

Vision Component 1 – *Shared Leadership*

CSD Goals:

1. CSD will continue to develop, support, and implement the foundations of Professional Learning Communities.

Building Goals:

1. CHS will continue to develop, support, and implement the foundations of Professional Learning Communities. We will have common preps this year for ELA, and Math. All departments and staff will collaborate regularly every Thursday and at Late Starts.

Purpose/Rationale – (Background to your goals)

We know that by working together we can improve student learning.

Action Steps (Incremental timeline, aligned to CSD Collective commitments)

Summer of 2018

- Register and schedule students for next year

Fall of 2018

- Meet with each subject PLC and set goal for the year.
- Survey staff on Professional Learning Community Continuum Rubric

Winter of 2019

- Check and connect on PLC goals

Spring of 2019

- Report progress of subject area PLC's.
- How we can improve for next year?

Intended Outcomes (Evidence, benchmark)

Evidence will look different for each subject area. We hope to see Essential Learnings, Common Assessments, Interventions and Enrichment Activities.
Teacher quarterly evaluation of Collaboration time and the outcomes for them and their students.

Appendix

In Mr. Boyle's office see Quarterly Survey of Collaboration Time

Vision Component 2 – *Quality Teaching and Learning*

Cashmere High School

CSD Goals:

1. Staff will identify, document, and implement Science, ELA and Math essential standards.
2. Staff will develop and implement common Science, ELA and Math assessments (Formative, Summative).
3. Tier II interventions will be reviewed for all students not meeting ELA and/or Math essential standards.

Building Goals:

1. Cashmere High School staff has preliminarily identified, documented and implemented “Essential” Standards” for their subject areas. CCS and NGSS for aligned for Science, Social Studies, ELA and Math. ELA will continue to develop Reader’s and Writers Workshop Units of Study.
2. By Spring of 2019, staff will develop and implement additional common assessments for English 9 and 10; Geometry and NGSS Science.
3. Tier II Interventions will be provided to all students in need based on data. Tier II interventions will be evaluated and looked at for strengths and weaknesses.

Purpose/Rationale – (Background to your goals)

ELA

Continue to develop Units of study for Reader’s and Writer’s workshops. Build on leveled libraries. We want to continue this work with our 9th and 10th grade ELA classes and expand it to the 11th and 12th grade levels.

Continue to promote Reading and Writing throughout the high school years. Reading and Writing are the cornerstone of good communication skills that our students will need to be prepared for the 21st century.

Math

- Time to monitor and assess results of curriculum change – 2 days PD
- PD Requests: August Institute, late start, ½ day per quarter per teacher
- Summer 2018 Scope and Sequence to meet 2019 assessment

-See Attached District Math Instructional Model

Science

See Attached District Science Instructional Model

Technology – Introduce Computer Science/Coding/TEALS

Teachers will learn and implement Google Classroom

Action Steps
(Incremental timeline, aligned to CSD Collective commitments)

Fall/Winter/Spring 2018-19 – Social Studies

- Implement stand-alone Civics class for 10th.
- 2 Days X 3 teachers attend State Social Studies Conference. + meals, + lodging

2018-ELA

- 2 half days with Kirsten Jensen – Video Conference

2018-19 HS ELA

Focus Areas:

- Align and sequence Expository and Argumentative Units (scope and sequence, mentor texts, common assessments, summative assessment rubric, and On Demand Final Prompts)
- Investigate interventions at the HS Level (targeted group of boys did last year did not meet SBA standards as expected) A targeted group was identified correctly prior to entering high school, were placed in remediation, and STILL failed the SBA last year.
- Post finalized 9-12 grade ELA units on website (some are already posted)

Action Steps:

- Release time to develop Expository and Argumentative Units
 - 3 days per semester (scope and sequence, mentor texts, common assessments, and end of unit grading time)
 - HS staff is going to submit possible dates and plan for days
 - ½ Day release time w/ Patrick Green – invite MS staff
- Investigate Tier II Intervention options at HS level
 - Team felt that previous interventions did not result in student achievement (discouraging)
 - Bring up conversation at 1st
- Purchase Leveled Libraries
 - Focus on contemporary books and book groups (multiple copies)
 - Work with Holly Kurt on this purchase
 - HS team will send cart/order to DO when ready

Intended Outcomes

- Quantifiable Goals
 - HS team will meet and look at SBA Claims/Targets to identify a specific instructional target to focus on
 - HS team will look at all data to identify a sub group of students to focus on
 - HS team will set a quantifiable goal on SBA to be included in the SIP Plan.
 - All genres of study will be developed by the end of the year and made available to any new team members

Appendix

Essential Learning posted on Website and kept in notebook on each ELA teacher's desk.

Vision Component 3 – *Support for System Wide Improvement*

CSD Goals:

1. CSD will research and identify a district wide “Data Dashboard” to evaluate student success.

Building Goals:

1. CHS will continue to use data diagnostically at frequent intervals by teams of teachers to evaluate the RTI process.
2. Data collection system, using School Data Solutions for identifying Tier II students this school year. Quarterly student data reports presented to TLC and Admin.

Purpose/Rationale – (Background to your goals)

Use data to drive instruction, interventions and enrichment.

Action Steps

(Incremental timeline, aligned to CSD Collective commitments)

Fall 2018

- High School Administrators and staff will meet using School Data Solutions and identify significant data points to monitor for the school year.

Examples – measure growth on MAPS for ALG v. IA

Compare Geometry grades for Alg I v. IA

Attendance for incoming 8th. Closely monitor and intervene when absences occur on top 20% of absences from last year.

ELA - Compare data: Intervention class v. SBA success rate.

Are Interventions for ELA working?

Winter of 2019

- Continue to analyze data and place students in Tier II Interventions.

Spring of 2019

- Look at Data and Interventions and see if there is a difference in data

Intended Outcomes (Evidence, benchmark)

Weekly D and F – Attendance list

Decrease the number of F’s in all classes

Increase attendance rates

Look at Test scores for placement in Interventions and Enrichment classes.

SBA/EOC – graduation database – develop a local class or assessment for graduation in Math and ELA.

Appendix

See reports in Mr. Brown’s office

Vision Component 4 – Clear and Collaborative Relationships

Cashmere High School

CSD Goals:

1. CSD will collaborate with the community and other regional partners to ensure that every student is ready to learn. (emotionally and physically)
Cashmere Cares:
"No Child Hungry. No Child Cold. Every Kid Literate. Every Kid has a Mentor."
2. Communication between parents, community members and other partners will increase in the amount, variety and as a tool for two way communication (Translated documents, translators)

Building Goals:

1. ACES Goal – Continue Weekly Advisory to provide mentors for all students.
2. Survey all students and Staff to identify disconnected students.
3. Survey Results – make advisors aware and establish a relationship.

Purpose/Rationale – (Background to your goals)

Identify Students that need assistance in school and non-school related endeavors. Build strong **relationships** with students throughout the year.

Action Steps

(Incremental timeline, aligned to CSD Collective commitments)

Summer of 2018

- Plan Advisory Lessons and Survey

Fall of 2018

- Administer Survey
- Analyze results of survey

Winter of 2019

- Track students and look at data to see if it is working or needs a change

Spring of 2019

- Track students and look at data to see if it is working or needs a change

Intended Outcomes (Evidence, benchmark)

Each student at Cashmere High School feels safe and valued by adults at school. This is what will promote the most learning. Relationships.

Appendix

(supporting documents)

Student Survey Results

Staff Survey Results

Advisory Activities

Vision Component 2 – Quality Teaching and Learning (Math)

Cashmere School District (Vale, Middle School, High School)

CSD Goals:

1. Staff will research, name, and implement research based instructional strategies and routines.
2. Staff will identify, document, and implement ELA, Math, and Science essential standards.
3. Staff will develop and implement common ELA, Math, and Science assessments (Formative, Summative).

Building Goals:

1. Develop K-12 Math “Belief Statements” (Very similar to the work being done in Math and ELA)
2. Identification of K-12 research based instructional routines for Math.

Purpose/Rationale – (Background to your goals)

At this time, K-12 Math has not identified “Belief Statement” nor named K-12 Instructional Routines/Practices. Significant progress to date has been made in the identification of K-12 Math Essential Standards but additional work is required including a “gap analysis” that will that 100% of the essentials are being taught and assessed in the Cashmere School District.

Action Steps

(Incremental timeline, aligned to CSD Collective commitments)

K-12 District Math Team

- ✓ June 13th – District Math Leadership Team Mtg. (Linda McKay)
 - Opening discussion of the vision for Mathematics in the Cashmere School District
- ✓ August 23rd – August Institute (Renee Gallagher)
 - 1st Draft of CSD Mathematics vision
- ✓ October 2nd
 - Finalize Vision
 - Dive into mathematical practices and routines
 - Identify collective commitments
- ✓ December 5th
 - TBD based on October 2nd
- ✓ February 6th
 - TBD based on December 5th

Intended Outcomes (Evidence, benchmark)

1. K-12 Math belief statements will adopted and published.
2. K-12 Math Instructional Model/Routines will be adopted and published.
3. K-12 Essential Learning Standards will be adopted and published (hard copy/online)
4. Comprehensive, job-embedded PD will be provided to all K-12 Math Staff.

Appendix

K-12 Math Team: Brian James, Patrick Valeri, Frederica Finch , Megan Carlson, Nancy Roberts, Jeff Cravens, Kelsey Clinton, Kelsey Anderson, Carley Keogh, Craig Wise, Jean Hartwich, Ann Snyder, Tracy Griffith, Cassandra Parker, Deann Kruiswyk

Math Admin Reps: Sean McKenna, Sara Graves, Tony Boyle

Vision Component 2 – *Quality Teaching and Learning (Science)*

Cashmere School District (Vale, Middle School, High School)

CSD Goals:

4. Staff will research, name, and implement research based instructional strategies and routines.
5. Staff will identify, document, and implement ELA, Math, and Science essential standards.
6. Staff will develop and implement common ELA, Math, and Science assessments (Formative, Summative).

Building Goals:

3. Develop K-12 Science “Belief Statements” (Very similar to the work being done in Math and ELA)
4. Identification of K-12 research based instructional routines for Science.
5. Comprehensive review of Science Standards/Essentials. This would include a “gap analysis” to see what is or isn’t currently being taught and assessed.

Purpose/Rationale – (Background to your goals)

At this time, K-12 science has not identified “Belief Statement” nor named K-12 Instructional Routines/Practices. Significant progress to date has been made in the identification of K-12 Science Essential Standards but additional work is required including a “gap analysis” that will that 100% of the essentials are being taught and assessed in the Cashmere School District.

Action Steps

(Incremental timeline, aligned to CSD Collective commitments)

K-12 District Science Team

- ✓ Sept. 13 – District lead Mtg.
 - Planning meeting for 2018-19 professional development
- ✓ Sept. 28th – K-12 Team Mtg. (AM)
 - Draft model of “CSD Vision for Science” – beliefs, student/teacher practices
- ✓ Oct. 24th – K-12 Team Mtg. (late start)
 - Solidify CSD Vision for Science
 - Dig in to Ambitious Science Teaching Standards
- ✓ Jan. 18th – K-12 Mtg. (All Day)
 - Cont. work w/ Ambitious teaching standards
 - K-12 Scope and Sequence of essential standards
- ✓ Mar. 13th – K-12 Mtg. (late start)
 - Cont. work w/ Ambitious teaching standards
- ✓ Apr. 17th – District Lead Mtg. (late start)
 - Planning for the 2019-2020 year
 - Planning for the 2019 Summer professional Learning (STEM Summit August)

Fellows/Emeritus Reps (Donald, Ball, Simmons)

- ✓ Sept. 26th Emeritus Mtg.
- ✓ Oct. 18-19 – Fellows Mtg.
- ✓ Dec. 5th – Fellows Mtg.
- ✓ Feb. 12th – Fellows Mtg.
- ✓ Mar. 6 – Emeritus Mtg.
- ✓ Apr. 10 – Fellows Mtg.

Intended Outcomes (Evidence, benchmark)

5. K-12 Science belief statements will adopted and published.
6. K-12 Science Instructional Model/Routines will be adopted and published.
7. K-12 Essential Learning Standards will be adopted and published (hard copy/online)
8. Comprehensive, job-embedded PD will be provided to all K-12 Science Staff.

Appendix

K-12 Science Leads: Jennifer Donald, Stephanie Ball, Scott Simmons, Jeff Kenoyer

K-12 Science Team: Heidi Hill, Jennifer Donald, Stephanie Ball, Bob Martin, Jeff Cravens, Kelsey Anderson, Kelsey Clinton, Carley Keogh, Nancy Roberts, Keith Boyd, Jeff Kenoyer, Scott Simmons, Rusty Finch,

Science Admin Reps: Glenn Johnson, Sean McKenna, Sara Graves, Scott Brown