments:	PLC meeting notes
	<b>Task Completed:</b>	<b>06/08/2016</b>
	7. Grade Level meetings: teachers will meet with every 6-8 weeks to discuss student progress, discuss student needs and adjust instruction.	
	Assigned to:	Teachers
	Added date:	02/05/2016
	Target Completion Date:	06/10/2016
	Frequency:	four times a year
	Comments:	Grade Level meeting notes.
	<b>Task Completed:</b>	<b>06/08/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	12/14/2015 6/9/2016
	Experience:	<p>12/14/2015 All grade levels held PLC meetings weekly discuss students learning needs, develop assessments and analyze student data. In addition, all grade levels attended GLT meeting 3 times during the year to discuss student progress and develop skill groupings for DI and leveled instruction within the classroom.</p> <p>6/9/2016 Over the past two years staff members have attended multiple trainings in order to improve instructional strategies. These training include: Program Specific Enhancement, Math Studio, Writers Workshop, Close Reading and various Reading Intervention Trainings.</p>
	Sustain:	<p>12/14/2015 In order to diagnose student learning needs, certified staff will continue to hold weekly PLC meeting in addition to attending GLT meeting 3 times per year.</p> <p>6/9/2016 In order to sustain our efforts all staff members will continue to take classes to improve instruction strategies in order to meet the learning needs of all students. Next year more staff members will participate in Math Studio. Teachers and classified will continue training in Intervention programs and all certified staff will be trained in the new reading curriculum. Staff members will continue with PLC and GLT meetings in order to insure all students learning needs are met.</p>
	Evidence:	<p>12/14/2015 PLC notes were turned in weekly to Mrs. Johnson. GLT meeting notes and DI documentation are in the Title I monitoring binder for 2014-15 school year.</p> <p>6/9/2016 All new teachers attended Program Specific Enhancement Training. Training in Close Reading and Writers Workshop was provided. (See sign in sheets in binder) Fidelity checks were completed during SOTELS. GLT and PLC notes were turned in.</p>

<b>Indicator</b>	<b>EE2.3 - Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169)(SIG)</b>		
<b>Status</b>	<b>Objective Met</b> 12/14/2015 6/9/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2014	
		<b>Objective Met</b> - 12/14/2015 06/09/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, all staff are participating in training for reading and some in math.	
<b>Plan</b>	Assigned to:	Sallie Johnson	
	How it will look when fully met:	By 2015-2016, all staff will implement strategies learned and practiced during the 2014-2015 school year.	
	Target Date:	06/01/2016	
	<b>Tasks:</b>		
	1. Program Specific Enhancement Reading Training to be completed by Spring 2015.		
	Assigned to:	teachers	
	Added date:	10/25/2014	
	Target Completion Date:	06/01/2015	
	Comments:	All teachers have received Program Specific Reading Training.	
	<b>Task Completed:</b>	<b>06/01/2015</b>	
	2. Math Studio training.		
	Assigned to:	Teachers/principal	
	Added date:	10/25/2014	
	Target Completion Date:	06/01/2015	
	Comments:		
	<b>Task Completed:</b>	<b>06/01/2015</b>	
	3. Reading Intervention Program training.		
	Assigned to:	Teachers, classified, and principal	
	Added date:	10/25/2014	
	Target Completion Date:	06/01/2015	
	Comments:	Our School Improvement Specialist provided multiple Reading Intervention Program trainings throughout the school year. These training include: Phonics for Reading, SIPPS and ERI.	
	<b>Task Completed:</b>	<b>06/01/2015</b>	
	4. Program Specific Enhancement Training for new teachers.		
	Assigned to:	New staff members	
	Added date:	02/05/2016	

	Target Completion Date:	11/30/2015
	Comments:	Fidelity checks by principal, Title 1 Specialist and School Improvement Specialist. Observation by principal during SOTELS. Discussion @ Grade Level Meetings.
	<b>Task Completed:</b>	<b>06/08/2016</b>
5. Writers Workshop with Units of Study.		
	Assigned to:	Teachers
	Added date:	02/05/2016
	Target Completion Date:	06/10/2016
	Comments:	Fidelity checks by principal, Title 1 Specialist and School Improvement Specialist. Observation by principal during SOTELS. Discussion @ Grade Level Meetings.
	<b>Task Completed:</b>	<b>06/08/2016</b>
6. Close Reading		
	Assigned to:	Teachers and princial
	Added date:	02/05/2016
	Target Completion Date:	06/10/2016
	Comments:	Fidelity checks by principal, Title 1 Specialist and School Improvement Specialist. Observation by principal during SOTELS. Discussion @ Grade Level Meetings.
	<b>Task Completed:</b>	<b>06/08/2016</b>
7. Ashlock Review with fidelity checks.		
	Assigned to:	Principal, Title I Specialsit
	Added date:	02/05/2016
	Target Completion Date:	06/10/2016
	Comments:	Fidelity checks by principal, Title 1 Specialist and School Improvement Specialist. Observation by principal during SOTELS. Discussion @ Grade Level Meetings.
	<b>Task Completed:</b>	<b>06/08/2016</b>
8. Comprehension Toolkit Training by School Improvement Specialist.		
	Assigned to:	Teachers
	Added date:	02/05/2016
	Target Completion Date:	10/15/2015
	Comments:	Fidelity checks by principal, Title 1 Specialist and School Improvement Specialist. Observation by principal during SOTELS. Discussion @ Grade Level Meetings.
	<b>Task Completed:</b>	<b>06/08/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	12/14/2015 6/9/2016



	Experience:	<p>12/14/2015 Teachers from each grade level attended Specific Enhancement Reading Training. Mrs. McCollum attended the training with each grade level in order to provide support in implementation. Teachers/classified staff were able to attend training.</p> <p>6/9/2016 Over the past two years staff members have participated in trainings that have developed content knowledge and effective instructional strategies. Our staff is now fully trained in Program Specific Enhancements for Reading and a large portion of our teachers are participating in Math Studio. Staff members have also participated in additional training in reading and writing.</p>	
	Sustain:	<p>12/14/2015 During the 2015-16 school year, teachers will continue to implement strategies learned in the 2014-2015 school year. The principal, Title I Specialist and School Improvement Specialist will continue to work with staff members in the 2015-16 school year by providing needed trainings and fidelity checks.</p> <p>6/9/2016 In order to continue to meet this objective all new staff member K-2 will receive the Enhancement training to that accompanies the new reading curriculum. Our Reading, Writing and Math BLITs will use data to decide what additional professional development opportunities are need to provide effective instruction. In addition more staff members will participate in Math Studio.</p>	
	Evidence:	<p>12/14/2015 Program Specific Enhancement Reading Training was provided to each grade level as evidenced in attendance sheets. Teachers and classified staff attended Reading Intervention Program training as evidence by attendance sheets.</p> <p>6/9/2016 Staff members attended trainings listed in Plan. (See sign in sheets in binder) Fidelity checks conducted by Mrs. Johnson during SOTELS.</p>	
<b>Indicator</b>	<b>EE2.4 - Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.(3170)</b>		
<b>Status</b>	Tasks completed: 3 of 4 (75%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we use DIBELS Next, Core Phonics Survey and classroom/program assessment to analyze and assess strengths and weaknesses of curriculum and instructional strategies to inform our instruction.	

<b>Plan</b>	Assigned to:	Kellie McCollum
	How it will look when fully met:	All instructional staff will use a variety of data and methods to assess strengths and weaknesses of the curriculum and instructional strategies.
	Target Date:	06/10/2016
	<b>Tasks:</b>	
	1. PLC meetings	
	Assigned to:	staff
	Added date:	11/05/2014
	Target Completion Date:	06/01/2015
	Frequency:	weekly
	Comments:	
	<b>Task Completed:</b>	<b>06/01/2015</b>
	2. Grade Level meetings held	approximately every 6 weeks.
	Assigned to:	Kellie McCollum
	Added date:	11/05/2014
	Target Completion Date:	06/01/2015
	Frequency:	three times a year
	Comments:	
	<b>Task Completed:</b>	<b>06/08/2016</b>
	3. Instructional Rounds: The leadership team developed a plan to begin the Instructional Rounds process in order to assess the strengths and weaknesses of instructional strategies used in the classroom.	
	Assigned to:	Sallie Johnson
	Added date:	05/31/2016
	Target Completion Date:	06/10/2016
	Comments:	Washington Staff began the Instructional Rounds this year in order to assess the strengths and weaknesses of instructional strategies used in the classroom. This is an ongoing process and we will continue it next year.
	<b>Task Completed:</b>	<b>06/08/2016</b>
	4. Continue Instructional Rounds.	
	Assigned to:	Sallie Johnson
	Added date:	06/09/2016
	Target Completion Date:	06/07/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 4 (75%)

### **Comprehensive Achievement Indicators**

#### **Family and Community Involvement**

<b>Indicator</b>	<b>FC3.1 - School staff create and maintain a welcoming environment for all families and community members.(3173)</b>
<b>Status</b>	<b>Objective Met</b> 6/9/2016

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2014	
		<b>Objective Met</b> - 06/09/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All school staff are available to support all family and community members through meetings, telephone calls, letters and emails.	
<b>Plan</b>	Assigned to:	Kellie McCollum	
	How it will look when fully met:	We will continue to provide our current level of support for all families and community members.	
	Target Date:	06/01/2015	
	<b>Tasks:</b>		
	1. Conferences		
	Assigned to:	Staff	
	Added date:	02/05/2016	
	Target Completion Date:	06/10/2016	
	Comments:	Attendance of Spanish Speaking parents at parent meetings, events, etc. (Sign in sheets) Parent Surveys	
	<b>Task Completed:</b>	<b>06/08/2016</b>	
	2. Parent Booster Club Meetings with interpreter.		
	Assigned to:	principal and PBC leadership	
	Added date:	02/05/2016	
	Target Completion Date:	06/10/2016	
	Comments:	Attendance of Spanish Speaking parents at parent meetings, events, etc. (Sign in sheets) Parent Surveys	
	<b>Task Completed:</b>	<b>06/08/2016</b>	
	3. Math Night		
	Assigned to:	Staff	
	Added date:	02/05/2016	
	Target Completion Date:	04/29/2016	
	Comments:	Attendance of Spanish Speaking parents at parent meetings, events, etc. (Sign in sheets) Parent Surveys	
	<b>Task Completed:</b>	<b>06/08/2016</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	6/9/2016	
	Experience:	6/9/2016	

		In order to meet this objective the Washington Elementary held Parent/Teacher Conferences three times during the year. In addition, Parent Booster Club Meetings were held throughout the year. An interpreter was in attendance at every meeting and daycare was provided. Family Math night was held in May. Families were given the opportunity to experience curriculum based math activities and students were given learning materials to be used at home.	
	Sustain:	6/9/2016 Washington Elementary will continue to hold conferences. Interpreters and daycare will be provided at the Parent Booster Club Meeting in order to insure that we reach all community members. In addition, we will continue to provide educational activities for families in order to support student learning.	
	Evidence:	6/9/2016 Evidence for this objective is provided in the Title I Monitoring Binder. Evidence included sign in agendas, sign in sheets and parent surveys.	
<b>Indicator</b>	<b>FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)</b>		
<b>Status</b>	<b>Objective Met</b> 12/14/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2014	
		<b>Objective Met</b> - 12/14/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parents receive written communication explaining our academic supports. Teachers have sent home educational resources provided by the district.	
<b>Plan</b>	Assigned to:	Sallie Johnson	
	How it will look when fully met:	By 2015 parents will have been provided training in the CCSS to increase their knowledge and understanding of academic expectations for their child.	
	Target Date:	06/01/2015	
	<b>Tasks:</b>		
	1. Regularly scheduled Parent Involvement meetings.		
	Assigned to:	Parent Involvement Committee	
	Added date:	10/25/2014	
	Target Completion Date:	06/01/2015	
	Comments:		
	<b>Task Completed:</b>	<b>06/01/2015</b>	
	2. Training on CCSS.		
	Assigned to:	Parent Booster Leadership Committee	

	Added date:	10/25/2014	
	Target Completion Date:	06/01/2015	
	Comments:		
	<b>Task Completed:</b>	<b>03/16/2015</b>	
	5. Math Night		
	Assigned to:	Math Committee	
	Added date:	10/25/2014	
	Target Completion Date:	06/01/2015	
	Comments:		
	<b>Task Completed:</b>	<b>05/07/2015</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	12/14/2015	
	Experience:	<p>12/14/2015  The Parent Booster Club met regularly during the school year, a math night and curriculum day was held in order to provide parents with information and training in the CCSS and academic expectations.</p>	
	Sustain:	<p>12/14/2015  We will continue to try provide parents with information and training on the CCSS through the implementation of Parent/Teacher Conferences and Parent Booster Club Meeting.</p>	
	Evidence:	<p>12/14/2015  Attendance sheets for Math Night and training on CCSS activity (Journey Into the Life of a Panther Cub).</p>	
<b>Indicator</b>	<b>FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)(SIG)</b>		
<b>Status</b>	Tasks completed: 0 of 6 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parent Booster Club has been established. Parents who complete VIM paperwork are welcome to volunteer in classrooms and attend field trips.	
<b>Plan</b>	Assigned to:	Michael Dawson	
	How it will look when fully met:	By June 2017, parents will be invited to three curriculum events focusing on reading, writing and math; provided at different times in the year and times of day.	
	Target Date:	06/01/2017	
	<b>Tasks:</b>		

1. Plan and implement writing night.		
Assigned to:	Writing BLIT	
Added date:	10/05/2016	
Target Completion Date:	06/01/2017	
Comments:		
2. Plan and implement Reading Curriculum Intro Event.		
Assigned to:	Reading BLIT	
Added date:	10/05/2016	
Target Completion Date:	06/01/2017	
Comments:		
3. Plan and implement math family event.		
Assigned to:	Math BLIT	
Added date:	10/05/2016	
Target Completion Date:	06/01/2017	
Comments:		
4. Unite: education for Spanish speaking parents about the United States Educational System. Meeting will be held at Washington		
Assigned to:	Sallie Johnson	
Added date:	10/05/2016	
Target Completion Date:	06/01/2017	
Frequency:	monthly	
Comments:		
5. Parent Booster Club Meetings		
Assigned to:	Sallie Johnson	
Added date:	10/05/2016	
Target Completion Date:	06/01/2017	
Frequency:	monthly	
Comments:		
6. Perfect Attendance Breakfast: students/parents with quarterly perfect attendance will be invited to attend a breakfast to honor them.		
Assigned to:	Kellie McCollum	
Added date:	10/05/2016	
Target Completion Date:	06/01/2017	
Frequency:	three times a year	
Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 6 (0%)

### Comprehensive Achievement Indicators

#### Teaching and Learning

<b>Indicator</b>	<b>TL4.1 - All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181)(SIG)</b>
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<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 05/16/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Through PLCs, all instructional staff align instruction and local assessments to state standards.	
<b>Plan</b>	Assigned to:	Sallie Johnson	
	How it will look when fully met:	By June 2017, the Writing BLIT create a master schedule for the Writing Binder.	
	Target Date:	06/01/2017	
	<b>Tasks:</b>		
	1. Writing BLIT will meet to create schedule, make adjustments and an reevaluate assessment potential.		
	Assigned to:	Writing BLIT	
	Added date:	10/05/2016	
	Target Completion Date:	06/01/2017	
	Frequency:	four times a year	
	Comments:	Completed schedule. Electronic survey to indicate teacher implementation.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
<b>Indicator</b>	<b>TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At Washington Elementary, we use Reading Street and Bridges assessments along with common formative assessments created in PLCs. Also for grades 3-6 students complete Smarter Balance testing.	
<b>Plan</b>	Assigned to:	Sallie Johnson	
	How it will look when fully met:	By June 2017, all teachers will have assessed students using SMI at least two times. Data will be used to drive instruction, intervention and note achievement.	
	Target Date:	06/01/2017	
	<b>Tasks:</b>		
	1. SMI Assessment		
	Assigned to:	Classroom Teachers	
	Added date:	10/05/2016	
	Target Completion Date:	06/01/2017	

	Frequency:	twice a year	
	Comments:	Teachers will administer SMI in November 2016 and March 2017.	
	2. Training on how to read SMI reports.		
	Assigned to:	Math BLIT	
	Added date:	10/05/2016	
	Target Completion Date:	11/30/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
<b>Indicator</b>	<b>TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers meet in PLC's to analyze student assessments that are aligned with state standards.	
<b>Plan</b>	Assigned to:	Sallie Johnson	
	How it will look when fully met:	By June 2017, all Grade Level Teams will analyze I-Ready data at least three times during the school year, including Progress Monitoring data.	
	Target Date:	06/01/2017	
	<b>Tasks:</b>		
	1. Teachers will analyze data at PLC meeting		
	Assigned to:	Classroom Teachers	
	Added date:	10/05/2016	
	Target Completion Date:	06/01/2017	
	Comments:	PLC meeting notes	
	2. Grade Level Team Meetings.		
	Assigned to:	Kellie McCollum	
	Added date:	10/05/2016	
	Target Completion Date:	06/01/2017	
	Comments:	GLT meeting notes and data from i-Ready	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	