

Title I, Part A Schoolwide	
Building Data	
<b>Building:</b> Davis Elementary	<b>F/R Percentage:</b> 55.9 % (May of 2019)
<b>Principal:</b> Mark Ferraro	<b>Grade Span:</b> Kindergarten – 5 <sup>th</sup>
<b>District:</b> College Place	<b>Building Enrollment:</b> 666 ( May of 2018)
<b>Plan Date:</b> May 2018 (updated fall 2018 to new format)	<b>Board Approval Date:</b> May 2018

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
Marissa Waddell	Special Programs & Human Resources	mwaddell@cpps.org
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Mark Ferraro	Davis Elementary Principal	mferraro@cpps.org
Marcie Anderson	Davis Elementary Teacher	mcanderson@cpps.org
Thyra Hinshaw	Davis Elementary Special Education Teacher	thinshaw@cpps.org
Sara Moran	Title I Reading Specialist	smoran@cpps.org
Margret Berg	Bilingual/ ELL teacher	mberg@cpps.org
Cassandra Berube	Parent	cberube@cpps.org

Vision Statement
"Our vision is to <i>champion</i> rigor* and joy* for every student, in every classroom, every day."
Mission Statement
"Our mission is for students to engage in effective academic instruction focused on reading, writing, and mathematics that is relevant, systematic and grounded in a culture of inquiry."

## ESSA Supports: WA Framework Identification

**Foundational:**

Click or tap here to enter text.

**Tier I: Targeted Supports: Targeted with 1-2 Student Groups:**

Special Education and ELL

**Tier II: Targeted 3+ Targeted EL Progress:**

Click or tap here to enter text.

**Tier III Support: Comprehensive and Rad Identified schools:**

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## Partners in Consolidated Plan

### Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)

#### **Title I, Part A : Schoolwide Program Model**

##### **Four Required Components:**

- 1. Comprehensive Needs Assessment
- 2. Schoolwide Reform Strategies
- 3. Activities for Mastery
- 4. Coordination and Integration

#### **Checklist for combined Title I, Part A Schoolwide Program Model**

Is this plan:

- Based on a Needs Assessment
- Data driven
- Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure **all** of the following elements are included:

**School Improvement Plan; WAC-180-16-220,**

**Plan Requirements:**

- Annual Board approval
- Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
- The ways in which the model is based on a self-review of the school's program
- The characteristics of successful schools
- Equity factors for all students
- The use of technology to facilitate instruction
- Parent, family, and community involvement, they relate to a positive impact on student learning

**ESSA: Sec.1111(d)(1)(B),**

**Plan Requirements:**

- Indicators of student performance against State-determined long-term goals
- Exposition of evidence-based interventions
- Proof of a school-level needs assessment
- Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- Approval by the school, local educational agency and State educational agency

**COMPONENT #1: NEEDS ASSESSMENT for Davis Elementary College Place Public Schools**

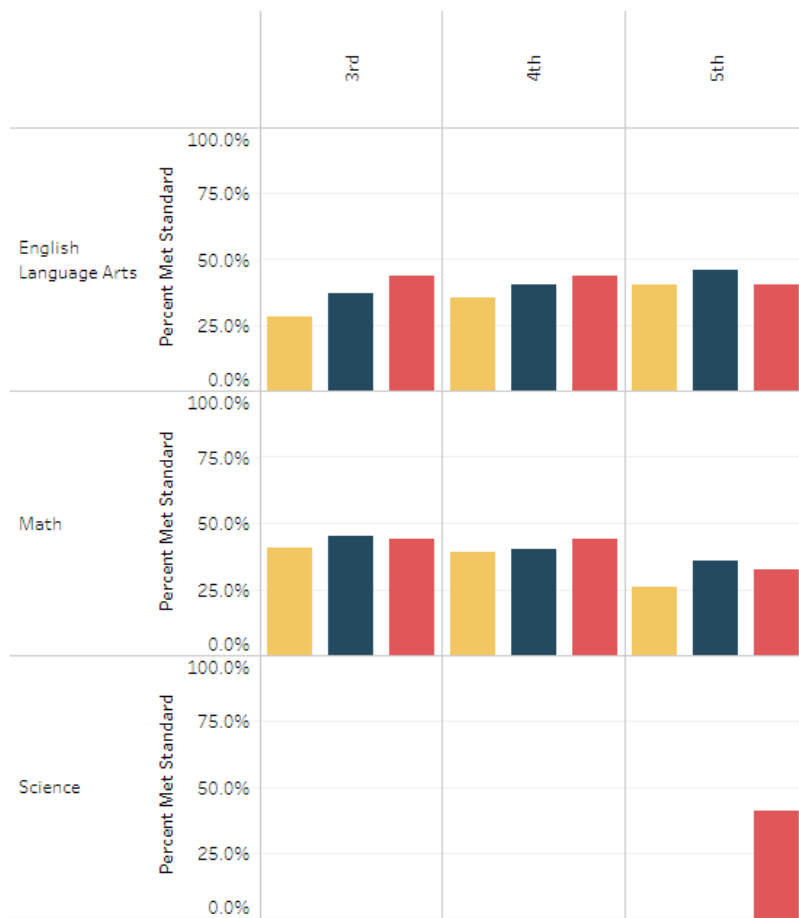
**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan

As a part of our 2-year strategic plan, we continuously review our Davis Elementary data and process throughout the year and make any needed adjustments and modifications for better results. Along with data, we utilize surveys of staff, parents, students and community members to gain an overall understanding of Davis students.

Data used to develop a fluid working plan on closing the achievement gap in 2018-19 (Also see Washington School Improvement Framework Snapshot)

**Students meeting standard on the general assessment in 2016, 2017 and 2018**



ELA

ELA - SBA	2015-16	2016-17	2017-18	2018-19
3 <sup>rd</sup> Grade	28.1%	36.9%	43.1%	Goal +3%
4 <sup>th</sup> Grade	35.4%	40.6%	43.8%	Goal +3%
5 <sup>th</sup> Grade	40.6%	46%	40.1%	Goal +3%

- Interim assessments
- Dibels kindergarten through 5<sup>th</sup> grade monitored monthly for intervention groups
- STAR reading diagnostic – 3 times a year for monitoring growth
- Core reading “Trophies” Reviewing pilot materials
- Reading Intervention, Corrective Reading, phonics for reading, Reading Mastery

Math

Math- SBA	2015-16	2016-17	2017-18	2018-19
3 <sup>rd</sup> Grade	40.5%	45.3%	43.8%	Goal +3%
4 <sup>th</sup> Grade	39.2%	40.1%	43.9%	Goal +3%
5 <sup>th</sup> Grade	25.7%	35.8%	32.6%	Goal +3%

- Interim assessments
- STAR Math diagnostic – 3 times a year for monitoring growth
- Classroom based assessments: Grade level designed assessments
- Core Math “Eureka Math”

Other

Attendance data shows a need for providing a stronger parent awareness in the benefits of keeping students in school. We will monitor monthly and develop a communication piece to inform students and parents how success starts with attendance.

Discipline data in the 2017-18 year will be monitored monthly to locate student and staff need for the benefit of connecting and understanding needs.

Master Schedule effectiveness

Monthly Principal Advisory team meetings (K-1 teacher, 2-3 teacher, 4-5 teacher & special education teacher

	Parent Advisory Group meetings five times throughout the year (October, November, January, March, and May)
Do	In the areas of ELA, Math and behavior we will: <ol style="list-style-type: none"> <li>1. Gather summative data</li> <li>2. Review data to determine discrepancies/areas to address</li> <li>3. Ask questions to determine the cause</li> <li>4. Develop goals and adult actions to address areas of concern.</li> <li>5. Implement and monitor progress towards goals</li> </ol>
Study	This is our first year making significant changes in the way we conduct our needs assessment. We will be studying new data following benchmark assessments, as well as working with staff to monitor in program data. Key strengths, challenges and modifications we made after the September benchmark were: <ol style="list-style-type: none"> <li>1. Development and implementation of continuum of support for all students in ELA to accelerate learning.</li> <li>2. We began implementing the easy CBM screening assessment three times per year and used the data to identify small groups of students needing intervention.</li> <li>3. PBIS team is participating in a book study of "Help for Billy" and will build their own capacity and learning around trauma informed best practices.</li> </ol>
Adjust	See attached ACTION PLAN with timeline, resources and responsible staff. This action plan addresses area of Vision, Assessment, Instruction, Leadership, Professional Development and Commitment. It was initially developed to support the implementation of a school wide ELA plan. It is our goal to have a similar action plan for Math and Behavior developed in years 2 & 3.
<b>COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES</b>	
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES</b>	
Plan	A focus team of teachers consisting of specialists, teachers, consultants and administration met early August of 2018 to solidify the Davis Elementary Yearlong plan. With the addition of more sections in kindergarten and first grade, we reworked the schedule to allow for some common planning at each grade level. Additional English Language Development time was placed into the schedule to support grade levels kindergarten through third. The focus team and the Principal Advisory team will revisit the effectiveness of the master schedule in January, make suggestions and begin planning for the following year. Based on previous years' data, we will focus on the development of our students' reading and writing skills with a secondary focus on math and science.

	<p>We will utilize our family nights, building activities such as doughnuts with dad and advisory committees to survey and review results of feedback.  A diverse parent advisory team will meet five times throughout the year to advise on Davis climate, procedures, communication and family engagement.  Davis will continue to develop a PBIS system that works toward better attendance, greater student buy-in to appropriate behavior, and understanding of social emotional needs. A book study will be conducted with staff members on <i>Help for Billy</i>. The Assistant Principal will continue to develop the 5<sup>th</sup> grade leadership team. Student of the team will work with younger students on behaviors, social skills and academics.</p> <p>2018-2019  Deliver and implement our the Davis Elementary vision and mission  Professional Development Days  Staff Meetings  Professional Learning Communities  Family Events  Parent Nights</p>
Do	<p><b>Vision/ Goals:</b>  <i>Foster the shared school vision and vet all decisions against the potential of enhancing or detracting from the vision.</i></p> <p><b>Assessment Practices and Professional Development Calendar:</b>  <i>Monitor and adjust instruction/ resources/ actions based on student data.</i></p> <p><b>Professional Development:</b>  <i>Build capacity within the teaching staff to ensure sustainability.</i></p> <p style="text-align: center;"><b><u>Assessment &amp; Professional Development</u></b></p> <p><b><u>September</u></b></p> <ul style="list-style-type: none"> <li>• <b>4th-7th</b> <ul style="list-style-type: none"> <li>• <i>Grades 1-5: DIBELS/IDEL &amp; Core Phonics Survey</i></li> </ul> </li> <li>• <b>10th-14th</b> <ul style="list-style-type: none"> <li>• <i>Grade K: DIBELS/IDEL &amp; Core Phonics Survey</i></li> </ul> </li> <li>• <b>Due by the 14th</b> <ul style="list-style-type: none"> <li>• <i>Grades 2-5: STAR reading/math &amp; Grades K &amp; 1: STAR EL</i></li> </ul> </li> <li>• <b>10th-15th</b> <ul style="list-style-type: none"> <li>• <i>Grades K-5: EasyCBM Math</i></li> </ul> </li> <li>• <b>17th-21st</b> <ul style="list-style-type: none"> <li>• <i>Grades 3-5: SBAC Practice/Training Test - During Specials with Litts</i></li> </ul> </li> <li>• <b>13th &amp; 14th</b> <ul style="list-style-type: none"> <li>• <i>Grades 1-5: Grade level meetings during common planning - intervention grouping</i></li> </ul> </li> <li>• <b>25th &amp; 26th</b> <ul style="list-style-type: none"> <li>• <i>Grades K-5: Consultant Neilia &amp; leadership walk classrooms</i></li> </ul> </li> </ul>

- **27th & 28th**
  - *Grades 2-5: (½ day each grade) Neilia to train on Writing foundations*

**October**

- **3rd**
  - *Grades 3-5: Reading: Consultant Teresa train on fluency & vocabulary instruction*
- **4th & 5th**
  - *Grades K-5: Consultant Teresa & leadership walk classrooms*
- **Due by the 19th**
  - *Grades K-5: Narrative completed and scored*
- **29th & 31st**
  - *Grades 3-5: Writing consultant Neilia grade level meetings during common planning to give feedback*
- **30th**
  - *Grades K-1: (½ day each grade) Writing Neilia training*
- **Due by the 31st**
  - *Grade K: Wa-Kids due*

**November**

- **1st & 2nd**
  - *Grades 3-5: Consultant Neilia to train on Narrative*
- **2nd**
  - *Grades K-5: Gallery Walk during PLC*
- **Due by the 9th**
  - *Grades 3-5: SBAC ELA IAB (Interim Assessment Block) PT*
- **13th-15th**
  - *Grades 3-5: Score interim during common planning*

**December**

- **4th-6th**
  - *Grades K-5: Consultants Neilia & Teresa & Leadership walk classrooms*

**January**

- **7th-10th**
  - *Grades 3-5: SBAC ELA ICA (Interim Comprehensive Assessment)*
- **14th-18th**
  - *Grades K-5: EasyCBM Math*
- **22nd - 25th**
  - *Grades K-5: DIBELS/IDEL & Core Phonics Survey - No intervention groups*
- **23rd & 24th**
  - *Grades K-5: Writing: Consultant Neilia & leadership walk classrooms*



## **February**

- **ELPA 21 begins**
- **6th-8th**
  - *Grades K-5: Reading consultant Teresa & Leadership walk classrooms*
- **Due by the 22nd**
  - *Grades 3-5: ELA IAB (Interim Assessment Block) PT*
- **25th**
  - *Grades 3-5: Writing: Neilia grade level meetings during common planning to give feedback*
- **26th**
  - *Grades K & 1: Writing: Neilia training (½ day each grade)*
- **27th**
  - *Grades 2 & 3: Writing: Neilia training (½ day each grade)*
- **28th**
  - *Grades 4 & 5: Writing: Neilia training (½ day each grade)*

## **March**

- **1st**
  - *Grades K-5: Gallery Walk during PLC*

## **April**

- **15th-19th**
  - *Grades 3-5: SBAC Science*
- **22nd-May 17th**
  - *Grades 3-5: SBAC ELA & Math*

## **May**

- **TBD**
  - *Grades 2-5: STAR reading/math & Grades K & 1: STAR EL*
- **TBD**
  - *Grades K-5: EasyCBM Math during specials*
- **28th-31st**
  - *Grades K-5: DIBELS/IDEL & Core Phonics Survey*

## **June**

- **13th**

*Grades K-5: Data review* & roll students forward for next school year

K-5 teachers will be piloting a couple ELA curriculums chosen from the prior year. Each pilot teacher will conduct a deep dive to better understand each curriculum and present to a curriculum committee around January of 2019.

	<p><b>Math Year 1:</b></p> <p>In response to current proportionality report:</p> <p>Of the 9.4% of overall SPED students, 4.13% are meeting.  Of the 26.85% of overall Bilingual Education students, 7.43% are meeting.  43% of Third, Fourth and Fifth grade students meeting on SBA, 2018.</p> <ul style="list-style-type: none"> <li>• Clearly define the role of the Math Specialist and identify responsibilities to include: <ul style="list-style-type: none"> <li>- Implementation of the easy CBM screening measure three times a year K-5</li> <li>- disseminate and interpret data with grade level teams three times a year</li> <li>- gather information from teachers and staff to inform PD needs around math</li> <li>- organize and facilitate PD necessary to help teachers differentiate in class math support</li> <li>- Coordinate and common plan with SPED 4 times a year to increase representation of students meeting growth in SDI Math.</li> <li>- Coordinate and common plan with Bilingual teaching staff 4 times a year to increase representation of students meeting growth in Math.</li> </ul> </li> <li>• Identify and communicate which students are on the cusp of meeting.</li> </ul> <p>Math Year 2:</p> <ul style="list-style-type: none"> <li>• Target professional development to support teachers in the area of Number Sense as measured on Easy CBM by grade level (Number and Operations) <ul style="list-style-type: none"> <li>- Number Talks</li> </ul> </li> <li>• Continue to develop the role of Math Specialist <ul style="list-style-type: none"> <li>- Facilitate PLC conversations and evaluation of work samples</li> </ul> </li> <li>• Identify small groups of students needing more targeted support</li> <li>• Gather materials to support teachers</li> </ul>
Study	<p>All data will be analyzed, discussed and adjusted by various teams based on the time data is collected.</p> <p>Reading &amp; Writing: Teachers, Specialists, consultants and administration will review the reading and writing data to evaluate intervention groups, current strategies used and effectiveness of the program. Adjustments to groups will be conducted around trimester time and or sooner if data demonstrates a need.</p> <p>Math: Teachers, Math intervention teacher and administration will review math data to evaluate the effectiveness of learning targets and strategies implemented three times a year. Adjustments to content and delivery will be made based on data needs.</p> <p>Attendance/ Behavior: We will be monitoring our reporting system to better collect data on attendance and behaviors. A monthly meeting with the counselor will be conducted to review attendance and behaviors. A group of teachers will be in a yearlong study of understanding student social emotional needs.</p>

	We will utilize our parent advisory team consisting of a diverse group of community members to gain feedback on surveys, policies, parent engagement and procedures and make needed adjustments.
Adjust	Davis Elementary will actively adjust to meet the needs of our students and families. Elements of need may be adjusted monthly, at trimester or for the upcoming year. Academic needs are adjusted be more frequently where systems needs are adjusted when the least amount of disruption to student learning is possible.

**COMPONENT #3: ACTIVITIES TO ENSURE MASTERY**

**PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY**

Plan	See Davis Literacy Plan for professional development calendar and content.	
	<b>Community &amp; Building Activity</b>	<b>Involvement</b>
	August: Focus group meeting for planning of yearlong activities & master schedule revision Registration Meet & connect & seek volunteers Professional Development of Teachers Kindergarten conferences with parents	Teachers, Community members, Administration Consultants
	September Principal Advisory Meeting PTA Meet & connect School wide Assembly Writing Professional Development	Teachers, Community members, Administration Consultants
	October Doughnuts with Dad (communication survey) Literacy Parade Principal Advisory Meeting Parent Advisory Meeting Conferences @ (Davis & Valle Lindo) – strategies for learning at home and volunteering PTA Meet & connect School wide Assembly Writing Professional Development Reading Professional Development Leadership survey	Teachers, Community members, Administration Consultants
November Family Night @ Davis survey on parenting, volunteering, learning at home, community collaboration and decision making Fire Team Activity Night at Valle Lindo (community collaboration	Teachers, Community members, Administration Consultants	

	<p>Principal Advisory Meeting  PTA Meet &amp; connect  School wide Assembly  Writing Professional Development  District Survey</p>	
	<p>December  Parent Night (Title compact review &amp; Davis processes)  Winter concerts  Principal Advisory Meeting  PTA Meet &amp; connect  School wide Assembly  Writing Professional Development  Reading Professional Development  Curriculum adoption meeting with staff parents, and community members</p>	<p>Teachers,  Community members,  Administration  Consultants</p>
	<p>January  Movie Night Meet &amp; connect  Parent Advisory Meeting (Davis Curriculum &amp; Processes)  Principal Advisory Meeting  Orchestra Link UP  PTA Meet &amp; connect  School wide Assembly  Writing Professional Development  Curriculum adoption meeting with staff, parents and community members</p>	<p>Teachers,  Community members,  Administration  Consultants</p>
	<p>February  Goodies with Grandparents (Survey)  PTA Meet &amp; connect  School wide Assembly  Writing Professional Development  Curriculum adoption meeting with staff, parents and community members</p>	<p>Teachers,  Community members,  Administration  Consultants</p>
	<p>March  Conferences @ Davis &amp; Valle Lindo)  Family Night (Reading &amp; Math)  PTA Meet &amp; connect  School wide Assembly  Curriculum adoption meeting with staff, parents and community members</p>	<p>Teachers,  Community members,  Administration  Consultants</p>

	<p>April SBAC Evening PTA Meet &amp; connect School wide Assembly</p>	<p>Teachers, Community members, Administration Consultants</p>
	<p>May Multicultural Night (Survey) Science Night Muffins with mom (survey) Principals Valle Lindo Visit District Survey PTA Meet &amp; connect School wide Assembly</p>	<p>Teachers, Community members, Administration Consultants</p>
	<p>June All School Fun Run School wide Assembly Professional Development Day Teachers</p>	<p>Teachers, Community members, Administration Consultants</p>
Do	<p>Administration surveyed staff to determine their familiarity with the CCSS and their comfort level for implementing content to help students achieve standards. Surveys of staff</p>	
Study	<p>Exploration of CCSS in literacy has been ongoing with the textbook adoption team, however, opportunities for deeper learning for the staff will be provided once a core-reading program has been adopted.</p>	
Adjust	<p>65% of teachers scored themselves as a 4 or 5 (Very confident) in understanding the ELA state standards –based on this data, the need for explicit professional development was uncovered and the new adoption will be the vehicle to address much of this.</p>	
<b>COMPONENT #4: COORDINATION AND INTERGRATION</b>		
<b>PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES</b>		
Plan	<p>Using data to determine the building needs, we then look at what programming could support the students and staff. Once the desired programming is identified, we examine the different funding streams that are available/allowable</p>	
Do	<p>The Director of Business and Finance allocates basic education funds to the building. The Director of State and Federal Programs, in conjunction with Principal input, determines the state and federal grant funds that can support the desired programming.</p>	
Study	<p>Each month the Director of State and Federal Programs reviews the expenditures for the state and federal programs to make sure we are on track for spending. Additionally, the Principal and Director of State and Federal Programs communicate to ensure that the funds have been allocated as needed.</p>	
Adjust	<p>Regular communication between the Director of State and Federal Programs, Principal, and Learning Specialists allows us to ensure that we make adjustments in</p>	

	programming and associated funding as needed. We analyze student data each trimester and make adjustments that support continual improvement.
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<b>Program</b>	<b>Amount Available</b>	<b>How the Intents and Purposes of the Program will be Met</b>
Basic Education	\$3,790,058	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed in this plan. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I, Part A	\$354,517	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title II, Part A	\$3,700	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
Title III/TBIP	\$17,076	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.
Learning Assistance Program (LAP)	\$267,508	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements.
Local Funds	\$360,783	Local levy revenue to support the programming in this plan.
<b>Total</b>	<b>\$4,793,642</b>	

Action Plan page 1 of 3

Action Plan												
Focus Area	Goal	Action	Resources Needed	Person Responsible	Timeline	Dec. 2018	Goal	Action	Resources Needed	Person Responsible	Timeline	
Vision	Creates shared vision	Refine building vision to include all instructional area  <u>Sub Action:</u> Communicate building vision to staff	Vision Statement	Chris	Aug-18	Chris shared vision beginning of year. Survey was sent out regarding vision	Sustain and communicate shared vision	Highlight exemplars - written and verbal (PLC or staff meetings)  Systems activity Horse article - all together Break into teams Vision definitions Set goals - positive action		Mark and Chris	Jan-19	
	Foster the shared vision and vet all decisions against whether or not the decision will foster or detract from vision.	Determine instructional priorities by grade level... PD in the fall to help set Student Learning Goals. (After Sept. DIBELS)		Teresa to help facilitate	Late Sept.	Next steps: dissect words within vision and mission	Foster the shared vision and vet all decisions against whether or not the decision will foster or detract from vision.					
		Involve PTA to help promote our vision through frequent reports and visits with PTA.						Build community and connectedness	PLC - intentional team building across grade levels			
	Develop a shared vision for PBIS.	Behavior - PBIS team to explore and articulate a vision statement.		Chris	Spring, 2019							
Assessment	Monitor and adjust instruction/resources/ actions based on student data - Reading	Continue DIBELS/IDEL 3x per year K-5  <u>Sub Action:</u> Formally share data at least 3x per year	DIBELS/IDEL materials	Sara and Meg	September December May		Monitor and adjust instruction/resources/ actions based on student data - Reading	DIBEL/IDEL during Jan 22-25  Look at DIBELS 8th edition in the Spring				
	Monitor and adjust instruction/resources/ actions based on student data - Writing Screen all students to identify Math areas in need of support	All school writes  Implement the easyCBM three times a year	LWSD units of study  Subscription to EasyCBM	Neilia  Cynthia	October March		Monitor and adjust instruction/resources/ actions based on student data - Writing	Explore EasyCBM options CCS version versus NCTM version (Cost more but provides strand data and progress monitoring)		Cynthia		
	Use data to inform instruction and support	Behavior - Gather data regularly to identify where and when ODRs are		Chris	February, 2019							

Action Plan 2 of 3

Focus Area	Goal	Action	Resources Needed	Person Responsible	Timeline	Dec. 2018	Goal	Action	Resources Needed	Person Responsible	Timeline
Instruction	Support the efforts of others by giving them access to students.	Communicate and post master schedule	Master Schedule	Mark	Aug-18		Support the efforts of others by giving them access to students.				
	Consistency and accountability.	Ensure master schedule is followed by all teachers	Master Schedule	Mark and Chris	Ongoing		Consistency and accountability.				
	Ensure we are fiscally responsible with ELA pilot	Pilot process for new adoption Sub Action: Identify roles & responsibilities	Program analysis checklist	Mark & new Curriculum Director (Tim?)	Summer 2018		Ensure we are fiscally responsible with ELA pilot				
	Ensure a successful ELA pilot	<ul style="list-style-type: none"> <li>•Explore the CCSS shifts with teachers who are piloting.</li> <li>•Provide "Look fors" to teachers when piloting materials.</li> <li>•Teach 2-3 LWSD units</li> <li>•Refine Foundational skills</li> </ul>	LWSD units of study	Teresa	June 14/15		Ensure a successful ELA pilot				
	Identify goals to motivate teaching and student learning	Teachers create grade level goals for reading and writing	Protocol for developing SLG and/or	Teresa & Neilia	Aug-18		Identify goals to motivate teaching and student learning				
	Develop number sense targets	Instruct each class once a week with a numeracy focus		Cynthia			Develop number sense targets	2nd EasyCBM assessment - Review data and make adjustments needed		Cynthia	
	Maximize student engagement.	Behavior - Assistants to set boundaries with the help of administrators.									

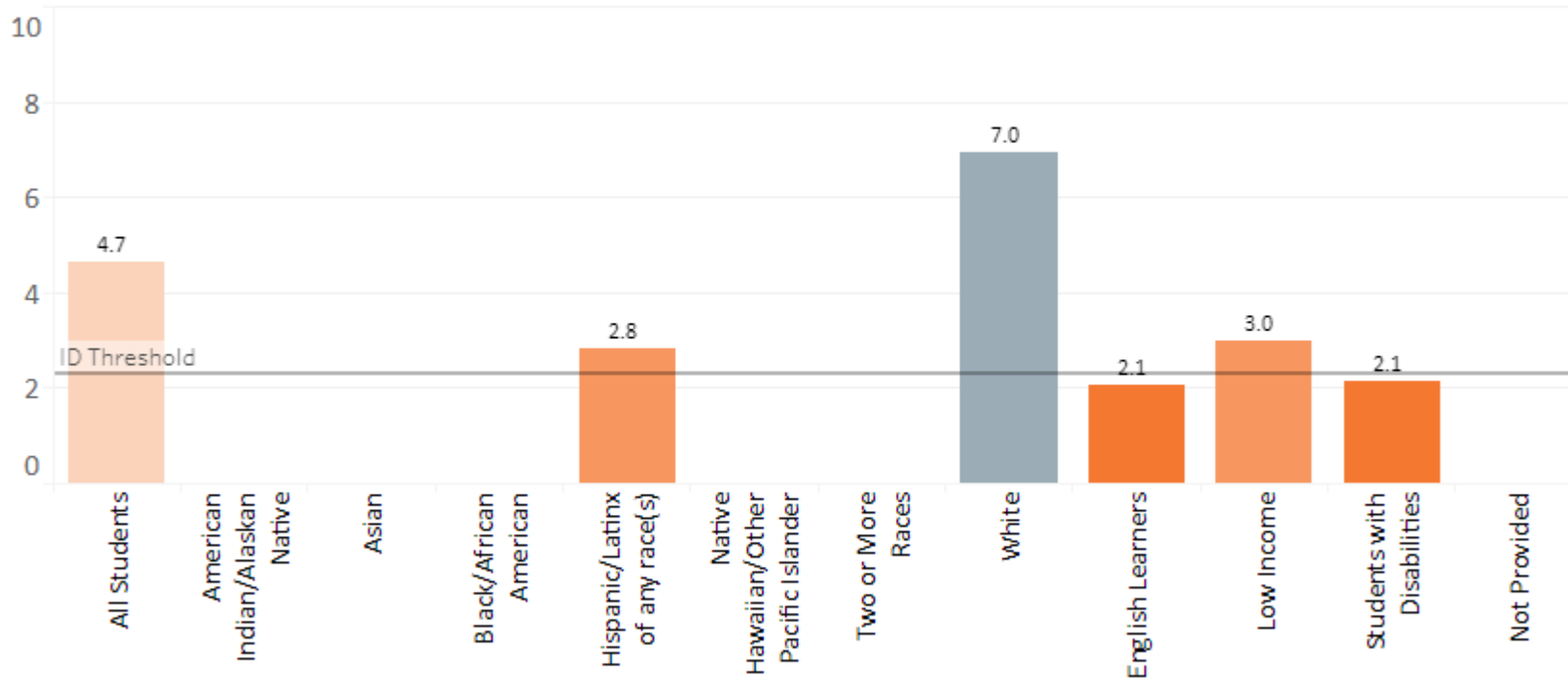
Focus Area	Goal	Action	Resources Needed	Person Responsible	Timeline	Dec. 2018	Goal	Action	Resources Needed	Person Responsible	Timeline
Nuts & Bolts	Support the efforts of others by giving them access to students.	Communicate and post master schedule	Master Schedule	Mark	Aug-18		Support the efforts of others by giving them access to students.				
	Create master schedule			Mark, Thyra, Teresa			Revisit the effectiveness of our current master schedule, establish need and create a team to revise for 2019-2020	Schedule of meetings and data from staff on effectiveness			
	Create master calendar			Mark			Revisit the effectiveness of our current master schedule, establish need and create a team to revise for 2019-2020	Schedule of meetings and data from staff on effectiveness			
	Identify roles	<ul style="list-style-type: none"> <li>•Administration</li> <li>•Secretaries</li> <li>•Counselor</li> <li>•Specialists</li> </ul>					Identify roles				
Create a staff handbook specific to Davis Elementary	Utilize Principal Advisory Team to develop a unified message on procedures and beliefs			Mark			Create a staff handbook specific to Davis Elementary	Utilize Principal Advisory Team to develop a unified message on procedures and beliefs		Mark	



Action Plan 3 of 3

Focus Area	Goal	Action	Resources Needed	Person Responsible	Timeline	Dec. 2018	Goal	Action	Resources Needed	Person Responsible	Timeline
Leadership	Ensure fidelity and instruction for program and master schedule.	Regularly scheduled instructional walk-thrus	Observation Checklist (provided by Teresa & Nellia)	Mark, Chris, Sara, Meg	Ongoing		Ensure fidelity and instruction for program and master schedule.				
	Provide predictability and accessibility.	Define roles of the Davis leadership team	•Continue working with Mira Gobel •Access Gina Yants at	Mark and Chris	Summer 2018		Provide predictability and accessibility.				
	Provide predictability and accessibility.	Define a leadership team <u>Sub Action:</u> •Determine team leader •Meet regularly	Create communication flow chart or menu of what each is responsible for.	Mark and Chris Leadership team (with grade level reps)	Ongoing		Provide predictability and accessibility.				
	Enhance the effectiveness of PLCs	Develop/agree on a protocol and accountability (look at what Teresa sent) <u>Sub Action:</u> Buy PLC kit	Protocol	Mark and Chris	Develop summer 2018 Roll out Aug 2018		Enhance the effectiveness of PLCs	Meet with teacher leaders to set norms and expectations for PLCs	Defined list of expectations and responsibilities	Mark	Jan-19
	Assure administration has 1st hand knowledge of professional development	Admin representative to attend all professional development.		Mark and Chris	Ongoing		Assure administration has 1st hand knowledge of professional development				
	Develop and use a protocol to review and use math data with Math Specialist	Schedule math data meetings 2 times in the first year	Data Protocol	Mark & Cynthia			Develop and use a protocol to review and use math data with Math Specialist	Schedule math data meetings 2 times in the first year	Data Protocol	Mark & Cynthia	
Professional Dev.	Build capacity and maintain sustainability	Behavior - Regularly scheduled instructional walk-thrus to support instructional assistants. Determine initial training for current programs for new hires.		Mark and Chris TBD	Ongoing Ongoing		Build capacity and maintain sustainability				
		Schedule PD for the year. (Sketch it out based on vision and goals.)									
	Develop a deep understanding of CCSS in math and ELA	Survey staff to check for understanding	Survey	Sara and Meg	October	65% self reported 4/5	Work with textbook adoption team to develop their	Teresa to provide PD on CCSS shifts	Mark and Teresa	Dec. 5, 2019	
Commitment	Co-develop and lead math data protocol meetings twice a year Ensure comprehensive plan for reading and writing	Refine the ELA plan for CP.		Mark & Cynthia			Ensure comprehensive plan for reading and writing				
		Nurture an expert in DIBELS/IDEL data to help create reports and communications. <u>Sub Action:</u> Report regularly to staff and school board	Spreadsheets from Kallispel	Sara & Meg	Ongoing						

Overall Framework Score by Student Group



## Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latinx of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White	English Learners	Low Income	Students with Disabilities
ELA Proficiency Rate	37.3%				21.4%		58.3%	51.8%	10.4%	24.0%	9.1%
Math Proficiency Rate	38.1%				22.5%		34.8%	53.8%	15.6%	25.7%	11.9%
ELA Median SGP	50				44			57	42	46	40
Math Median SGP	52				45			58	41	44	44
Graduation Rate											
EL Progress Rate*	59.3%										
Regular Attendance Rate	89.7%			85.0%	88.7%		85.4%	90.9%	91.9%	87.7%	81.4%
Ninth Grade On Track Rate											
Dual Credit Rate											

\*The EL Progress measure only applies to students who are English Learners