

2007-2008 Secondary School Learning Plan for Sacajawea Middle School

Nine Characteristics of Effective Schools	Whole Staff	Specialists	Others: (list by dept.)
<p>D) Clear and Shared Vision and Purpose</p> <ul style="list-style-type: none"> • School Demographic Profile • Comparative Data • Mission/Vision Statement • Student Achievement Data • School Improvement Plan 	<p><u>DISTRICT MISSION</u> Every Student, A Reader</p> <p><u>SACAJAWEA MIDDLE SCHOOL</u> Engaging Every Child in Meaningful Learning @ Instructional Level</p> <p>All Graduating 8th Grade Students Will Have Experienced Pre-AP Skills and Strategies to Provide ALL Students with Success and Choices when Entering High School</p> <p><u>ADEQUATE YEARLY PROGRESS GOAL (AYP)</u> Every Student at Standard in Reading, Writing, and Math</p> <p><u>STANDARDS-BASED TEACHING LEARNING & ASSESSMENT</u> State Standards (EALRs and GLEs) Guide Curriculum & Instruction</p> <p><u>RESPONSIVE TEACHING AND LEARNING (DIFFERENTIATION)</u> All Students Taught @ Instructional Level (Differentiation)</p>		

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<p>II) High Standards and Expectations</p> <ul style="list-style-type: none"> • Pre AP & AP targets Evaluated & Monitored • Achievement Targets/Goals for District and NCLB • Grade Level and Dept. Goals -Data-based Instructional Goals 	<ul style="list-style-type: none"> • Pre AP & AP targets Evaluated & Monitored <ul style="list-style-type: none"> ➢ Pre AP/AVID strategies training applied in all classrooms ➢ Pre AP classes aligned and assessed with appropriate GLE's (for example Algebra should be aligned with grade 9 &10 GLE's) ➢ New Cambridge Program implemented. Students who apply & meet minimum criteria will be accepted. Teacher training applied in new Cambridge classes. • Achievement Targets/Goals for District and NCLB <ul style="list-style-type: none"> ➢ Minimum Goal: All students will meet the NCLB (ESEA) standards in reading, writing, and math ➢ In addition, SAC will reach for the higher goal of having the following percentages of students meet or exceed on the WASL <table border="1" data-bbox="585 792 1161 951"> <thead> <tr> <th>School Yr</th> <th>07-08</th> <th>08-09</th> <th>09-10</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>90%</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>Writing</td> <td>90%</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>Math</td> <td>70%</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>Science</td> <td>60%</td> <td>70%</td> <td>80%</td> </tr> </tbody> </table> • Grade Level and Dept. Goals -Data-based Instructional Goals <ul style="list-style-type: none"> ➢ INFORMER to identify students' needs ➢ INFORMER to identify focus strands and develop standards-based lesson plans ➢ WASL Warriors: All-school writes & all grade level mock WASL reading & math strand tests ➢ Vertical teams create all grade level mock WASLs for reading, writing, math & science in Nov. & Feb. ➢ Develop/use WASL-like class assessments to reinforce/teach test-taking strategies. ➢ Continue vertical & collaborative teaming to build standards-based lesson plans & assessments 	School Yr	07-08	08-09	09-10	Reading	90%	93%	95%	Writing	90%	93%	95%	Math	70%	80%	90%	Science	60%	70%	80%	<ul style="list-style-type: none"> • Pre AP & AP targets Evaluated & Monitored <ul style="list-style-type: none"> ➢ AIMS & AVID-attendees - Provide refresher course on Pre-AP/AVID strategies ➢ Training for Cambridge teachers. • Achievement Targets/Goals for District and NCLB <ul style="list-style-type: none"> ➢ Minimum Goal: All students will meet the NCLB (ESEA) standards in reading, writing, and math ➢ In addition, SAC will reach for the higher goal of having the following percentages of students meet or exceed on the WASL ➢ PDAC (Professional Development Advisory Committee) Intervention Team bases its decisions on the achievement targets/goals. <table border="1" data-bbox="1198 792 1774 951"> <thead> <tr> <th>School Yr</th> <th>07-08</th> <th>08-09</th> <th>09-10</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>90%</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>Writing</td> <td>90%</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>Math</td> <td>70%</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>Science</td> <td>60%</td> <td>70%</td> <td>80%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Grade Level and Dept. Goals -Data-based Instructional Goals <ul style="list-style-type: none"> ➢ Administrators/ AIMS- Design Data Day such that teachers have time and resources to identify students and design lessons ➢ AIMS- create all school write ➢ Administrators/AIMS- present /facilitate at vertical & other teams' meetings 	School Yr	07-08	08-09	09-10	Reading	90%	93%	95%	Writing	90%	93%	95%	Math	70%	80%	90%	Science	60%	70%	80%	<ul style="list-style-type: none"> • Pre AP & AP targets Evaluated & Monitored <ul style="list-style-type: none"> ➢ Continue to provide Pre AP/AVID training ➢ Send 2 teachers to AVID training • Achievement Targets/Goals for District and NCLB <ul style="list-style-type: none"> ➢ Provide comparisons within and between districts ➢ 70/90 (70% meet standard in Math, 90% in Reading) • Grade Level and Dept. Goals -Data-based Instructional Goals <ul style="list-style-type: none"> ➢ ESC- Provide for a data day such that teachers have time and resources to identify students and design lessons ➢ Create course assessments based on grade level GLE's ➢ ESC-Continue providing vertical teaming training ➢ ESC- Provide time for vertical team leads to meet (elementary- middle school- high school) ➢ ESC- Create GLE Pacing Chart
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<p>III) Effective School Leadership</p> <ul style="list-style-type: none"> • Culturally Proficient Leadership • Strong Instructional Leadership • Cohesive School Growth Plan <p>Discipline Data Analysis</p>	<ul style="list-style-type: none"> • Culturally Proficient Leadership <ul style="list-style-type: none"> ➢ Attend poverty/ diversity trainings and apply / implement strategies in the classroom • Strong Instructional Leadership <ul style="list-style-type: none"> ➢ Teachers Present sample lessons in areas they excel ➢ Teacher Teaming Vertical Teaming- ➢ Collegial Collaboration • Cohesive School Growth Plan <ul style="list-style-type: none"> ➢ Familiarity with SLP ➢ Provide input to SLP • Discipline Data Analysis <ul style="list-style-type: none"> ➢ Apply strategies that reduce referrals <ul style="list-style-type: none"> ❖ Enforce uniform policy fairly and consistently ❖ Develop relationships ❖ Warnings when appropriate ❖ Parent contact ❖ Processing 	<ul style="list-style-type: none"> • Culturally Proficient Leadership <ul style="list-style-type: none"> ➢ Administrators- Select diverse, qualified leaders for Leadership Team, Department Heads, Project Leads ➢ Administrators- Infuse cultural competence component in building trainings ➢ Counselors- identify groups/ issues • Strong Instructional Leadership <ul style="list-style-type: none"> ➢ AIMS- Present exemplary lessons at meetings/trainings and encourage staff with exemplary lessons to present ➢ AIMS- Support new areas of adoption & new teachers ➢ AIMS- Update SAC portfolio binder with exemplary work ➢ AIMS- Facilitate organization & sharing of standards-based lesson plans through SAC shared server folder • Cohesive School Growth Plan <ul style="list-style-type: none"> ➢ Admin, Counselors, Psychologist- Familiarity with & input to SLP • Discipline Data Analysis <ul style="list-style-type: none"> ➢ Administrators and Counselors- Share discipline data with staff and pinpoint what needs to be focused on ➢ Administrators- Provide staff training in processing ➢ Administrators, counselors, Psychologist- Enforce uniform policy fairly and consistently ➢ Counselors- Provide counseling and intervention for academic, attendance, & behavioral concerns ➢ Counselors- Provide Bullying and Harassment training and lesson ideas 	<ul style="list-style-type: none"> • Culturally Proficient Leadership <ul style="list-style-type: none"> ➢ ESC- Trainings in poverty and diversity= provide diverse literature studies/ materials ➢ ESC- Train ADL team leaders & provide resource materials for these trainings • Strong Instructional Leadership <ul style="list-style-type: none"> ➢ Curriculum & Instruction- Provide exemplar lesson plans and snapshots • Cohesive School Growth Plan <ul style="list-style-type: none"> ➢ Provide guidelines for SLP ➢ Familiarity with SLP ➢ Provide ESC trainings/ resources outlined in SLP ➢ At SLT meetings (6x per year) various committees report out progress toward SLP goals as they impact student achievement & building safety • Discipline Data Analysis

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<p>IV) High Levels of Collaboration and Communication</p> <ul style="list-style-type: none"> • Poverty & Diversity Appropriate Strategies • CFG Protocols/Articles • Grade Level Team Meeting Minutes • Staff Agendas • Waiver Day Agendas • Coaching/Mentoring Plans <p>II) Action Walks</p>	<ul style="list-style-type: none"> • Poverty & Diversity Appropriate Strategies <ul style="list-style-type: none"> ➢ Attend ADL diversity trainings and include poverty/diversity consideration in team discussions/lesson design • CFG Protocols/Articles <ul style="list-style-type: none"> ➢ Reflections/ critiques of lessons, student work, and portfolios in collaborative & vertical teams • Team Meeting Minutes <ul style="list-style-type: none"> ➢ One staff & 2 vertical team meetings per month ➢ Publish minutes on email to administrator • Staff Agendas and Waiver Day Agendas • Coaching/Mentoring Plans • Action Walks <ul style="list-style-type: none"> ➢ Encourage partner teachers to visit / action walk during non-teaching times 	<ul style="list-style-type: none"> • Poverty & Diversity Appropriate Strategies <ul style="list-style-type: none"> ➢ Administrators/ADL team- Train staff in poverty and diversity appropriate strategies (provide diverse literature studies/ materials) ➢ Establish student diversity committee ➢ New Student In-take Process – PDAC revisit to improve communication & optimal student placement • CFG Protocols/Articles <ul style="list-style-type: none"> ➢ Administrators – ensure accountability for teacher collaborative work • Team Meeting Minutes <ul style="list-style-type: none"> ➢ Administration- review minutes for all meetings and alternate attendance to meetings ➢ PDAC, Administrators, Counselors, Psychologist- Provide/ Present Agenda items at meetings as necessary • Staff Agendas and Waiver Day Agendas <ul style="list-style-type: none"> ➢ Administrators- Agendas aligned with SLP and district guidelines • Coaching/Mentoring Plans <ul style="list-style-type: none"> ➢ Administrators- meet with teachers and their coach/ mentor to check progress ➢ New teachers and teacher on plans of improvement meet with coach/ mentor • Action Walks <ul style="list-style-type: none"> ➢ Every 6 weeks- action walks with feedback 	<ul style="list-style-type: none"> • Poverty & Diversity Appropriate Strategies <ul style="list-style-type: none"> ➢ ESC- Trainings in poverty and diversity= provide diverse literature studies/ materials • CFG Protocols/Articles • Team Meeting Minutes • Staff Agendas and Waiver Day Agendas <ul style="list-style-type: none"> ➢ Provide district guidelines for agendas • Coaching/Mentoring Plans <ul style="list-style-type: none"> ➢ ESC- Provide coaches/ mentors for new teachers and teachers on plans of improvement • Action Walks <ul style="list-style-type: none"> ➢ Action walks with feedback

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<p>V) Curriculum, instruction, and assessment aligned with standards</p> <ul style="list-style-type: none"> • Instructional Strategies Identified & Data Driven using demographics to drive selection • Instructional Programs • GLE's • Report Cards • Exemplary Lesson Plans • Culturally Proficient Instruction 	<ul style="list-style-type: none"> • Instructional Strategies and Programs Identified & Data Driven using demographics to drive selection <ul style="list-style-type: none"> ➤ Classroom Standards-Based Snapshots visible everyday for every class ➤ Meaningful, Utilized Word Walls (definition, examples, visuals, etc) ➤ Writing Across the Curriculum (SUMMARIZATION and Journals) ➤ Math across the curriculum ➤ Pre AP strategies used in all classrooms ➤ Cambridge curriculum implemented in Cambridge classes ➤ Implement Hands-on Activities ➤ Backwards Planning w/ assessments ➤ Vertical Teaming + lesson planning ➤ Implementation of Learning Strategies: <ul style="list-style-type: none"> ❖ Cornell Notes ❖ Reciprocal Teaching ❖ Writing (SUMMARIZATION and Journals) ❖ Team Adopted Literacy Strategies (6th grade= Content, Audience, Purpose) ❖ Use of Graphic Organizers ❖ AVID/ WICR ❖ Socratic Seminar ❖ D.I. (Direct Instruction) • GLE's <ul style="list-style-type: none"> ➤ Used to design lessons and to assess student progress ➤ Use WASL Stems (STEM STAR) ➤ Science Labs using inquiry ➤ Preparing for WASL using differentiated instruction 	<ul style="list-style-type: none"> • Instructional Strategies and Programs Identified & Data Driven using demographics to drive selection <ul style="list-style-type: none"> ➤ Administrators- Feed back after Action Walks ➤ Administrators- Share out the best of the best that you are seeing on Action Walks ➤ AIMS- Refresher Courses on Instructional Strategies ➤ Departments/ AIMS- GLE pacing calendar by grade level • GLE's <ul style="list-style-type: none"> ➤ AIMS- provide examples of questions using WASL stems ➤ Time and Support for Vertical Teaming 	<ul style="list-style-type: none"> • Instructional Strategies and Programs Identified & Data Driven using demographics to drive selection <ul style="list-style-type: none"> ➤ ESC- Feed back after Action Walks ➤ ESC- Share out the best of the best that you are seeing on Action Walks ➤ ESC- Training on Instructional Strategies: <ul style="list-style-type: none"> ❖ More Reciprocal Teaching ❖ Pre-AP and AVID refreshers ❖ Direct instruction ❖ Tom Boyce math training ❖ Algebraic Thinking training ❖ Culturally appropriate curriculum (story problems, science problems, literature) • GLE's <ul style="list-style-type: none"> ➤ Training on Science labs using Inquiry ➤ Provide exemplars of WASL stem questions ➤ Training and Support for Vertical Teaming ➤ <i>Provide Exemplars of lesson plans</i>

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<p>VI) Frequent Monitoring of teaching and learning</p> <ul style="list-style-type: none"> • Portfolios • Student-led Conferences • Promotion • Report Cards – grades by teachers by students • Progress Reports • Hot List/Intervention Team • Team &/or dept. goals • Course Assessment data • OSPI Comparative Data • Parent Communication 	<ul style="list-style-type: none"> ▪ Portfolios <ul style="list-style-type: none"> ➤ Teacher’s role is to orchestrate portfolios & coach/train students to manage their own ➤ Portfolios reflect student’s ability and therefore reflects report card ➤ Continuously organized using table of contents for easy interpretation ➤ Contain assessments that provide evidence of meeting standard on grade level GLE’s ➤ Contain a rubric that is aligned with grade level GLE’s ➤ Contain student reflections pertaining to each EALR, specifically: What was learned from the assessment, What was done well, What needs improvement ➤ Contain Informer data for each student • Student-led Conferences <ul style="list-style-type: none"> ➤ 100 % Participation ➤ Math, Writing, and Reading pieces must be included and discussed (8th grade must also include and discuss the 13th Year Plan) ➤ Student Learning Plans must be included, discussed, and signed by parent/ guardian for those who did not pass all parts of WASL • Promotion <ul style="list-style-type: none"> ➤ Based on district promotion policy which includes providing evidence of meeting grade level GLE’s 	<ul style="list-style-type: none"> ▪ Portfolios <ul style="list-style-type: none"> ➤ Administrators- portfolio checks and feedback on walkthroughs ➤ AIMS- training opportunities for staff re: portfolios • Student-led Conferences <ul style="list-style-type: none"> ➤ Administrators, AIMS, Counselors, Librarian, Psychologist- sit in for parent/ guardian as needed • Promotion <ul style="list-style-type: none"> ➤ Check portfolios for evidence of meeting standard or progress toward IEP goals ➤ AIMS maintains 8th grade retention list based on board policy requirements 	<ul style="list-style-type: none"> ▪ Portfolios <ul style="list-style-type: none"> ➤ ESC- portfolio checks and feedback on walkthroughs ➤ Ongoing training (expectations, exemplars) ➤ ESC- Provide list of mandatory portfolio content (types of assessments) • Student-led Conferences <ul style="list-style-type: none"> ➤ ESC- Observe multiple SLCs and share out • Promotion <ul style="list-style-type: none"> ➤ ESC- Promotion Policy in writing in September to all staff, students, and parents/ guardians

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<p>VI) Frequent Monitoring of teaching and learning</p> <ul style="list-style-type: none"> • Portfolios • Student-led Conferences • Promotion • Report Cards – grades by teachers by students • Progress Reports • Hot List/Intervention Team • Team &/or dept. goals • Course Assessment data • OSPI Comparative Data • Parent Communication 	<ul style="list-style-type: none"> • Report Cards and Progress Reports <ul style="list-style-type: none"> ➢ Reflects student progress towards meeting standard on grade level GLE's or if SpEd reflects progress toward IEP goals, evidence in port. ➢ All core teachers use Excelsior standards-based report card ➢ Teachers use formative and summative data to drive instructional decisions – what to cover & assess in what order and at what depth • Hot List/Intervention Team <ul style="list-style-type: none"> ➢ Identify these students early (Data Day) ➢ PDAC • Team &/or dept. goals <ul style="list-style-type: none"> ➢ Collaborate to develop standards based assessments & lessons using new district template ➢ Use of strategies that are culturally and developmentally appropriate to design lessons ➢ Vertical Teaming ➢ GLE pacing calendar • Course Assessment data and OSPI Comparative Data <ul style="list-style-type: none"> ➢ Use to guide instruction by identifying low strands (Data Day) • Parent Communication <ul style="list-style-type: none"> ➢ Up to date notification for all students who are performing below standard ➢ Positive feedback (maybe in newsletter) ➢ Keep an accurate record ➢ Open House ➢ Progress report every 6 weeks (verify signature on return envelope) ➢ Semester grades mailed home ➢ Online grade report ➢ Student-led Conferences ➢ Publish teacher contact information ➢ Strongly encourage teachers to make positive contact early in year ➢ Strongly encourage direct parent contact each time a student falls below standard 	<ul style="list-style-type: none"> • Report Cards and Progress Reports <ul style="list-style-type: none"> ➢ Administrators- Check that portfolios reflect report cards ➢ Counselors- Help with parent contact for hot list students ➢ Two designated teachers provide in-building support to teachers for Standards-Based Report Card • Hot List/Intervention Team <ul style="list-style-type: none"> ➢ Administrators- Provide time to identify hot list students (Data Day) ➢ Counselors, Psychologist- Coordinate Intervention Groups that meet regularly to discuss progress and hurdles • Team &/or dept. goals <ul style="list-style-type: none"> ➢ AIMS- offer support & training to vertical & grade level teams re: new district lesson template • Course Assessment data and OSPI Comparative Data <ul style="list-style-type: none"> ➢ Time and Resources on Data Day • Parent Communication <ul style="list-style-type: none"> ➢ Administrators, AIMS, Counselors, Librarian, Psychologist- presence available as needed ➢ Counselors- Help contacting as needed 	<ul style="list-style-type: none"> • Report Cards and Progress Reports <ul style="list-style-type: none"> ➢ Tech to provide training to teachers new to the Standards-Based Report Card or in need of a refresher before school begins • Hot List/Intervention Team <ul style="list-style-type: none"> ➢ Provide training for interventionists • Team &/or dept. goals <ul style="list-style-type: none"> ➢ ESC- restrictions/ guidelines for GLE pacing • Course Assessment data and OSPI Comparative Data <ul style="list-style-type: none"> ➢ Compute, Compile, and Update on INFORMER ➢ Time and Resources on Data Day • Parent Communication <ul style="list-style-type: none"> ➢ School Calendars, Course Descriptions, Promotion Policy, District Policies, etc

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<p>VII) Focused Professional Development</p> <ul style="list-style-type: none"> • Training Plans – Cultural Competency & Poverty Understanding • Staff Evaluation • Professional Development Plans (past 3 years) • Workshop Targets • Dept. staff development 	<ul style="list-style-type: none"> • Training Plans – Cultural Competency & Poverty Understanding <ul style="list-style-type: none"> ➢ Attend poverty/ diversity trainings and apply / implement strategies in the classroom ➢ Use brain research info to improve lesson design ➢ Motivate students to learn by sharing brain research in advisory • Staff Evaluation <ul style="list-style-type: none"> ➢ New Teachers/ Teachers on Plans of Improvement/ Pre-CPDP teachers <ul style="list-style-type: none"> ❖ Traditional Evaluation ❖ Coach/ Mentor ❖ New Teacher Training ➢ Experienced Teachers <ul style="list-style-type: none"> ❖ CPDP Goal Setting (Measurable Goals) ❖ CPDP Checkpoints (2) ❖ CPDP Summaries and Reflections • Professional Development Plans (past 3 years) <ul style="list-style-type: none"> ➢ Continue working towards/ improving standards based classrooms • Workshop Targets <ul style="list-style-type: none"> ➢ Cultural Competency and Poverty Understanding ➢ Data and Standards-based driven lessons and assessment ➢ All math teachers attend Tom Boyce & Algebraic Thinking ➢ All social studies, ELL, and SPED teachers attend Reciprocal Teaching ➢ Pre-AP / AVID / Differentiation strategies for language arts teachers • Dept. staff development <ul style="list-style-type: none"> ➢ Vertical Teaming - Collaboration centered around new lesson plan template ➢ GLE pacing ➢ Creating Standards Based Assessments 	<ul style="list-style-type: none"> • Training Plans – Cultural Competency & Poverty Understanding <ul style="list-style-type: none"> ➢ Diversity committee- Train staff in poverty and diversity appropriate strategies ➢ AIMS- Train staff in brain research to drive lesson development & to improve student motivation • Staff Evaluation <ul style="list-style-type: none"> ➢ Administrators <ul style="list-style-type: none"> ❖ Perform Traditional Evaluations ❖ Meet with Coach/ Mentor and teacher to check progress ❖ CPDP Checkpoints (2) • Professional Development Plans (past 3 years) <ul style="list-style-type: none"> ➢ Continue working towards/ improving standards based classrooms • Workshop Targets <ul style="list-style-type: none"> ➢ Cultural Competency and Poverty Understanding ➢ Data and Standard driven lessons and assessments ➢ Collaboration centered around new lesson plan template ➢ AIMS & AVID attendees to provide pre-AP / AVID / Differentiation training for language arts teachers (Socratic seminar, COSTA (levels of questioning), • Dept. staff development <ul style="list-style-type: none"> ➢ Vertical Teaming ➢ GLE pacing ➢ AIMS- Exemplars of Standards Based Assessments 	<ul style="list-style-type: none"> • Training Plans – Cultural Competency & Poverty Understanding <ul style="list-style-type: none"> ➢ ESC / ADL Trainings in poverty and diversity= provide diverse literature studies/ materials • Staff Evaluation <ul style="list-style-type: none"> ➢ Administrators <ul style="list-style-type: none"> ❖ Administrative Evaluations ❖ Arrange for Coach/ Mentors for new teachers and those on plans of improvement ❖ Provide CPDP and traditional evaluation forms ❖ Provide New Teacher Trainings • Professional Development Plans (past 3 years) <ul style="list-style-type: none"> ➢ Continue to provide training that supports/ improves standards based classrooms • Workshop Targets <ul style="list-style-type: none"> ➢ Cultural Competency and Poverty Understanding ➢ Data and Standard driven lessons and assessments ➢ Tom Boyce – curriculum map that integrates math concepts & skills in learner-friendly lesson designs ➢ Algebraic Thinking – hands-on math approach that spirals and fills concept & skill holes ➢ Reciprocal Teaching for all Social Studies, ELL, and SPED teachers ➢ Suggestions: COSTA (levels of questioning), Developing Lesson Plans, Differentiated Instruction, New Report Card (Hands-On), Pre AP, Marilyn Burns (Hands-On), Motivating the Unmotivated, Guided Reading, Cornell Notes (Uses- extended reflections), Science (Inquiry/ Scientific Method) • Dept. staff development <ul style="list-style-type: none"> ➢ Vertical Teaming ➢ GLE pacing ➢ Training- Creating Standards Based Assessments

Nine Characteristics of Effective Schools	Whole Staff	Specialists	Others: (list by dept.)
<p>VIII) Supportive Learning Environment</p> <ul style="list-style-type: none"> • Building Handbook • Training (safety, harassment, health) • Culturally Competent Communication 	<ul style="list-style-type: none"> • Building Handbook <ul style="list-style-type: none"> ➤ Familiarity with handbook • Training (safety, harassment, health) <ul style="list-style-type: none"> ➤ Attendance and participation ➤ Advisory Lessons focused on safety, harassment, and health ➤ Campus Security • Culturally Competent Communication <ul style="list-style-type: none"> ➤ Arrange for translation and translators as needed 	<ul style="list-style-type: none"> • Building Handbook <ul style="list-style-type: none"> ➤ Administrators- Update the following: <ul style="list-style-type: none"> ❖ Emergency Procedures ❖ Policies & Procedures ❖ Schedules ❖ Staff Development Model ❖ Behavior Management Plan • Training (safety, harassment, health) <ul style="list-style-type: none"> ➤ Provide during regular all staff meetings ➤ Counselors- Ideas for Advisory Lessons focused on safety, harassment, and health • Culturally Competent Communication <ul style="list-style-type: none"> ➤ Arrange for translation and translators as needed 	<ul style="list-style-type: none"> • Training (safety, harassment, health) <ul style="list-style-type: none"> ➤ Updated district expectations for trainings ➤ ESC- Ideas for Advisory Lessons focused on safety, harassment, and health • Culturally Competent Communication <ul style="list-style-type: none"> ➤ Provide translation and translators as needed
<p>IX) High Level of Community Involvement</p> <ul style="list-style-type: none"> • SLT/PTA Activities • Parent Groups • Volunteer hours/month • Community Resources/ Partnerships • Outreach to clients of diverse backgrounds 	<ul style="list-style-type: none"> • SLT/PTA Activities <ul style="list-style-type: none"> ➤ Orientation Day (WEB) ➤ Open House ➤ School Website ➤ School Performances ➤ Family Nights ➤ 13th Year Plan Night • Parent Groups and Volunteers <ul style="list-style-type: none"> ➤ Welcome and needed in classroom ➤ Volunteer Breakfast • Community Resources/ Partnerships <ul style="list-style-type: none"> ➤ AVID Tutors ➤ Junior Achievement ➤ 8th grade advisory- visits from professional in different career areas • Outreach to clients of diverse backgrounds <ul style="list-style-type: none"> ➤ Advisory Diversity Activities ➤ Multicultural Night ➤ Diversity Council 	<ul style="list-style-type: none"> • SLT/PTA Activities <ul style="list-style-type: none"> ➤ Orientation Day (WEB) ➤ Open House ➤ School Website ➤ School Performances ➤ Family Nights ➤ 13th Year Plan Night • Parent Groups and Volunteers <ul style="list-style-type: none"> ➤ Administrators- invite into classrooms ➤ Counselors- list of what help is needed where ➤ Volunteer Breakfast • Community Resources/ Partnerships <ul style="list-style-type: none"> ➤ Counselors- Volunteer Recruitment ➤ Counselors- arrange for visits from professional in different career areas to 8th grade Advisory classes • Outreach to clients of diverse backgrounds <ul style="list-style-type: none"> ➤ Advisory Diversity Activities ➤ Multicultural Night ➤ Diversity Council 	<ul style="list-style-type: none"> • SLT/PTA Activities <ul style="list-style-type: none"> ➤ Plan 13th Year Plan Night • Parent Groups and Volunteers • Community Resources/ Partnerships <ul style="list-style-type: none"> ➤ ESC- Volunteer Recruitment • Outreach to clients of diverse backgrounds <ul style="list-style-type: none"> ➤ ESC- visits to advisory classes

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<p>X) Technology</p> <ul style="list-style-type: none"> • District Technology Plan • INFORMER • Data Driven Professional Development 	<ul style="list-style-type: none"> • District Technology Plan <ul style="list-style-type: none"> ➢ Retain Computer Lab behind Library for entire class sign up for research projects. Teachers model and teach the internet research process. ➢ Technology used to enhance differentiated instruction ➢ Use of new document & digital cameras to enhance modeling & sharing of students' understanding • INFORMER <ul style="list-style-type: none"> ➢ Familiarity with what is available ➢ Use to identify focus strands and hot list students ➢ Use to create SLPs for students who did not pass all parts of the WASL as required by the state • Data Driven Professional Development <ul style="list-style-type: none"> ➢ Data Day- analyze informer and portfolio data to drive effective standards-based instruction & assessment 	<ul style="list-style-type: none"> • District Technology Plan <ul style="list-style-type: none"> ➢ Librarian – Organize Computer Lab use (behind Library) ➢ Computer class: Students use programs such as: Word, Excel, Powerpoint, Clicker, or Hyperstudio. Students learn internet search skills and strategies as they gather information for class projects. ➢ Webmaster – update SAC website regularly • INFORMER <ul style="list-style-type: none"> ➢ Counselors- Obtain data on new students that are not listed on INFORMER and give copy to teachers ➢ Counselors- answer parent/student questions about student learning plans ➢ Administration- Check for correlation of informer/gradebook data with portfolio evidence when on Action Walks • Data Driven Professional Development <ul style="list-style-type: none"> ➢ Administrators/ AIMS- Data Day: Provide time and format to track hot list students, determine focus strands, and analyze progress-to-date. 	<ul style="list-style-type: none"> • District Technology Plan <ul style="list-style-type: none"> ➢ Continue to add and update computers and other technology resources ➢ NOTIFY staff when updates are made ➢ Provide new technology that can be used to enhance differentiated instruction • INFORMER <ul style="list-style-type: none"> ➢ Technology dept - Update INFORMER data at each test window ➢ Add new WASL Prompts ➢ ESC- Keep Informer updated and make improvements as needed • Data Driven Professional Development <ul style="list-style-type: none"> ➢ Data Day