

## **NORTH MASON SCHOOL DISTRICT SUCCESS PLAN**

THE MISSION OF NORTH MASON SCHOOL DISTRICT, TOGETHER WITH OUR COMMUNITY, IS TO EDUCATE, EMPOWER, INSPIRE and PREPARE ALL STUDENTS TO GRADUATE CONFIDENT IN THEIR ABILITIES TO MEET LIFE'S CHALLENGES AND OPPORTUNITIES.

### **The Goal**

Our goal is for all students to meet or exceed high academic standards by acquiring the knowledge and skills essential for success on state and national assessments, in post-secondary education, the world of work, and citizenship.

### **KEY WORK, KEY INDICATORS, STRATEGIC AREAS**

#### **Key Work**

1. Guaranteed and Viable Curriculum
2. Highly Effective Instructional Practices in Every Classroom Every Day
3. Collaboration that Improves Student Learning
4. Focus on Results: Whole-Child Student Supports
5. Leadership that Improves Staff and Student Success
6. Support Systems Promote Student Success and Community Pride

#### **Key Indicators**

- A. Each school and the district will make annual improvements in student achievement:
  - An increased percent of students will graduate annually, and fewer will drop out of school, with a district-wide target of 90% (94% for NMHS) on time graduation and 95% extended graduation
  - Starting with a 2015 baseline, student proficiency rates will improve yearly on the Smarter Balanced Assessments.
  - The achievement gap, based on disaggregated data, will be annually reduced
- B. A decreased percentage of students will be referred to and assigned to special education, with a target of no more than 12% of students identified as special education.
- C. Average daily attendance will exceed 90%, with an unexcused absence rate of less than 5%.
- D. Healthy Youth Survey results will show improvement in school affiliation, sense of being cared for, safety and belonging, enjoyment in school, and healthy choices.

**Action Plans – 2014-15****Key Work Strategy Area 1: A Guaranteed and Viable Curriculum**

Instructional staff provides, to every student, every day, instruction that is challenging, data-driven, research based, safe, civil, supportive, and free from unnecessary disruption.

**Action Area 1.1: CCSS Mathematics****SUCCESS INDICATORS:**

An increased percent of students will graduate annually, and fewer will drop out of school, with a district-wide target of 90% (94% for NMHS) on time graduation and 95% extended graduation. Starting with a 2015 baseline, student proficiency rates will improve yearly on the Smarter Balanced Assessments. The achievement gap, based on disaggregated data, will be annually reduce.

ACTION STEPS	LEAD PERSON(S)	WHEN/PROGRESS
<b>A. Elementary Pacing Plan Alignment to CCSS</b> Elementary math coaches will meet with grade level teams to review progress on (pacing, alignment, workshop) and plan the next units. Common assessments will also be reviewed. These meetings would take place on three occasions, each grade level meeting for half a day. Coaches would be expected to plan these team meetings and prepare a written report of grade level progress and next steps.	Lisa Roberts	Completed June, 2015 Monitor Progress each Trimester.
<b>B. Elementary Report Card Alignment to CCSS</b> Elementary report cards and rubrics were presented to elementary staff in August. On literacy and math in-service days they will be revisited for revisions once used and planning for grading periods.	Lisa Roberts	Completed June, 2015 Monitor Progress each Trimester.
<b>C. Secondary Pacing Plan Alignment to CCSS</b> Release time will be given to secondary math teacher to continue work started last year which includes: <ul style="list-style-type: none"> <li>• Align the Holt curriculum to the CCSS scope and sequence (HS)</li> <li>• Middle School will be piloting several Modules of Eureka Math.</li> <li>• Develop rich tasks</li> <li>• Identify Holt materials that most closely align to the standards and the shifts in mathematical practices. Create a pool of shared resources. (HS)</li> <li>• Provide content training and support to colleagues in buildings.</li> <li>• Create/Identify formative assessments for common use.</li> <li>• All grades/courses will use the Dana Center unit organization and yearly pacing plan as the basis for their work.               <ul style="list-style-type: none"> <li>○ Incorporate Holt lessons and/or problems into each unit</li> <li>○ Bring in additional resources from online resources (free access for all) to support coherence (meaning making) and rigor (balance of 3 legs: conceptual understanding, procedural fluency, application). Rich tasks &amp; ways to teach the math practices.</li> </ul> </li> </ul>	Lisa Roberts	Completed June, 2015 Monitor Progress each Trimester.

## Action Area 1.2: CCSS English Language Arts

ACTION STEPS	LEAD PERSON(S)	WHEN/PROGRESS
<p><b>A. Elementary CCSS ELA Alignment</b></p> <ul style="list-style-type: none"> <li>Elementary Literacy coaches aligned pacing plans to CCSS sequences this summer. They also aligned “must do” writing prompts with appropriate standards and 6-trait language. Cold prompts are being replaced with Performance Tasks that will vary according to genre and be aligned with specific traits. Smarter Balanced rubrics will be used to assess writing in grades 3-5, modified rubrics will be used in grades K-2.</li> <li>Coaches will work with grade level teams to unpack the Common Core Standards and align them with Imagine It! They will meet with grade level groups throughout the year for half day sessions to plan units of instruction aligned to common core with accompanying instructional practices and review assessment procedures.</li> </ul> <p>A process for ensuring the mastery of CCSS will begin with an inservice provided by Jill Jackson in August which will have teams pacing the standards throughout the year with plans for assessing for mastery.</p>	<p>Lisa Roberts</p> <p>Tina Effray Cindy Smethers</p>	<p>Completed June, 2015 Monitor Progress each Trimester.</p>
<p><b>B. Secondary CCSS ELA Alignment</b></p> <ul style="list-style-type: none"> <li>High school, now in the second year of a new adoption, has created a pacing plan for English 9 and 10. They will now align these plans to the CCSS standards and create pre- and post-assessments to measure student growth on the standards.</li> <li>Middle school will continue creating standards based assessments aligned to the CCSS. They will create pre-and post-assessments to measure student growth on standards.</li> <li>Read 180 will be used with ELL, Sped, and Title students and the MS and select groups of ELL and struggling readers at the HS. On-going support and professional development will occur.</li> </ul>	<p>Lisa Roberts</p> <p>Kelli Reichstein Cathy Gangnes</p>	<p>Completed June, 2015 Monitor Progress each Trimester.</p>
<p><b>C. Secondary teams develop, administer, score and analyze at least two common writing prompts aligned to CCSS standards.</b></p> <ul style="list-style-type: none"> <li>Grade level teams at the secondary level will commonly score writing prompts twice a year using the state rubric that is cross referenced to the Smarter Balanced rubric. These two scorings are intended to build vertical alignment, proficiency using a rubric, inter-rater reliability, and plans for next steps.</li> <li>The second writing prompt will modeled after a performance task. (Some discussion about using the CBA instead at the MS was discussed)</li> <li>Individual grade levels will assign common writing tasks using Smarter Balanced writing rubrics.</li> </ul>	<p>Lisa Roberts</p>	<p>Completed June, 2015 Monitor Progress each Trimester.</p>
<p>Future Steps:</p>		

### Action Area 1.3: Curriculum Renewal

ACTION STEPS	LEAD PERSON(S)	WHEN/PROGRESS
<p><b>A. Professional Development for New Adoptions</b></p> <ol style="list-style-type: none"> <li>1. Read 180: Summer training for administrators and two day training for teachers. Follow-up training is dispersed through the year.</li> <li>2. English 11: Release time will be provided for teachers to extend the work done in grades 9 and 10 to include new adoption.</li> <li>3. Social Studies: Initial use training will occur in August for teachers grades 5-12. Release time for secondary teachers will be provided at the end of first and second trimester to plan for the coming term.</li> </ol>	<p>Lisa Roberts</p>	<p>Completed June, 2015 Monitor Progress each Trimester.</p>
<p><b>B. Foreign Language, PE, Health, and Fine Arts</b></p> <ul style="list-style-type: none"> <li>• Determine the breadth of the adoption (K-12? 3-12?)</li> <li>• Form an adoption committee to review materials</li> </ul> <p>Follow adoption process used for ELA adoptions</p>	<p>Lisa Roberts</p>	<p>Completed June, 2015 Monitor Progress each Trimester.</p>
<p><b>C. Science: Next Generation Science Standards (NGSS)</b></p> <p>Representatives from elementary and the secondary science teachers will attend ESD training sessions on NGSS to familiarize themselves with these new standards and prepare for a future adoption</p>	<p>Lisa Roberts</p>	<p>Completed June, 2015 Monitor Progress each Trimester.</p>
<p>Future Steps:</p> <ul style="list-style-type: none"> <li>• Roll out CCSS for technology for CTE Teachers</li> <li>• Spend collaboration time unpacking standards and determine how they relate to current standards and End of Course Exams or state assessments.</li> </ul>		

### Action Area 1.4: Use of Assessment Data by Classroom Teachers

ACTION STEPS	LEAD PERSON(S)	WHEN/PROGRESS
<p><b>A. Establish a clear set of measures to be tracked and used to inform instruction.</b></p> <ul style="list-style-type: none"> <li>Catalog and calendar current assessments by classroom, district, state, national</li> <li>Identify core data set to track district progress (State Assessments, MAP, Common Assessments...)</li> </ul>	<p>Dana Rosenbach</p>	<p>Completed June, 2015 Monitor Progress each Trimester.</p>
<p><b>B. Identify existing components of existing systems/strategies of school-wide or “out of classroom” intervention</b></p> <ul style="list-style-type: none"> <li>Principals identify/describe the systems of intervention in their schools, including entry/exit criteria, goals, and major strategies</li> <li>Principals share with ad team.</li> </ul>	<p>Anne Crosby</p>	<p>Completed June, 2015 Monitor Progress each Trimester.</p>
<p><b>C. Develop strategies and tools to monitor the effectiveness of interventions</b></p> <ul style="list-style-type: none"> <li>Based upon B, above, identify “natural harvest” data</li> <li>Identify additional data needed to monitor effectiveness and develop systems and strategies and tools.</li> </ul>	<p>Anne Crosby</p>	<p>Completed June, 2015 Monitor Progress each Trimester.</p>
<p>Future Steps:</p> <ul style="list-style-type: none"> <li>Make a determination how to deal with data such as graduation rates, discipline and other observational data</li> <li>Determine data needed for subgroup performance</li> <li>Abandon assessments no longer appropriate after Smarter Balanced Assessment is implemented</li> <li>Prepare for Smarter Balanced Assessments and data related to CCSS</li> </ul>		

**Action Plans - 2014-15**

**Key Work Strategy Area 2: Highly Effective Instructional Practices in Every Classroom Every Day**

We are building the supports and providing the materials and training to make certain that every child receives excellent instruction in every classroom, every day. As obvious as it seems, we must focus on the fact that high levels of student learning are the direct result of excellence in teaching.

**Action Area 2.1: Danielson Framework Knowledge**

<b>SUCCESS INDICATORS:</b>		
<b>ACTION STEPS</b>	<b>LEAD PERSON(S)</b>	<b>WHEN/PROGRESS</b>
<p><b>A. Implement a series of district-wide training/learning events</b></p> <ul style="list-style-type: none"> <li>• Identify activities we are doing with all staff and calendar them out. Discuss this regularly at administrative meetings to ensure fidelity.</li> <li>• Develop training modules for leaders to use with their staff. Code agenda items for all meetings with component designation               <ul style="list-style-type: none"> <li>○ Administrators will identify periods of time available for teacher training</li> <li>○ Collect sample videos from The Teaching Channel to share with other administrators?</li> </ul> </li> </ul>	Kristen Sheridan	Completed June, 2015 Monitor Progress each Trimester.
<p><b>B. New Teacher Training</b></p> <ul style="list-style-type: none"> <li>• Provide introductory training for all new staff and other interested staff in August during new teacher orientation.</li> <li>• Invite all veteran teachers to the training, without compensation.</li> <li>• Schedule and deliver a series of framework workshops with new teachers and teachers new to the framework, at least one per quarter.</li> </ul>	Kristen Sheridan	<ul style="list-style-type: none"> <li>• One day overview occurred in August for all new staff and interested returning staff.</li> </ul>
<p>Future Steps: Revamp hiring practices to include Danielson Language. Confidential reference form would be aligned to the components.</p>		



## Action Plans - 2014-2015

### Key Work Strategy Area 3: Collaboration that Improves Student Learning

Teachers work together, in highly structured ways, to develop lessons, develop common assessments, analyze student results, and plan together for constant improvement: Professional Learning Communities

### Action Area 3.1: Clarification of Purposes and Expectations for Collaboration

#### SUCCESS INDICATORS:

Starting with a 2015 baseline, student proficiency rates will improve yearly on the Smarter Balanced Assessments. The achievement gap, based on disaggregated data, will be annually reduced.

ACTION STEPS	LEAD PERSON(S)	WHEN/PROGRESS
<b>A. Assess current practice</b> <ul style="list-style-type: none"><li>Administrators gather evidence regarding collaboration time, specifically how is data being used? Are best practices, data, and next instructional steps being discussed?</li></ul>	Building Principals	Completed June, 2015 Monitor Progress each Trimester.
<b>B. Develop written statement of purpose and expectations for collaboration</b> <ul style="list-style-type: none"><li>Review research and effective use of collaboration to improve student learning with leadership teams and staff. Focus on the Dufour stages.</li><li>Instructional administrators will develop an outline of expectations to take back to schools</li></ul>	Building Principals	Completed June, 2015 Monitor Progress each Trimester.
Future Steps:		



## Action Plans – 2014-15

### Key Work Strategy Area 4: Whole-Child Student Supports

Good classroom instruction alone cannot fully compensate for the barriers to learning that many children bring to school. They need social, emotional and academic supports that are most vital in mitigating the factors that place students at risk of failure.

### Action Area 4.1: Culture, Climate and Developmental Assets

#### SUCCESS INDICATORS:

Healthy Youth Survey results will show improvement in school affiliation, sense of being cared for, safety and belonging, enjoyment in school, and healthy choices.

ACTION STEPS	LEAD PERSON(S)	WHEN/PROGRESS
A. Utilize Drug and Alcohol counselor and social worker to identify and assist students and families who are at risk.	Cliff Huenergard	On-Going Monitor Progress each Trimester.
B. Each building will utilize programs and strategies to reduce barriers to learning. These include the "Leader in Me" program at Belfair Elementary. Positive Behavior Intervention Supports (PBIS) at both Belfair Elementary and Hawkins Middle School. Guidance teams and Response to Intervention Teams at all schools.	Principals	On-Going Monitor Progress each Trimester.
C. Second Steps and Steps to Success HIB Curriculum <ul style="list-style-type: none"><li>• Counselors review the online training for Second Steps and Step to Success. Determine what sections make sense for counselors to deliver and what classroom teachers will deliver. Use collaboration time for this.</li><li>• Deliver the curriculum/program.</li><li>• Modify program and/or delivery of program as needed.</li></ul>	Cliff Huenergard And Counselors	On-Going Monitor Progress each Trimester.
D. Health Participate in Exemplary Sexual Health Education work.	Cliff Huenergard	On-Going Monitor Progress each Trimester.
E. Healthy Youth Survey <ul style="list-style-type: none"><li>• Administer and assess data</li><li>• Interpret data and address any issues that arise</li></ul>	Cliff Huenergard And Counselors	June, 2015 Completed.

## Action Plans - 2014-15

### Key Work Strategy Area 5: Leadership that Improves Student and Staff Success

Leadership is aligned with best practice and current research, resulting in significant improvement in student outcomes.

#### Leadership Action Area 5.1: Association of Washington State Principals (AWSP) Evaluation

##### SUCCESS INDICATORS:

Starting with a 2015 baseline, student proficiency rates will improve yearly on the Smarter Balanced Assessments. The achievement gap, based on disaggregated data, will be annually reduced.

ACTION STEPS	LEAD PERSON(S)	WHEN/PROGRESS
<p><b>A. Monthly ad team review of framework.</b></p> <p>Based on an annual meeting calendar, the instructional administrators will hold at least one framework review discussion, identifying evidence and strategies for gathering evidence, per month at ad team meetings. Topics will include, at least:</p> <ul style="list-style-type: none"> <li>• selecting best evidence</li> <li>• using eVal (at least a couple sessions)</li> <li>• strategies for evaluating student growth components</li> <li>• assuring monitoring of Key Work by teacher, grade level, department</li> </ul>	<p>Dana Rosenbach</p>	<p>On-Going Monitor Progress each Trimester.</p>
<p><b>B. Monthly evidence meetings between Dana and each principal</b></p> <p>Dana will schedule and meet with each principal at least once per month to gather, review, evaluate and plan evidence gathering for principal evaluation.</p> <p>Each principal will schedule evidence gathering sessions throughout the year. (walk-thru, meeting/collaboration, after school event, etc)</p>	<p>Dana Rosenbach</p> <p>Principals</p>	<p>On-Going Monitor Progress each Trimester.</p>
<p><b>C. District Office Framework: WASA</b></p> <p>Dana will meet with District Office Administrators during Instructional Cabinet time to review framework. Dana will schedule and meet individually with administrators periodically.</p>	<p>Dana Rosenbach</p>	<p>On-Going Monitor Progress each Trimester.</p>

**Action Plans - 2014-15****Key Work Strategy Area 6: Support Systems Promote Student Success and Community Pride**

The district is seen as a good steward of community and district resources, and facilities meet student and community needs. The district will be a source of community pride.

**Action Area 6.1: Facilities meeting the education and support needs of students and the community.****SUCCESS INDICATORS:**

The district will continue to receive voter approval for levies and bond initiatives. Projects will be completed in a timely manner.

ACTION STEPS	LEAD PERSON(S)	TIME/PROGRESS
A. Capital bond projects are conducted in a manner that is effective, efficient, and builds community trust.	Mark Swofford	On-Going Monitor Progress each Trimester.
B. A comprehensive preventative maintenance program is designed and implemented.	Joel Emery Tom Culliton Clint Forsythe	June 2014. Monitor progress each trimester.
C. A 20-year capital facilities plan is developed and updated no less than every five years.	Joel Emery Tom Culliton Clint Forsythe	June 2015. Monitor Progress in June 2014.
D. A transportation replacement plan will be developed.	Tom Culliton	Completed
E. A written technology plan will be developed to improve the use of instructional and management technology including professional development. The task force will develop and complete a needs assessment and action plan. The task force will include staff, parents, principals, directors and facility representation.	Clint Forsythe Lisa Roberts	
Future Steps:		

**Action Area 6.2: The district is a trusted steward of resources.**

ACTION STEPS	LEAD PERSON(S)	PROGRESS
<b>SUCCESS INDICATORS:</b>		
a) Educate our community on district finances through NM Life and other media and newsletters. 1) Regular NM Life articles on resources and district efficiencies	Dana Rosenbach Joel Emery	Monitored monthly.
b) Refine the facility use process regarding security systems, keys, custodial fee assignment, food service worker fee assignment, etc.	Tom Culliton, Clint Forsythe, Mark Swofford & Lynn Johnson	June 2015
c) Faithfully implement voter approved measures, including instructional material adoption, technology updates, and capital levy projects – on time and within budget.	Dana Rosenbach & Joel Emery	On-going
Future Steps:  NOTE: Continue implementation of comprehensive asset management systems, inventory systems, and surplus of old materials and equipment.		