

Comprehensive Plan Report

A detailed report showing activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 20, 2015

Kiona Benton NCES - 5304020

Key Indicators are shown in **RED**.

Turnaround Principles	
Turnaround Principle 1 - Provide strong Leadership	
Indicator	P1-A - The district reviews capacity of principals in schools required to implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort.(3457)
Status	Full Implementation
	Level of Development: Initial: Full Implementation 08/01/2014
	Evidence: Our Principal, Bernardo Castillo has worked closely with the building coach this year to learn the process necessary to turn this school around. He is fully certified and has received favorable evaluations as a building principal.
	Added:

Indicator	P1-B - The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement.(3458)		
Status	Objective Met 11/20/2015		
	Level of Development:	Initial: Limited Development 04/15/2014	
		Objective Met - 11/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have strong principals appointed at each school now.	
Plan	Assigned to:	Joe Lloyd	
	Added:	04/15/2014	
	How it will look when fully met:	N/A	
	Target Date:	05/30/2014	
	Tasks:		
	1. We will be monitoring Bernardo Castillo's actions this coming school year and compare them to Characteristic 3 of the Nine Characteristics of High Performing Schools (2007 OSPI). If there are significant differences, we will address those issues.		
	Assigned to:	Joe Lloyd	
	Target Completion Date:	03/02/2015	

		Comments:	Bernardo has made great progress on this task this year. He is not perfect yet but is maturing in his ability to lead his staff and be an agent of change.
		Task Completed:	05/28/2015
	2. We will hire a new primary level principal (grades Pre-K through 2) and appoint the current principal as the 3-5 principal to split the building up so that change can occur easier and more rapidly.		
		Assigned to:	Wade Hahn
		Target Completion Date:	06/12/2015
		Comments:	We hired a very experienced Primary school principal, Linda Hardy and are confident that she will provide strong leadership to turn around this school. We also appointed Bernardo Castillo the Intermediate School Principal (grades 3-5) so that change can occur easier and more rapidly.
		Task Completed:	08/01/2015
Implement	Percent Task Complete:		2 of 2 (100%)
	Objective Met (initial):		11/20/2015
	Experience:		11/20/2015 We were overjoyed to discover that a highly experienced principal, Linda Hardy (over 20 years experience as an elementary principal in Kennewick) was willing to come out of retirement and take the position of primary principal (preschool - 2nd grade). Bernardo Castillo was relieved to cut his responsibilities in half by assuming the principalship for the intermediate school.
	Sustain:		11/20/2015 We will monitor the student achievement scores to see if we get an upward trend since making this change.
	Evidence:		11/20/2015 We have divided the school into the Primary School grades preschool-2nd grade and the Intermediate School grades 3-5 with a strong principal at each. Both buildings have assumed a separate identity and their respective staffs can now move more rapidly when problem solving.

Indicator	P1-C - District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.(3459)		
Status	Objective Met 11/20/2015		
	Level of Development:		Initial: Limited Development 08/06/2014
			Objective Met - 11/20/2015
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		We have done a cursory review and not found any policies which would inhibit school turnaround plans in key areas.
Plan	Assigned to:		Joe Lloyd
	Added:		08/06/2014

	How it will look when fully met:	We will compare the building improvement plan against the district's policies to see if there are any conflicts. If so, we will consult with the school board about making changes accordingly. This objective will be fully met when our building facilitator, Karen Estes confirms with Joe Lloyd that this has occurred.
	Target Date:	10/01/2014
	Tasks:	
	1. Obtain a copy of the improvement plan either through the building's indistar account or obtaining a written copy from the building principal.	
	Assigned to:	Joe Lloyd
	Target Completion Date:	09/02/2014
	Comments:	This task is completed.
	Task Completed:	09/30/2014
	2. Review the plan and search for conflicting policies. Once that is done, consult with the school board for a resolution.	
	Assigned to:	Joe Lloyd
	Target Completion Date:	10/01/2014
	Comments:	We have completed this task.
	Task Completed:	05/28/2015
Implement	Percent Task Complete:	2 of 2 (100%)
	Objective Met (initial):	11/20/2015
	Experience:	11/20/2015 We were careful and deliberate in deciding that we had empowered the building principal with the capacity to make the necessary changes and that our district policies supported those changes so they had adequate resources to complete the tasks.
	Sustain:	11/20/2015 We will monitor the efforts of the building principals in their effectiveness with this process and make adjustments as necessary.
	Evidence:	11/20/2015 We allowed our building principal to change the schedule and re-allocate resources to "push in" the intervention services into the classrooms instead of pulling out the students to receive these services. We have examined all of our policies recently and updated them according to WSSDA recommendations to ensure legal compliance. We did not find anything that would inhibit our principals from doing what they needed to do to improve their schools according to their plans.

Turnaround Principles

Turnaround Principle 2 - Ensure teachers are effective and able to improve instruction

Indicator	P2-A - District policy and practices ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts.(3382)
Status	Full Implementation

Level of Development:	Initial: Full Implementation 08/01/2014
Evidence:	All of our teachers are highly qualified and assigned appropriately as to capitalize on their teaching strengths.
Added:	

Indicator P2-B - The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans. (3460)

Status	Not a priority or interest	
Level of Development:	Initial: No development or Implementation 08/06/2014	
	Not a priority or interest	
Explain why not a Priority or Interest:	We only have 1 school per grade band.	
Added:		

Indicator P2-C - Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Action Plan and evolving needs.(3381)

Status	Tasks completed: 1 of 2 (50%)		
Level of Development:	Initial: Limited Development 08/01/2014		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Describe current level of development:	The school calendar contains early release days several times a month for collaboration and professional development. The challenge is to ensure that these times are used wisely and not just for teachers working alone in their rooms.		
Plan	Assigned to:	Joe Lloyd	
	Added:	08/06/2014	
	How it will look when fully met:	The early release days were negotiated and set in the school calendar. They include 9/10, 9/24, 10/15, 10/29, 11/15, 12/3, 1/7, 1/28, 2/4, 4/15, and 5/6 for the 2014-15 school year	
	Target Date:	06/30/2014	
	Tasks:		
	1. We will utilize the publisher provided PD to launch the new mathematics curriculum by providing training before school, in the fall and in the spring.		
	Assigned to:	Chuck Feth	
	Target Completion Date:	05/02/2016	
	Comments:	We have had the before school training and scheduled the fall training.	
	2. We will follow up with another onsite session with the reading curriculum publisher to visit our classes and meet with teachers to help in fidelity and full implementation of our reading curriculum		
	Assigned to:	Bernardo Castillo	
	Target Completion Date:	12/01/2015	

		Comments:	We have completed this task with the appreciative remarks by many of the staff.
		Task Completed:	04/01/2015
Implement	Percent Task Complete:		1 of 2 (50%)

Turnaround Principles

Turnaround Principle 3 - Redesign the school day, week, year

Indicator	P3-A - The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.(3379)		
Status	Tasks completed: 1 of 2 (50%)		
	Level of Development:	Initial: Limited Development 08/06/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Through a series of grant programs, we provide limited opportunities for additional learning time for students.	
Plan	Assigned to:	Joe Lloyd	
	Added:	08/06/2014	
	How it will look when fully met:	The district will explore using LAP funds to extend the school day for students who need intensive interventions in both reading and mathematics.	
	Target Date:	12/16/2014	
	Tasks:		
	1. Joe Lloyd will meet with the building leadership team to propose support in an after school program to provide help for struggling readers and students who are identified as significantly below standard in mathematics.		
	Assigned to:	Joe Lloyd	
	Target Completion Date:	10/22/2014	
	Comments:	Met with building leadership team, proposed support, teacher's union threatened to grieve the contractual rate of pay so the superintendent canceled this level of support this year. We will try again next year after the new contract is negotiated.	
	Task Completed:	01/23/2015	
	2. We will wait until negotiations with the teacher's union conclude to resolve this issue. Once they are on board, we will proceed.		
	Assigned to:	Joe Lloyd	
	Target Completion Date:	01/22/2016	
	Comments:	We are looking at an after school tutoring program for children who are below standard to give them a boost before state testing occurs in the spring.	
Implement	Percent Task Complete:		1 of 2 (50%)

Turnaround Principles			
Turnaround Principle 4 - Strengthen the school's instructional program			
Indicator	P4-A - The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models. (3461)		
Status	Objective Met 5/28/2015 11/20/2015		
	Level of Development:	Initial: Limited Development 08/06/2014	
		Objective Met - 05/28/2015 11/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have just purchased a new standards-based reading curriculum and mathematics curriculum	
Plan	Assigned to:	Wade Hahn	
	Added:	08/06/2014	
	How it will look when fully met:	The district will establish a schedule for mathematics curriculum review that includes a rigorous, research-based program.	
	Target Date:	11/19/2014	
	Tasks:		
	1. Inform curriculum director of this requirement and ask for a timeline for the appropriate curriculum review process.		
	Assigned to:	Joe Lloyd	
	Target Completion Date:	09/16/2014	
	Comments:	We have implemented a new reading curriculum (Journeys Core Curriculum) and have just adopted a new mathematics curriculum.	
	Task Completed:	05/28/2015	
	2. Once the review is complete, submit recommendation to the school board and then purchase the materials.		
	Assigned to:	Chuck Feth	
	Target Completion Date:	06/30/2015	
	Comments:	This task has been accomplished.	
	Task Completed:	06/30/2015	
Implement	Percent Task Complete:	2 of 2 (100%)	
	Objective Met (initial):	05/28/2015	
	Objective Met (most recent):	11/20/2015	
	Experience:	5/28/2015 We moved the Elementary school up to a high priority for completing the mathematics curriculum review. 11/20/2015 The building teams were methodological in researching the best curricula for both reading and	

		mathematics for our schools. We are confident that the new curriculum has the right learning targets and supports our teachers in delivering a research-based manner the highest quality curriculum.
	Sustain:	5/28/2015 We will order the materials this summer and provide embedded PD training in the Fall with a follow up in the spring and summer. 11/20/2015 We will need to support the annual order for student workbooks and continued professional development for new teachers to our schools.
	Evidence:	5/28/2015 We have board meeting minutes that reflect the board approving this adoption (enVisionMath). 11/20/2015 Journeys reading curriculum was purchased and implemented in the 2014-15 school year with 3 onsite professional development trainings by a practitioner of this curriculum. Envisions mathematics curriculum was purchased and implemented in the 2015-16 school year with ongoing professional development for the curriculum purchased from the publisher.

Indicator	P4-B - The district works with the school to provide early and intensive intervention for students not making progress.(3462)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 08/06/2014
	Evidence:	We have been an RTI school for many years. We adjusted our interventions for this coming school year so that we push some of those interventions into the classroom and have reserved intensive interventions for those who need it the most.
	Added:	

Indicator	P4-C - The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives. (3463)		
Status	Objective Met 5/28/2015		
	Level of Development:	Initial: Limited Development 08/06/2014	
		Objective Met - 05/28/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We test each student in Reading using DIBELS. We do not currently have a math screening tool.	
Plan	Assigned to:	Joe Lloyd	
	Added:	08/06/2014	
	How it will look when fully met:	Aside from collecting DIBELS information, we will work to establish mathematics testing in the same manner. At this point the only resource we have access to is STAR testing.	
	Target Date:	09/22/2014	
	Tasks:		

		1. Joe Lloyd will contact Sandy Nelson and Bernardo Castillo to address this issue.
	Assigned to:	Joe Lloyd
	Target Completion Date:	09/22/2014
	Comments:	This has occurred!
	Task Completed:	05/28/2015
Implement	Percent Task Complete:	1 of 1 (100%)
	Objective Met (initial):	05/28/2015
	Experience:	5/28/2015 This has been our goal for years but this year, we were able to accomplish it.
	Sustain:	5/28/2015 We need to make sure that we replicate this for this coming year.
	Evidence:	5/28/2015 I have the Title I, Part A and LAP reports with all three scores on them in both reading and mathematics. I will be submitting the growth data to OSPi.

Turnaround Principles

Turnaround Principle 5 - Use data to inform instruction and continuous improvement

Indicator	P5-A - The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (3464)		
Status	Objective Met 11/20/2015		
	Level of Development:	Initial: Limited Development 08/06/2014	
		Objective Met - 11/20/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We will use CEE information as well as building-based assessment results to make informed instructional decisions. We currently have this information and have done a cursory review but will be more detailed and purposeful in our analysis.	
Plan	Assigned to:	Wade Hahn	
	Added:	08/06/2014	
	How it will look when fully met:	Principals will be fully trained and implement the Teachscape Walk-through tool. Teachers will have access to and analyze data from CEE and other building data to inform instruction.	
	Target Date:	01/24/2014	
	Tasks:		
	1. Ensure that Teachscape tool is functional and that the principal uses it regularly.		
	Assigned to:	Chuck Feth	
	Target Completion Date:	09/26/2014	

		Comments:	This was a successful year in implementing this tool with all principals.
		Task Completed:	05/28/2015
	2. Procure the services of a field expert from either OSPI or ESD 123 in assisting the building to provide training to data analysis.		
		Assigned to:	Bernardo Castillo
		Target Completion Date:	10/22/2014
		Comments:	We did not fully accomplish this. We were able to provide this support for the migrant and bilingual program student data but not the general student population. We are hoping that some of this will transfer over.
		Task Completed:	05/28/2015
Implement	Percent Task Complete:		2 of 2 (100%)
	Objective Met (initial):		11/20/2015
	Experience:		11/20/2015 We have just purchased a new student information system along with a product from School Data Solutions that works with our SIS that gives detailed information to teachers and administrators on student data including achievement data. This has been a long and arduous process but we are on the downhill side.
	Sustain:		11/20/2015 We will ensure that proper training occurs so that administrators and teachers can use these new tools effectively. We will ask that our building principals use the "push-out" feature of the data solutions tool to give teachers their student's important data to assist them in making important instructional decisions.
	Evidence:		11/20/2015 We have purchased and are using Tyler Technologies' SIS system. We have purchased the School Data Solutions application that interfaces with Tyler, Washington State's testing data, and our STAR testing data to bring together student progress and achievement data for our staff.

Turnaround Principles

Turnaround Principle 6 - Establish school environment that improves school safety and discipline

Indicator	P6-A - The district implements state and federally aligned policies and procedures which guide, promote and assist school communities with academic, physical, social, emotional and behavioral programs and practices that ensure a safe and supportive culture and climate.(3985)		
Status	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 05/26/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have begun to develop this aspect but would really need to take time to define our practice. In the fall of 2015, we	

		began a series of meetings with all of the district's building principals to address the implementation of PBIS in our schools. We currently have a behavior program in each building but it is mostly punitive. We will report progress as it is made.
Plan	Assigned to:	Joe Lloyd
	Added:	11/20/2015
	How it will look when fully met:	All buildings including our Priority and Focus schools will implement the principals of PBIS in analyzing data, taking measures to prevent discipline problems and reward good behavior.
	Target Date:	05/31/2016
	Tasks:	
	1. Continue to hold regular strategy meetings with the building principals and establish clear expectations for establishing PBIS.	
	Assigned to:	Joe Lloyd
	Target Completion Date:	05/31/2016
	Comments:	
Implement	Percent Task Complete:	0 of 1 (0%)

Turnaround Principles

Turnaround Principle 7 - Provide ongoing mechanisms for family and community engagement

Indicator	P7-A - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.(3465)		
Status	Objective Met 5/28/2015		
	Level of Development:	Initial: Limited Development 08/06/2014	
		Objective Met - 05/28/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We will hold two public meetings this coming year to address this issue. We are currently being required to send a notice out to parents of our lack of meeting AYP.	
Plan	Assigned to:	Joe Lloyd	
	Added:	08/06/2014	
	How it will look when fully met:	We will hold a public meeting in November and one in March. We will send out our AYP parent notification letter by August 13th, 2014.	
	Target Date:	03/25/2015	
	Tasks:		
	1. Set up a public information meeting on the school schedule		

		Assigned to:	Joe Lloyd
		Target Completion Date:	09/16/2014
		Comments:	We are holding our second meeting today.
		Task Completed:	05/28/2015
2. Ensure that public notification letters are sent out by August 13th.			
		Assigned to:	Bernardo Castillo
		Target Completion Date:	08/11/2014
		Comments:	This was completed.
		Task Completed:	08/13/2014
Implement	Percent Task Complete:	2 of 2 (100%)	
	Objective Met (initial):	05/28/2015	
	Experience:	5/28/2015 These objectives were met by holding two meetings - one in March and one in May. Sending out the letter on time was relatively easy but a real race against the clock at the beginning of the year.	
	Sustain:	5/28/2015 We will continue to hold these annual meetings and notify the parents as required.	
	Evidence:	5/28/2015 We have the letter of notification and the dates and agendas of the meetings.	

Indicator	P7-B - The LEA/School has engaged parents and community in the transformation process.(3466)		
Status	Objective Met 5/26/2015		
	Level of Development:	Initial: Limited Development 08/06/2014	
		Objective Met - 05/26/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our federal and state programs have parent advisory committees which advise and review our progress. We need to reach out more effectively to all parents of our students for this purpose.	
Plan	Assigned to:	Joe Lloyd	
	Added:	08/06/2014	
	How it will look when fully met:	Parents will be part of the building leadership team in planning and implementation of improvement objectives.	
	Target Date:	11/03/2014	
	Tasks:		
	1. Joe Lloyd will inform Bernardo Castillo of this requirement		
	Assigned to:	Joe Lloyd	
	Target Completion Date:	09/08/2014	

		Comments:	Meeting about Priority Status with Bernardo and Joe. Discussed requirements.
		Task Completed:	09/24/2014
2. Joe Lloyd will follow up to see which parents are part of the building leadership team.			
		Assigned to:	Joe Lloyd
		Target Completion Date:	10/14/2014
		Comments:	Held a parent information meeting with parents in the Spring of 2015
		Task Completed:	04/22/2015
Implement	Percent Task Complete:		2 of 2 (100%)
	Objective Met (initial):		05/26/2015
	Experience:		5/26/2015 Meetings were held as planned
	Sustain:		5/26/2015 It will be necessary to have at least an annual meeting with the parents to inform them of our progress
	Evidence:		5/26/2015 Meeting with Principal on September 24, 2014 Meeting with Parents in Spring of 2015.