

Morton School District #214

Morton Sr/Jr High School

152 Westlake Avenue
Morton, WA, 98356

Home of the Timberwolves

PO Box 1219
Morton, WA, 98356

Morton Elementary School

400 Main Avenue
Morton, WA, 98356

PH: (360) 496-5137 FX: (360) 496-6035 PH: (360) 496-5300 FX: (360) 586-3208 PH: (360) 496-5143 FX: (360) 496-0327

Every Student Matters, Every Moment Counts



MORTON JR./SR. HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2015-2016

The Morton School District conforms to all the laws, statutes, and regulations concerning equal employment opportunity. We conform to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. We strongly encourage women, minorities, individuals with disabilities and veterans to apply to all of our job openings. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, gender, national origin, disability status, Genetic Information & Testing, Family & Medical Leave, Sexual Orientation and Gender Identity or Expression, protected veteran status, or any other characteristic protected by law. We prohibit Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination. The following employee has been designated to handle questions and complaints of alleged discrimination: John Hannah, P.O. Box 1219, Morton, WA. 98356; (360) 496-5300 (Title IX/ Section 504/ ADA Coordinator/Compliance Coordinator for 28A.640 and 28A.642)

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Student and School Success Principle

Principle 1: Provide strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

TPEP: Teacher Criterion 1 (Expectations); Teacher Criterion 8 (Professional Practice); Principal Criterion 1 (Creating a Culture); Principal Criterion 3 (Planning with Data); Principal Criterion 5 (Improving Instruction); Principal Criterion 8 (Closing the Gap)

School-Level Expected Indicators

- P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.

School Tasks

P1-IE06 - Objective: The principal will keep a focus on instructional improvement and student learning outcomes. (57)(Expected, Title I TA)

ASSESS

Level of Development or Implementation: Limited Development

Priority Score: 3 Opportunity Score: 3

Current Level Description:

In Wise Ways the research indicates that the principal should be the "focus keeper, consistently pointing to improved student learning as the central goal of the school. The principal sets the climate of high expectations for student achievement and sees that teams function effectively." To do this, the principal needs to be highly visible in classrooms.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

Near the end of the school year, shortly after spring break, the principal will have established various systems that monitor and improve the instructional practices throughout the school. These practices include items covered in the collective bargaining contract such as observations and evaluations, but al-

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so informal practices. Through both informal and formal practices the focus throughout the school will be on specific practices that all teachers can both employ and are held accountable for implementing in their classrooms.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the abilities of staff in terms of the professional practices if we ... establish a routine and consistent observation and evaluation procedures that includes monthly observations of all staff with reflection conferences after each one (90 minutes for each staff member of observation time, minimum of 4 hours of conference time with each staff member of pre- and post-conferences), and that will result in ... staff improving their formative ratings on the Danielson framework throughout the year (Evidence: Redacted summary data of various teachers). **Task to be updated on: 11/02/2015**
 2. We can impact ... staff's commitment to the focus of the building initiatives and leadership if we ... create and distribute a weekly newsletter among the staff that focuses on the building initiatives, positively reinforces staff commitment, and shares current research in conjunction with areas of improvement for the building, and that will result in ... staff showing an increased commitment on the continuum of commitment document shared by administration and formative ratings of staff on the Danielson framework (Evidence: Friday Focus documents, Simple 6 Data, Redacted summary data of various teachers). **Task to be updated on: 11/02/2015**
 3. We can impact ... the instructional practices/procedures of the all staff members if we ... establish a district/building framework of daily and expected instructional practices and procedures, and that will result in ... staff demonstrating their improvement in these practices and procedures through a monitoring systems that places each teachers current practice on a continuum of commitment (evidence: results from iPhone app). **Task to be updated on: 2/01/2016**
 4. We can impact ... the learning of each student through intentionally delivered instruction if we ... identify the essential content needs of our lessons and develop specific actions to ensure student performance success at standard, and that will result in ... each staff member demonstrating their ability to plan instruction and collect data to measure student success on a monthly basis (Evidence: Huddle sheets of various teachers). **Task to be updated on: 2/01/2016**
 5. We can impact ... the abilities of staff members in terms of their instruction, relationships with students, and classroom management if we ... develop a system where every other week staff receive training on specific practices of educators based off needs from a variety of sources (discipline referrals, walkthroughs, observation data, interim assessments, state assessments, PBIS data), and that will result in ... staff improving their practice and submitting every other week reflections that measure their progress (Evidence: Reflections from principal's Google Drive surveys). **Task to be updated on: 2/01/2016**
 6. We can impact ... the instructional practices/procedures of the all staff members if we ... utilize the master teachers of the district/building to support the administration with duties often associated with that of an instructional coach as used in larger districts, and that will result in ... staff demonstrating their improvement in these practices and procedures through a monitoring systems that places each teachers current practice on a continuum of commitment (Evidence: Simple 6 Data). **Task to be updated on: 4/30/2016**
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Student and School Success Principle

Principle 2: Ensure that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

TPEP: Teacher Criterion 2 (Instruction); Teacher Criterion 3 (Differentiation); Teacher Criterion 4 (Content Knowledge); Teacher Criterion 8 (Professional Practice); Principal Criterion 4 (Aligning Curriculum, Instruction, Assessment); Principal Criterion 5 (Improving Instruction)

School-Level Expected Indicators

- P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance. (Instructional Framework, CCSS, Multi-Tiered Framework)
- P2-IF12: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development. (Instructional Framework, CCSS, Multi-Tiered Framework)
- P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice. (Instructional Framework, CCSS, Multi-Tiered Framework)

School Tasks

P2-IF11 - Objective: Professional development will be aligned with identified needs based on staff evaluation and student performance.(2879)(Expected, Title I TA)

ASSESS

Level of Development or Implementation: Limited Development

Priority Score: 2 Opportunity Score: 2

Current Level Description:

Currently the district has an early release day almost once every week where staff has either a chance to participate in PLC work or professional development. Prior years this day was used more for professional development rather than PLC, but current leadership in the district values the PLC time and see the benefit of staff working together. To help with the loss of professional development time the principal has redesigned his staff meetings to accommodate professional development.

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PLAN - Information

Describe how it will look when this objective is being fully met in your School:

When this objective is fully met the professional development used throughout the school will be aligned to the needs of the staff and the vision of the principal. Input on where the professional development needs to be will come from the Morton Advisory Council (MAC) and observation data.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the abilities of staff in terms of the professional practices if we ... establish a routine and consistent observation and evaluation procedures that includes monthly observations of all staff with reflection conferences after each one (90 minutes for each staff member of observation time, minimum of 4 hours of conference time with each staff member of pre- and post-conferences), and that will result in ... staff improving their formative ratings on the Danielson framework throughout the year (Evidence: Redacted summary data of various teachers). **Task to be updated on: 11/02/2015**
2. We can impact ... the abilities of staff members in terms of their instruction, relationships with students, and classroom management if we ... develop a system where every other week staff receive training on specific practices of educators based off needs from a variety of sources (discipline referrals, walkthroughs, observation data, interim assessments, state assessments, PBIS data), and that will result in ... staff improving their practice and submitting every other week reflections that measure their progress (Evidence: Reflections from principal's Google Drive surveys). **Task to be updated on: 2/01/2016**
3. We can impact ... the performance of staff in terms of both building initiatives and overall performance if we ... utilize the leadership team to develop, monitor, and assess the professional development and direction throughout the district/building, and that will result in ... an alignment of professional development opportunities for staff to needs assessment, staff input, and data from a variety of data on staff/student performance (Evidence: PD Calendar, needs assessment, Staff input data, Minutes of meeting). **Task to be updated on: 4/30/2016**
4. We can impact ... the instructional practices/procedures of the all staff members if we ... utilize the master teachers of the district/building to support the administration with duties often associated with that of an instructional coach as used in larger districts, and that will result in ... staff demonstrating their improvement in these practices and procedures through a monitoring systems that places each teachers current practice on a continuum of commitment (Evidence: Simple 6 Data). **Task to be updated on: 4/30/2016**

P2-IF12 - Objective: The school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)(Expected, Title I SW, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 3 Opportunity Score: 3

Current Level Description:

In prior school years job-embedded professional development was done on a district wide basis. These

professional developments were often led by outside the district individuals and were determined by district administration.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

When fully met the district/school will be utilizing various systems that determine, drive, and deliver the professional development. Data from staff and student data will be used to help determine the needs of the school and then place those needs on the professional development calendar of the district and that of the building alone. The professional development will utilize in-house resources when possible and seek outside resources when needed.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the abilities of staff members in terms of their instruction, relationships with students, and classroom management if we ... develop a system where every other week staff receive training on specific practices of educators based off needs from a variety of sources (discipline referrals, walkthroughs, observation data, interim assessments, state assessments, PBIS data), and that will result in ... staff improving their practice and submitting every other week reflections that measure their progress (Evidence: Reflections from principal's Google Drive surveys). **Task to be updated on: 2/01/2016**
2. We can impact ... the performance of staff in terms of both building initiatives and overall performance if we ... utilize the leadership team to develop, monitor, and assess the professional development and direction throughout the district/building, and that will result in ... an alignment of professional development opportunities for staff to needs assessment, staff input, and data from a variety of data on staff/student performance (Evidence: PD Calendar, needs assessment, Staff input data, Minutes of meeting). **Task to be updated on: 4/30/2016**
3. We can impact ... the instructional practices/procedures of the all staff members if we ... utilize the master teachers of the district/building to support the administration with duties often associated with that of an instructional coach as used in larger districts, and that will result in ... staff demonstrating their improvement in these practices and procedures through a monitoring systems that places each teachers current practice on a continuum of commitment (Evidence: Simple 6 Data). **Task to be updated on: 4/30/2016**

P2-IF14 - Objective: The school will set goals for professional development and will monitor the extent to which it has changed practice. (3378)(Expected, Title I SW, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 3 Opportunity Score: 2

Current Level Description:

In prior school years professional development was done on a district wide basis and was delivered by an ESD instructional coach. The basis of what the needs were came from BERCC reports during these prior years.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

When this objective is fully met the professional development of the school will meet the needs of the staff as determined from data. As teachers are asked to be data driven instructors the administration of the school needs to be data driven as well. The data will be presented to the Morton Advisory Council which will advise administration on what professional development is needed, when it is needed, and how best to deliver it.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the performance of staff in terms of both building initiatives and overall performance if we ... utilize the leadership team to develop, monitor, and assess the professional development and direction throughout the district/building, and that will result in ... an alignment of professional development opportunities for staff to needs assessment, staff input, and data from a variety of data on staff/student performance (Evidence: PD Calendar, needs assessment, Staff input data, Minutes of meeting). **Task to be updated on: 4/30/2016**

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Student and School Success Principle

Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.

TPEP: Teacher Criterion 1 (Expectations); Teacher Criterion 8 (Professional Practice); Principal Criterion 1 (Creating a Culture); Principal Criterion 6 (Managing Resources); Principal Criterion 8 (Closing the Gap)

School-Level Expected Indicators

- P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (Multi-Tiered Framework)
- P3-IVD06: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.

School Tasks

P3-IVD05 - Objective: The school will monitor progress of the extended learning time programs and strategies being implemented, and use data to inform modifications. (3058)(Expected, Title I SW, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 2 Opportunity Score: 2

Current Level Description:

Morton Jr./Sr. High School is nearing full implementation on this principle. Students are placed in RTI classes as a result of their STAR 360 scores, which is a district-wide universal screener. The extended learning time is then monitored through the use of STAR 360 as a progress-monitoring tool. Almost monthly staff in ELA and Math groups reviews the data and reassign students.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

The district/school will continually seek data to review the effectiveness and use of the extended learning time. This data will help the leadership team advise the administration as how they can best extend learning time.

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Assigned to: John Hannah
Objective Target Date: 4/24/2017

1. We can impact ... the performance of staff in terms of both building initiatives and overall performance if we ... utilize the leadership team to develop, monitor, and assess the professional development and direction throughout the district/building, and that will result in ... an alignment of professional development opportunities for staff to needs assessment, staff input, and data from a variety of data on staff/student performance (Evidence: PD Calendar, needs assessment, Staff input data, Minutes of meeting). **Task to be updated on: 4/30/2016**

P3-IVD06 - Objective: The school will establish a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 3 Opportunity Score: 3

Current Level Description:

In the past several years several collaborative teams have been established with roles and responsibilities established. Examples of these are the English/Language Arts Team, the District Instructional Leadership Team, and the Behavioral Leadership Team. These teams have been actively meeting and teachers are collaboratively making decisions and creating action plans. However, many teachers believe that the structures of these teams need to be further developed. Time has been provided for each of these collaborative teams through early releases, subs during the school day, and/or extra pay for extra time spent after school.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

PLCs will become the culture of the school where staff are expected by their peers to participate in terms of supporting staff members, driving the focus of content/curriculum, using data to support their decisions, and collaborating with others beyond their grade band.

Assigned to: John Hannah
Objective Target Date: 4/24/2017

1. We can impact ... the student learning data of the district/building if we ... continually utilize PLCs for collaboration among staff, development of appropriate instruction, alignment of units/assessments to standards, and assess current pacing guides and curriculum, and that will result in ... improved student performance data from a variety of sources (Evidence: Universal Screener Data, SBAC data, PLC notes, PD Calendar). **Task to be updated on: 4/30/2016**
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Student and School Success Principle

Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.

TPEP: Teacher Criterion 1 (Expectations); Teacher Criterion 2 (Instruction); Teacher Criterion 3 (Differentiation); Teacher Criterion 4 (Content Knowledge); Teacher Criterion 6 (Assessment); Principal Criterion 3 (Planning with Data); Principal Criterion 4 (Aligning Curriculum); Principal Criterion 5 (Improving Instruction); Principal Criterion 8 (Closing the Gap)

School-Level Expected Indicators

- P4-IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (CCSS, Instructional Framework)
- P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (Instructional Framework, Multi-Tiered Framework, Smarter Balanced Assessments)
- P4-IIA03: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (Multi-Tiered Framework)

School Tasks

P4-IIA01 - Objective: Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (88)(ELL, Expected, SWD)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 3 Opportunity Score: 2

Current Level Description:

Pacing guides are developed for multiple courses and need to be refined each year. All staff members, new and returning, are expected to update their pacing guides and turn them into administration each year. These guides must be aligned to the appropriate standards (CCSS, State, CTE Frameworks).

PLAN - Information

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PLCs will become the culture of the school where staff are expected by their peers to participate in terms of supporting staff members, driving the focus of content/curriculum, using data to support their decisions, and collaborating with others beyond their grade band.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the student learning data of the district/building if we ... continually utilize PLCs for collaboration among staff, development of appropriate instruction, alignment of units/assessments to standards, and assess current pacing guides and curriculum, and that will result in ... improved student performance data from a variety of sources (Evidence: Universal Screener Data, SBAC data, PLC notes, PD Calendar). **Task to be updated on: 4/30/2016**

P4-IIA03 - Objective: The school leadership team will regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs. (2637)(Expected, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 2 Opportunity Score: 2

Current Level Description:

A leadership team known as the Morton Advisory Council (MAC) leads the district. This team assists the building and district administrators in the direction of the buildings and the PD needs. In addition to this the building administration will begin a Secondary Advisory Council (SAC) to help with building needs in much of the same way.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

The leadership team will help focus the direction of the district through an advisory council that is led by staff. In conjunction with the advisory council the use of master teachers who fill the traditional role of an instructional coach will also help advise administration on how best to improve the direction of the district.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the performance of staff in terms of both building initiatives and overall performance if we ... utilize the leadership team to develop, monitor, and assess the professional development and direction throughout the district/building, and that will result in ... an alignment of professional development opportunities for staff to needs assessment, staff input, and data from a variety of data on staff/student performance (Evidence: PD Calendar, needs assessment, Staff input data, Minutes of meeting). **Task to be updated on: 4/30/2016**
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tems that places each teachers current practice on a continuum of commitment (Evidence: Simple 6 Data). **Task to be updated on: 4/30/2016**

P4-IIIA07 - Objective: All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)(ELL, Expected, Title I SW, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 2 Opportunity Score: 2

Current Level Description:

Differentiation PD began near the end of the 2014/2015 school year and is a need for the future. Building administration has defined a PD calendar that focuses on differentiation more than other skill as this is a high need. Staff will learn multiple differentiation strategies and implement throughout the upcoming years.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

When fully met staff members of Morton School District will be able o provide the differentiated education that each and every student needs. This instruction will be based on pre- and post-assessment data, plus be guided by continuous assessments. The data and instruction will be targeted towards each student performing proficiently at standard.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the abilities of staff in terms of the professional practices if we ... establish a routine and consistent observation and evaluation procedures that includes monthly observations of all staff with reflection conferences after each one (90 minutes for each staff member of observation time, minimum of 4 hours of conference time with each staff member of pre- and post-conferences), and that will result in ... staff improving their formative ratings on the Danielson framework throughout the year (Evidence: Redacted summary data of various teachers). **Task to be updated on: 11/02/2015**
 2. We can impact ... the learning of each student through intentionally delivered instruction if we ... identify the essential content needs of our lessons and develop specific actions to ensure student performance success at standard, and that will result in ... each staff member demonstrating their ability to plan instruction and collect data to measure student success on a monthly basis (Evidence: Huddle sheets of various teachers). **Task to be updated on: 2/01/2016**
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Student and School Success Principle

Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data

TPEP: Teacher Criterion 3 (Differentiation); Teacher Criterion 6 (Assessment); Teacher Criterion 8 (Professional Practice); Principal Criterion 3 (Planning with Data); Principal Criterion 6 (Managing Resources); Principal Criterion 8 (Closing the Gap)

School-Level Expected Indicators

- P5-IID08: Instructional teams use student-learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (Instructional Framework, Multi-Tiered Framework, Smarter Balanced Assessments)
- P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (Instructional Framework, Multi-Tiered Framework)

School Tasks

P5-IID08 - Objective: Instructional Teams will use student-learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)(ELL, Expected, SWD, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 3 Opportunity Score: 3

Current Level Description:

At the end of each school year the data from the STAR 360 universal screener is used to place students in appropriate RTI courses for the next year. This same screener is used multiple times through the year to follow the progress of students and assign an appropriate strategy for students to improve on their skill sets. This program includes screening dates and progress monitoring with multiple staff meeting times to review the data and make adjustments to the program. In addition to this the staff have pacing guides for each course which are aligned to CCSS, state standards, or CTE frameworks.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

The Morton School District conforms to all the laws, statutes, and regulations concerning equal employment opportunity. We conform to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. We strongly encourage women, minorities, individuals with disabilities and veterans to apply to all of our job openings. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, gender, national origin, disability status, Genetic Information & Testing, Family & Medical Leave, Sexual Orientation and Gender Identity or Expression, protected veteran status, or any other characteristic protected by law. We prohibit Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination. The following employee has been designated to handle questions and complaints of alleged discrimination: John Hannah, P.O. Box 1219, Morton, WA. 98356; (360) 496-5300 (Title IX/ Section 504/ ADA Coordinator/Compliance Coordinator for 28A.640 and 28A.642)

To fully meet this objective staff of Morton School District will consistently use data to measure our progress as a district in several areas. These include the strengths and weakness of our curriculum, instruction, and assessment.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the learning of each student through intentionally delivered instruction if we ... identify the essential content needs of our lessons and develop specific actions to ensure student performance success at standard, and that will result in ... each staff member demonstrating their ability to plan instruction and collect data to measure student success on a monthly basis (Evidence: Huddle sheets of various teachers). **Task to be updated on: 2/01/2016**
2. We can impact ... the student learning data of the district/building if we ... continually utilize PLCs for collaboration among staff, development of appropriate instruction, alignment of units/assessments to standards, and assess current pacing guides and curriculum, and that will result in ... improved student performance data from a variety of sources (Evidence: Universal Screener Data, SBAC data, PLC notes, PD Calendar). **Task to be updated on: 4/30/2016**

P5-IID12 - Objective: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)(Expected, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 3 Opportunity Score: 2

Current Level Description:

At the end of each school year the data from the STAR 360 universal screener is used to place students in appropriate RTI courses for the next year. This same screener is used multiple times through the year to follow the progress of students and assign an appropriate strategy for students to improve on their skill sets. This program includes screening dates and progress monitoring with multiple staff meeting times to review the data and make adjustments to the program.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

Staff will have established classroom routines and instructional practices that focus learning in relation to standards. This includes the use of learning objectives that are based on currently assessed standards.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the learning of each student through intentionally delivered instruction if we ... identify the essential content needs of our lessons and develop specific actions to ensure student performance success at standard, and that will result in ... each staff member demonstrating their ability to plan instruction and collect data to measure student success on a monthly basis (Evidence: Huddle sheets of various teachers). **Task to be updated on: 2/01/2016**
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Morton School District #214

Morton Sr/Jr High School

152 Westlake Avenue
Morton, WA, 98356

Home of the Timberwolves

PO Box 1219
Morton, WA, 98356

Morton Elementary School

400 Main Avenue
Morton, WA, 98356

PH: (360) 496-5137 FX: (360) 496-6035 PH: (360) 496-5300 FX: (360) 586-3208 PH: (360) 496-5143 FX: (360) 496-0327

Every Student Matters, Every Moment Counts

Student and School Success Principle

Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

TPEP: Teacher Criterion 3 (Differentiation); Teacher Criterion 5 (Learning Environment); Principal Criterion 1 (Creating a Culture); Principal Criterion 2 (Ensuring School Safety); Principal Criterion 6 (Managing Resources); Principal Criterion 8 (Closing the Gap)

School-Level Expected Indicators

- P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them. (Instructional Framework)
- P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being) (Instructional Framework)

School Tasks

P6-IIIC13 - Objective: All teachers will reinforce classroom rules and procedures by positively teaching them. (165)(Expected)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 3 Opportunity Score: 2

Current Level Description:

Beginning with the 2015/2016 school year all staff members throughout the building will be utilizing a common classroom management plan. This plan has each and every classroom run with similar rules and procedures, teacher reaction to student behavior, utilization of restorative justice practices, involvement of support personal, growth mindset components, and when parents will be notified.

PLAN - Information

Describe how it will look when this objective is being fully met in your School: The staff of the school will both enforce the rules of the school and their classroom on a consistent basis, but they will also teach

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students appropriate and positive behaviors. The dual system will set consequences that are consistent for impacting student negative behavior yet will stress and reinforce positive behaviors of students.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the abilities of staff members in terms of their instruction, relationships with students, and classroom management if we ... develop a system where every other week staff receive training on specific practices of educators based off needs from a variety of sources (discipline referrals, walkthroughs, observation data, interim assessments, state assessments, PBIS data), and that will result in ... staff improving their practice and submitting every other week reflections that measure their progress (Evidence: Reflections from principal's Google Drive surveys). **Task to be updated on: 2/01/2016**

P6-IIIC16 - Objective: The school leadership team will ensure that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 3 Opportunity Score: 3

Current Level Description:

Behavioral data is entered in the School-wide Information System as well as Skyward for report gathering. In addition to this the school has an extensive PBIS program that is growing each year. It currently consists of a PBIS teaching calendar, positive office referrals, student of the month program, and a system of "No Referrals" which tracks the combination of positive and negative office referrals with an attached rewards system. Also, each staff member has a similar classroom management plan that uses a similar referral system, supports growth mindset, establishes home contact scenarios for all staff to follow, and more. Plus, a Restorative Justice program is implanted and continuing to grow.

PLAN - Information

Describe how it will look when this objective is being fully met in your School: The data that demonstrates the current level of performance for students, both disciplinary and PBIS, will be evaluated and used to make changes as needed. MAC will guide these changes in order to ensure that appropriate steps are taken to continually improve the culture of the school.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the culture of our school through our students attitudes if we ... implement fully the 7 Mindsets program which is supported by research as affecting both student performance and school climate, and that will result in ... decreased student referrals both overall and in specific categories of PBIS, both major and minor (Evidence: Referral data, discipline data, PBIS data). **Task to be updated on: 2/01/2016**
 2. We can impact ... the performance of staff in terms of both building initiatives and overall performance if we ... utilize the leadership team to develop, monitor, and assess the professional
-

development and direction throughout the district/building, and that will result in ... an alignment of professional development opportunities for staff to needs assessment, staff input, and data from a variety of data on staff/student performance (Evidence: PD Calendar, needs assessment, Staff input data, Minutes of meeting). **Task to be updated on: 4/30/2016**

3. We can impact ... the culture of the school and ensure it is safe and supportive for all students if we ... follow the data and make adjustments as needed in the PBIS program of the school, and that will result in ... decreased student referrals both overall and in specific categories of PBIS, both major and minor (Evidence: Referral data, discipline data, PBIS data). **Task to be updated on: 4/30/2016**

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Every Student Matters, Every Moment Counts

Student and School Success Principle

Principle 7: Provide ongoing mechanisms for family and community engagement.

TPEP – Teacher Criterion 7 (Families and Community); Principal Criterion 7 (Partnering with Community); Principal Criterion 8 (Closing the Gap)

School-Level Expected Indicators

- P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families) and students.
- 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).
- P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.
- P7-IVA13: The LEA (district)/School has engaged parents and community in transformation process.

School Tasks

P7-IVA01 - Objective: Parent (Family) representatives will advise the School Leadership Team on matters related to family-school relations. (3069)(Expected, Title I SW, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 2 Opportunity Score: 2

Current Level Description:

Two parent representatives serve on the district's advisory council (MAC). This group assists both district and building administrators in the direction of the district and each building.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

The leadership team will seek input from parents on a variety of topics that will help guide them in the leadership and direction of the district. The input method needs to be both on going and established in

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terms of how input is gathered. Having a conduit of two-way communication that community members can use is essential in gauging the community on a variety of issues, whereas specifically seeking input on certain issues in a variety of ways has merit as well.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the interaction and communication between the school, community, and families if we ... partner with a new website provider that has a product which is more interactive and user-friendly, and that will result in ... evidence of website hits through tracking the number of times the website is accessed (Evidence: Website usage data). **Task to be updated on: 4/30/2016**

P7-IVA02 - Objective: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) will be annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (3077)(Expected, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 2 Opportunity Score: 2

Current Level Description:

The school's key documents are available in the handbook that is given out at the beginning of the year at registration or upon request.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

The school's key documents will be available to all in a variety of formats and distributed at the beginning of the year.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the interaction and communication between the school, community, and families if we ... partner with a new website provider that has a product which is more interactive and user-friendly, and that will result in ... evidence of website hits through tracking the number of times the website is accessed (Evidence: Website usage data). **Task to be updated on: 11/02/2015**

P7-IVA04 - Objective: 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). (3071)(Expected, Title I SW, Title I TA)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 2 Opportunity Score: 2

Current Level Description:

In the student/parent handbook there is a section on the responsibilities of parents to their child's learning. There are articles posted on our website under a parent tab that deal with how parents can assist their students' learning at home. Additional articles are posted when available.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

The school's Compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

1. We can impact ... the interaction and communication between the school, community, and families if we ... partner with a new website provider that has a product which is more interactive and user-friendly, and that will result in ... evidence of website hits through tracking the number of times the website is accessed (Evidence: Website usage data). **Task to be updated on: 11/02/2015**

P7-IVA13 - Objective: The LEA/School will engage parents and community in the transformation process. (1649)(Expected)

ASSESS

Level of Development or Implementation:

Limited Development Priority Score: 2 Opportunity Score: 2

Current Level Description:

When the Morton Jr./Sr. High School was designated as a Required Action District in 2010 parents and community members were invited to be a part of the transformation process. Groups of parents and teachers met frequently to develop an initial action plan. After the initial plan was developed, parents were invited to give their additional input at school board meetings where RAD requirements were discussed and data was presented. During the first year of our RAD status, we invited parents and community members to join us for informational nights/dinners with Flint Simonsen to learn more about building a safe and caring environment for our students. Parent involvement is increasing in the district as parents now have positions on district's advisory council (MAC).

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

Morton School District's Jr./Sr. High School will find various methods of engaging parents and the community. Going beyond just attendance at athletic events the engagement of the community will be in the form of collecting input in a variety of ways and on a variety of issues.

Assigned to: John Hannah

Objective Target Date: 4/24/2017

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1. We can impact ... the interaction and communication between the school, community, and families if we ... partner with a new website provider that has a product which is more interactive and user-friendly, and that will result in ... evidence of website hits through tracking the number of times the website is accessed (Evidence: Website usage data). **Task to be updated on: 4/30/2016**