

STANWOOD- CAMANO SCHOOL DISTRICT #401
DISTRICT IMPROVEMENT PLAN

2015-17

“One community dedicated to the success of every student”

The Mission Statement

The Stanwood-Camano School District mission is to provide high quality educational opportunities that promote excellence and lifetime learning.

Theory of Action

Every student accomplishes higher levels of achievement and success when we, as a system, have a common vision and work in a collaborative culture to continuously improve our leadership and instructional practice.

District Improvement Planning Process Introduction

The Stanwood-Camano School District has worked diligently over the past several years to improve student achievement and graduation rates. For the 2012-2013 and the 2013-2014 school years, the district scored above the State of Washington in every assessed area. The Stanwood-Camano Schools have also been recipients of many distinguished awards.

In 2014-15, the State of Washington implemented the Smarter Balanced Assessment to assess the Washington State Learning Standards. In order to meet Adequate Yearly Progress (AYP) districts in Washington State districts had to have a 95% participation rate on the Smarter Balanced Assessment. The District met this rate at the elementary level in 2015 and 2016, but not at the secondary level and continues in Step 2 of improvement as we transition to the Every Student Succeeds Act (ESSA) requirements.

The following District Improvement Plan was developed, refined, and is being implemented with the administrative leadership team and parents in our community.

DISTRICT IMPROVEMENT PARTICIPANTS

District Administration:

Jean Shumate, Ed.D Superintendent of School
Lloy Schaaf, Ed.D Assistant Superintendent of Teaching and Learning
Maurene Stanton Executive Director of Human Resources
Gary Platt Executive Director of Business Services
Pam Gentz Director of Special Services

Jennifer Allen Principal, Twin City Elementary
Cherae Almanza Assistant Principal, Stanwood Middle School
George Colby Dean of Students, Stanwood High School
Carolyn Coombs Assistant Principal, Stanwood High School
Christine Del Pozo Principal, Stanwood High School
Victor Hanzeli Principal, Elger Bay Elementary
Dan Johnston Principal, Port Susan Middle School
Colleen Keller Principal, Utsalady Elementary
Tod Klundt Principal, Stanwood Middle School
Staci Lauinger Title Lap Coordinator,
Jeff Lofgren Principal, Cedarhome Elementary
Barbara Marsh Principal, Stanwood Elementary
Ryan Ovenell Principal, Lincoln Hill Academy/High
Kevin Plambeck Career & Technology Director
Ross Short Teacher/Admin. Intern
Keri Von Moos Assistant Principal, Port Susan Middle School
Tom Wilfong Assistant Principal, Stanwood High School

Parent Involvement:

Teresa Nicholas Stanwood High School Parent
Amy Anderson Stanwood High/Elementary Parent
Nicole Mitchell Twin City Parent
Randy Belles Utsalady Parent
Deborah Hepper Port Susan Parent
Sarah Foreman Stanwood Middle Parent
Kim Mahoney Elger Bay Parent

District-Wide Special Recognitions

- Cedarhome Elementary:
 - 2014 Washington Achievement Award for Reading Growth
 - 2013 Washington Achievement Award for Reading Growth
- Elger Bay Elementary:
 - 2015 Title I recognition for student growth
 - 2010 School of Distinction
 - 2007 School of Distinction
- Stanwood Elementary:
 - 2014 Washington Achievement Award for High Progress
 - 2013 Washington Achievement Award for High Progress
 - 2008 School of Distinction
- Port Susan Middle School
 - 2014 Washington Achievement Award for High Progress
- Stanwood High School:
 - 2014 Washington Achievement Award for High Progress
 - 2014 School of Distinction Award for Outstanding Improvement in Reading and Math over a 5-year period
 - 2013 Washington Achievement Award for High Progress
 - 2011 Washington Achievement Award for High Progress
- Lincoln Hill High School:
 - 2011 Washington Achievement Award for Improvement
- Saratoga School:
 - 2013 Washington Achievement Award for Reading Growth

- Twin City Elementary
 - 2015 Title I recognition for student growth

District ELA Results 2015-16

Smarter Balanced Test Score Results- Grades 3-8

<u>GRADE</u>	<u>DISTRICT ELA 2015</u>	<u>DISTRICT ELA 2016</u>	<u>ANNUAL GROWTH</u>	<u>STATE 2016</u>	<u>COMPARISON TO STATE AVERAGE</u>
<u>3</u>	<u>54.4</u>	<u>56.9</u>	<u>+2.5</u>	<u>54.3</u>	<u>+2.6</u>
<u>4</u>	<u>71.1</u>	<u>70.9</u>	<u>-.2</u>	<u>57.0</u>	<u>+13.9</u>
<u>5</u>	<u>65.3</u>	<u>70.2</u>	<u>+4.9</u>	<u>60.1</u>	<u>+10.1</u>
<u>6</u>	<u>52</u>	<u>64.1</u>	<u>+12.1</u>	<u>56.5</u>	<u>+7.6</u>
<u>7</u>	<u>55</u>	<u>61.1</u>	<u>+6.1</u>	<u>58.5</u>	<u>+2.6</u>
<u>8</u>	<u>55.7</u>	<u>65.7</u>	<u>+10.0</u>	<u>59.7</u>	<u>+6.0</u>

District Math Results 2015-16
Smarter Balanced Test Score Results- Grades 3-8

<u>GRADE</u>	<u>DISTRICT MATH 2015</u>	<u>DISTRICT MATH 2016</u>	<u>ANNUAL GROWTH</u>	<u>STATE 2016</u>
<u>3</u>	<u>64.6</u>	<u>57.3</u>	<u>-7.3</u>	<u>58.9</u>
<u>4</u>	<u>68.9</u>	<u>65.3</u>	<u>-3.6</u>	<u>55.4</u>
<u>5</u>	<u>57.6</u>	<u>67.6</u>	<u>+10</u>	<u>49.2</u>
<u>6</u>	<u>50.2</u>	<u>54.6</u>	<u>+4.4</u>	<u>48.0</u>
<u>7</u>	<u>50.1</u>	<u>57.8</u>	<u>+7.7</u>	<u>49.8</u>
<u>8</u>	<u>47.1</u>	<u>53.6</u>	<u>+6.5</u>	<u>47.8</u>

District High School Results 2015-16

<u>GRADE</u>	<u>Grade 11 (Grade 10-Bio)</u>	<u>STATE 2016</u>	<u>Percent of 11th Graders Meeting Grad Requirements</u>
<u>ELA</u>	<u>86.7%</u>	<u>75.5%</u>	<u>86.7%</u>
<u>Math</u>	<u>16.5%</u>	<u>21.8%</u>	<u>86.9%</u>
<u>Biology EOC</u>	<u>73.5%</u>	<u>72.2%</u>	<u>74.8%</u>

District Improvement Goals 2016-17

Goal I - Students in grades 3-12 will increase proficiency in English Language Arts by 5% as measured by the Smarter Balance Assessment.

Goal II - Students in grade 3-12 will increase proficiency in Mathematics by 5% as measured by the Smarter Balanced Assessment.

Goal III - Parent involvement will be a key component in achievement of the proficiency goals and parent support will be integrated into all School Improvement Plans.

GOAL AREA: Equity for all students

Subcategory: General Education - To provide support to struggling learners not supported through categorical programs.

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
<p>Identify the struggling students targeted for interventions based on data, regularly progress monitor and adjust interventions based on the data. The cycle should include: -Identification -Intervention -Assessment (intervention and student) -Adjust Intervention</p>	<ul style="list-style-type: none"> -Building Principal -Title 1 Reading/Math -Facilitators -Leadership Teams 	<p>September 2014 Progress monitoring should be ongoing throughout the year and at a minimum, quarterly. Continuing 2015-2017</p>	<p>Staff time Progress monitoring data</p>	<ul style="list-style-type: none"> -Students entering and exiting based on progress -Data taken on a regular basis -Interventions being modified and adjusted -Data conferences with students
<p>Identify learning gaps in special population and plan for classroom and district supports.</p>	<ul style="list-style-type: none"> -Building principals -Lloy Schaaf 	<p>June 2015-June 2016</p>	<ul style="list-style-type: none"> -IXL -Read Live! -Fast Track Phonics -Think Central -Review of the claims for patterns and gaps from the SBAC 	<p>Grade levels/schools review claims and creating a plan that outlines gaps and resources.</p>
<p>Implement professional development that will increase teacher's and para's ability to use formative assessments, effective interventions and modifications.</p>	<ul style="list-style-type: none"> -Building Principals -Title 1/LAP -Reading/Math Facilitators -Leadership Teams -Special Education Staff 	<p>Ongoing 2014-2016</p>	<p>"Real time" coaching Time allocated at staff meetings After school trainings</p>	<ul style="list-style-type: none"> -Attendance records -Teachers implementing formative assessments -Walkthroughs/Data Snaps
<p>Formative assessment on a daily basis. Teacher should be asking themselves, "Did the kids get it and how do they know?"</p>	<p>Teachers</p>	<p>Ongoing 2015-2017</p>	<p>Formative assessments</p>	<p>Teachers are able to use formative assessment to inform instruction. This will be seen in walkthroughs and will be discussed in principal teacher conversations.</p>

Consistently use research based interventions and modifications to support struggling students.	-Teachers -Student Support Teams	Ongoing throughout the 2014-2017 school years.	Examples of research based interventions and sharing interventions between schools.	Classroom observations of teachers using interventions and increase in student achievement.
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GOAL AREA: Equity for all students

Subcategory: Implementation of Full Day Kindergarten

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
School Board decision to implement Full Day Kindergarten.	Jean Shumate	July 30, 2015 and ongoing	Additional dollars to support non- Title Schools	Full Day K classrooms in place
Support Teachers in changing teaching practices to develop and learning centers aligned to Washington State Learning Standards.	-Staci Lauinger -Lloy Schaaf -Elementary Principals	August 2015-2017 (ongoing)	OSPI training modules-trained Colleen Keller, Staci Lauinger, Jennifer Allen	Learning Centers in classrooms or transitioning into learning centers.
Provide professional development to elementary principals so they may provide support to the FDK program.	Staci Lauinger	September 2015-17	Jeff Lofgren, Jennifer Allen, Barbara Marsh, Victor Hanzeli, Staci Lauinger	ESD WaKIDS 101 Training completed.
-Train teachers in the use of ipads and the application -Teaching Strategies GOLD	-Lloy Schaaf -Mark Wayland	September 2015-17	OSPI/ Mark Wayland	Training complete for all K teachers (attendance records) and all data submitted by October 31 st
Parent Communication through the website/family connection meetings. Monthly after school Kindergarten Collaboration.	-Lloy Schaaf -Elementary Principals -Staci Lauinger -K Teachers -Jennifer Allen	June–September 2015 Monthly 2015-17 school year	-Website -Family Connection meetings Packets -Jennifer Allen -OSPI, ESD -FDK Modules	-Completion of Family Connection meetings by September 2015 -Conference Calendars -FDK Information on District & Building websites -Attendance sheets -Agendas

GOAL AREA: Equity for all students

Subcategory: Special Education - To provide support to identified special education students within special education programs and in general education classes.

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Ensure that all teachers are providing quality specially designed instruction for all students.	-Building Principals -Pam Gentz -Lloy Schaaf	2015-17 Ongoing	-Instructional Coaches -ESD Specialists -Other Districts -Collaboration Time	Observable quality instruction during walkthroughs.
Ensure that all principals have a strong understanding of quality specially designed instruction and how it looks in a classroom.	-Pam Gentz -Lloy Schaaf	2015-17 Ongoing	-ESD Specialists -OSPI -Other Districts -Collaboration Time	
Monitor Special Education program related to compliance/WACs.	-Special Programs Director -School Psychologist.	Ongoing	Time	All IEPs and Evaluations are in compliance every month 2015-2017.
Provide IEP Writing training for all special education teachers.	-Pam Gentz -Lloy Schaaf	September 2015	WEA/OSPI	-All IEPs Compliant -Safety Net secured with no IEP errors
Identify existing Special Education support materials and fidelity of use K-12.	-Special Programs Director -Special Education Staff	2015-2017	Time	Consistent use of the following materials and curriculum: -Language! SMS and SHS -Read Live PSMS and SMS -Journeys support materials – elem. -Math Navigator SMS and PSMS -Success Maker (math) PSMS -Math You See (elementary) -Explode the Code SES
Implement research based interventions and modifications to support Special Education students.	Special Programs Director Building Principals Special Education Staff	September 2015-2017	Administrator time	Classroom observations noting the use of research based interventions.

<p>Monitor the use of periodic assessments for progress and to determine program effectiveness and student growth (AIMSweb).</p>	<p>Special Programs Director Special Education Staff School Psychologist</p>	<p>Ongoing and at a minimum quarterly for secondary or trimester for elementary.</p>	<p>Access to AIMSweb</p>	<p>Progress reports are completed in IEP Online: Quarterly for secondary Trimester for elementary</p>
<p>Provide professional development to train staff (both Special Education and General Education and including para-educators) Topics to include: -Tourette Syndrome, -Effective Modifications and Interventions, -ADHD, PTSD -Use of educational support material.</p>	<p>-Special Programs Director -Special Education Staff (School Psychologist, Speech Language Pathologist, Occupational Therapist) -Outside consultants</p>	<p>Ongoing through the 2014-2015 school year. Continuing 2015-2017.</p>	<p>After school trainings</p>	<p>-Attendance records -Teachers effectively using modifications and interventions from training as evidenced by walkthroughs/data snaps</p>

GOAL AREA: Equity for all students

Subcategory: ELL Education - To provide support to English Language Learners (ELL) both

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Communicate existing classroom and district supports. Address what they are and what more is needed. For example more GLAD training for teachers in non ELL magnet schools.	-Pam Gentz -Building Principals -ELL Staff	November 2014- 2017	-ELL Secondary Teacher -ELL Elementary Teachers -ELL Para-Educator	Staff Hired Communications out to building staff by building principals and Pam Gentz. Additional Teachers trained in GLAD.
Establish expectations and determine schedule for administering and reviewing periodic assessments.	-Pam Gentz -Building Principals -ELL Teachers	November 2014- 2017	Meeting time with ELL Staff.	Ongoing progress monitoring done by ELL staff using AIMSweb and/or Curriculum-Based Assessments.
Review effectiveness of ELL interventions and program and adjust as indicated by data.	-Classroom Teachers -Building Principals -ELL Staff -Pam Gentz	Regularly, at a minimum, Quarterly 2014-2017.	Meeting time with ELL Staff.	-Services have been adjusted based on student progress. -Agendas -Calendared dates
Provide professional development to all staff on how to effectively work with ELL students.	-ELL Staff -Pam Gentz	Ongoing through the 2014-2015 school year. Continuing 2015-17.	-Time allocated at staff meetings -Staff to provide after school trainings -Guided Language Acquisition Training (GLAD) for Twin City Teacher	-In-Service Evaluations -Follow-up by ELL Staff -GLAD techniques implemented in TCE classrooms
Provide ELL parent nights throughout the year. The focus will be on teaching parents English and how to support their child in school.	-ELL Staff -Special Services Director -Lloy Schaaf	Ongoing through the 2014-2015 school year. Continuing 2015-16.	-ELL Staff -Grant through Greater Everett Community Foundation	-Attendance Records -Parent Evaluations

<p>Coordinate with the Parent Advisory Council to provide opportunities for parent involvement.</p>	<p>-ELL Staff -Special Services Director -Title I Coordinator/Staff</p>	<p>-October 2014 -January 2015 -March 2015 -April 2015 -Throughout 2015-17</p>	<p>-ELL Staff -Title I/LAP Staff</p>	<p>-Attendance Records -Agendas</p>
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GOAL AREA: Equity for all students

Sub category: Poverty - To provide support to students in poverty/trauma.

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Staff will be trained on the the needs of students in poverty, ELL and special education.	-District -Building Principals	Ongoing 2015-17	Book Study: <u>Engaging Students With Poverty in Mind</u> and <u>Teaching Students with Poverty in Mind</u> -Time to Meet	-Meeting Times -Agendas -Reflection/Evaluations from Staff
Staff will look at district data in the subcategory of poverty and make a plan for addressing student needs (look at claims and target areas for patterns).	-Dan Johnston -District Building Principals	Ongoing 2015-17	-Time to Meet -District Data -ORS	-Agendas -Documented Areas of Need -Documented Plan for Addressing Needs
Introduce staff to the impacts of trauma on student learning.	Maurene Stanton Building Principals	2015-17	-Training in leadership -Team/Staff meetings	-Agendas -Observations in classrooms -Teacher testimonials

GOAL AREA: Content

Subcategory: Implement the Washington State Learning Standards

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Apply Learning Forward Standards as we continue to implement the Washington State Learning Standards.	-Lloy Schaaf -TPL District Core Team	Leadership Team introduction on October 14, 2014. Reviewed in the spring of 2015. Review at Administrative Retreat	Staff attending the Professional Learning Conference. Continued work on professional learning initiatives.	-Change in professional learning feedback -Change in practice as evidenced by walkthroughs
Conduct the Professional Learning (PL) Survey for all schools. Implement a survey monkey for specific professional learning needs.	Lloy Schaaf/ Staci Lauinger to work with Dan Bissonette and Learning Forward.	November 2014 June 2016	Professional Learning Dollars	Completed Surveys for all schools
Review District-wide data to determine professional learning needs	-Lloy Schaaf -Staci Lauinger -TPL team	November 2014 October 2015 October 2016	Data compilation	Mtg w/ TPL Team & Principals to determine district-wide need resulting in a prioritized list of PD needs for each level.
Structure content studios (3-8) in Math and ELA and /or half day professional learning related to the Washington State Learning Standards. Focus on instructional and content shifts and support for struggling learners including English Language Learners, Special Education students and Students in Poverty.	Staci Lauinger, Lloy Schaaf, Teacher Leaders, Mary Ellen Huggins (ESD, Maryanne Stine (outside mathematics consultant), English Language Arts (ESD) resource.	October 2014- January 2015 June 2016	TPL Dollars/Curriculum Dollars	Studio plans designed for building teams to take back and use Principals using videos and lessons with their building teams. Teachers able to voice implications for their own instruction regarding content shifts and struggling learners.

-Develop and Implement -Smarter Balanced -Performance Task Training -Develop and implement review of claims to address learning gaps	-Staci Lauinger -Lloy Schaaf -Principals & School Leaders	January 2015-April 2015 October 2015-2016	Curriculum Dollars for building training, On-line resources for accessing Performance Tasks on the Digital Library.	After school class attended by representation from all levels. Teachers participating in the implementation of a performance task and creating or using performance tasks in their own classrooms aligned to the WSLs.
Integrate Technology in content areas to support student learning	-Mark Wayland -Nate Hanson -Kevin Plambeck -Lloy Schaaf -Principals	On-going through studios and modeling with focus on elementary and high school	TOSA time	Studios/PDW Wednesdays/ Modeling by TOSAs/Teachers implementing technology integration strategies as evidenced by walkthroughs/data snaps.
Pilot a researched based writing program(Units of Study by Lucy Calkins)	-Staci Lauinger -Lloy Schaaf	October 2015-2016	Curriculum Dollars	Agendas, Attendance Records of Pilot Team, Materials being piloted in 12 classrooms across district as evidenced by classroom visits & studios.
Implement use of Math Expressions Assessments in grades k-5 aligned to the Washington State Learning Standards	-Staci Lauinger -Lloy Schaaf -Kris Wayland -Jenny Sepulveda -Megan Ovenell	August 2015-June 2016	Think Central	Use in classrooms
Review of Overall Teaching and Learning plan for the district - Adoptions - Professional Development	The TPL group	Ongoing 2015-2017	Time	Articulated Plan in place which is attached.

GOAL AREA: Instruction**Subcategory: Fully implement the 5 Dimensions of Teaching and Learning in every classroom everyday.**

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Conduct studios with new teachers for the purpose of Observing the 5 dimension in action and supporting understanding of the 8 mathematical practices.	-Lloy Schaaf -Staci Lauinger, Instructional coach -Amy Thompson, Instructional coach	June 2015- June 2017	-Center for Education (CEL) -Instructional Coaches -District Dollars	-Professional development schedule -Agendas -Reflection forms from studio days -Follow-up with teachers who attended studios (how they used what they learned from the studios).
Professional development for administrators to calibrate observations and evaluation scoring.	-Lloy Schaaf -Maurene Stanton	Ongoing	Leadership meeting time	Agendas for district leadership team meetings Discussion/notes on observing/calibrating/scoring.
Training for new staff on 5 Dimensions	Lloy Schaaf/Maurene Stanton/Instructional Coaches – Staci Lauinger/Building Principals	Ongoing 2015-2017	August training days, after school classes for clock hours.	-Agenda for August trainings -Reflection forms from new staff

GOAL AREA: Strengthen the Instructional Core to Improve Student Learning and Achievement

Subcategory: Continue to implement the new teacher evaluation system and focus on the administrative evaluation

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Provide initial and ongoing evaluation training for teachers (comprehensive and focused).	-Maurene Stanton -Staci Lauinger -Lloy Schaaf	Ongoing 2015-17	Center for Education Leadership (CEL) Curriculum dollars	Evaluations of trainings; successful evaluations.
Continue work with the cycle of inquiry.	-InstructionalCoaches -Principals -Lloy Schaaf	Ongoing	-Center for Education Leadership (CEL); <i>Data into Action</i> -PDW time -Data into Action Book	Staff/Building use of data to make decisions.
Use Google Docs to allow staff to share resources with one another, including professional development on Google Docs.	-Building Administrators -Technology Coordinators	2015-17 Ongoing	Training time (after school or during Professional Development Wednesdays).	-Google Docs -Agendas from trainings
Website link to forms	Human Resources	January 2014-17	Time	All forms linked to district website
Focus on New Teacher Induction	Lloy Schaaf/Maurene Stanton/Principals/Staci Lauinger	August 2015-2017	Curriculum Dollars/TPEP Grant	-Conduct new teacher after school trainings/meetings -Agendas, attendance records and evaluation forms from trainings -Scheduled checks on new teachers by principals and district office staff

GOAL AREA: Parent Involvement

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Each school will have a parent involvement goal in their School Improvement Plan.	Building Principals	November 2015	OSPI website	Written goal in the plan
A plan for volunteer training will take place at each school.	Building Principals	Ongoing August 2015-17	District Office provided training (Charles Leitch September 28, 2015).	Training agendas and sign-in sheets
Identify student academic need and develop a plan for parent involvement in the specific areas of need. (Example: Watch Dogs being trained to work with students who need math fact fluency support or Spirit Guard at the High School being trained in math support for struggling math students).	Building Principals		<ul style="list-style-type: none"> -Time to look at data -OSPI NPTA -Website -Parent Training Time -Watch Dogs -Parent Volunteers 	<ul style="list-style-type: none"> -Written Plans (w/identified needs) in Building Plan -Agendas and Training Dates
Involvement of Parents in the District Improvement Planning Process.	Lloy Schaaf	October 2016	<ul style="list-style-type: none"> -Meeting time -Curriculum Training Room -On-line access 	<ul style="list-style-type: none"> -Agenda -Attendance Sheets -Parent suggestions noted in minutes <ul style="list-style-type: none"> <input type="checkbox"/> Parent training on Skyward <input type="checkbox"/> Stronger Communication at the District Level <input type="checkbox"/> Focus on positive communication <input type="checkbox"/> Consider one parent PTA/Booster Club/PTO <input type="checkbox"/> Volunteer Information in one place at the District Level

GOAL AREA: Improvement of Student Participation Rate in State Testing by meeting or exceeding 95% participation rate as a district

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Schools not meeting participation rate to have strategies and activities in their school improvement plans	Assistant Superintendent	As notified by State in Communication of April 12, 2016	School Improvement Plans	School Improvement Plans
Parent letters informing parents about testing and how their child(ren) can be successful	Assistant Superintendent District Assessment Coordinator	Prior to testing in 2016	OSPI	Parent letters from each building
Parent Practice nights offered for hands-on experience with the Smarter Balanced Assessment	Assistant Superintendent District Assessment Coordinator	Prior to testing in 2016	District Assessment Coordinator Smarter Balanced Practice Tests	Parent Nights Scheduled
Communication with parents who are choosing to opt their child(ren) out of testing *high school focus on student who have not met graduation requirement	Building Principals	Prior to testing in 2016	Principals' schedules	Evidence of communication
Teacher Training on Interim Assessments/Practice Assessments	District Assessment Coordinator	2016-17	Professional Development offerings Smarter Balanced Interim Assessments/Practice Assessments	Training took place on January 15, 2016- training ongoing

2015-17 Use of AYP Set-Aside Funds from Title I

Ten percent of our Title 1 Funds are set aside for professional learning geared toward addressing areas in which we did not meet AYP in the 2015-16 school year. This year is a transition year so AYP funds are still available during the 2016-17.

Of this 10%, our Title I buildings that are in Step 2 of improvement, were given 10% of their building allocation for this same purpose. These funds were set-aside for Elger Bay Elementary and Twin City Elementary.

A) Elger Bay Elementary is using the funds for:

Working with the district's instructional coach to support all teachers in the area of differentiating for student learning in ELA. Specific attention has been given to understanding the needs of students living in poverty and the effects this has on learning to read. Book studies, studio lessons, and sharing strategies for engaging the hard to reach learners are the focus of our professional learning.

B) Twin City Elementary is using the funds for:

Working with the district's instructional coach to support all teachers in the area of English/Language Arts. We are continuing with the work we did last year around close reading and engaging all learners. Teachers are participating in collaborative lesson planning and book studies geared toward reaching students living in poverty. Since Twin City is also our ELL magnet school, attention is being given to academic vocabulary supports, classroom discussions, and collaborative learning.

This left some funds to be used district-wide.

These district funds are being used for:

1. Supporting Math Fellows to work with OSPI and the ESDs in relation to understanding professional learning needs to bring all students to standard in the area of Math. This model supports our district's vision for building capacity in our schools and district, as these Fellows have an expectation to bring this learning back to our district to support all teachers.
2. Supporting middle school and high school Math teachers in the process of understanding the instructional shifts necessary to meet the needs of the Washington State Learning Standards in Mathematics. District-wide, they are piloting a curriculum made available through Open Educational Resources. These funds are being used to support the learning of this resource, as well as understanding the needs of our varied students and how they can differentiate in class through discussion and collaborative work.
3. Funds have been set aside to work with an outside consultant in the area of secondary math. Again, our focus is on reaching all learners, in particular, those students struggling in the area of mathematics. The eight mathematical practice standards and the 5 Dimensions of Teaching and Learning are the framework for our work.