

Washington Elementary School District
Strategic Action Plan
2015–2018
Student Achievement Plan
Updated July 2015

Vision: The Washington Elementary School District is committed to achieving excellence for every child, every day, every opportunity.

Mission: The mission of the Washington Elementary School District is student achievement, preparing all students to become responsible, successful contributors to our diverse society.

Values that are Relevant to this Plan:

- We value open and honest communication.
- We value parents as children’s first and best teachers.
- We value providing equal educational opportunities for all students to achieve physically, intellectually, emotionally and socially.
- We value teaching and learning that integrate academics, fine arts, health, physical fitness and extracurricular activities in a technologically-enriched environment.
- We value teachers who teach by example, principals who lead by example and support staff who serve by example.
- We value dedicated educators who mentor others to develop successful professional learning communities.
- We value professional development that directly impacts student achievement.
- We value the commitment and contributions of all members of our diverse school community – students, parents, community and staff.
- We value our community, which entrusts us to responsibly manage the fiscal resources of the District.

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Outcome	Strategy/Activity	Party(ies) Responsible	Accountability Measures	Timeline (start/end date)
1.0 Curriculum				
<p>1.1 WESD curricula are fully aligned to current Arizona College and Career Ready and Academic Standards. Each domain or strand is delineated into objectives and tasks, defining what every student should know and be able to do.</p>	<ul style="list-style-type: none"> • Monitor the timeline for implementation of the changes to the Arizona Academic Standards, including Arizona’s College and Career Ready Standards for Mathematics and Reading/Language Arts, to be articulated into WESD curricula. • Convene stakeholder committees to review and revise program guide(s) for science, pending release from ADE during the 2015–2016 school year. <hr/> <ul style="list-style-type: none"> • Implement the revised program guide draft, and seek feedback from stakeholders on the draft document, making revisions as indicated. <ul style="list-style-type: none"> • Mathematics (K-1), 2011–2012; updated June–July 2013 • Mathematics (2-3), 2012–2013; updated June–July 2013 • Mathematics (3-8), June–July 2014 <hr/> <ul style="list-style-type: none"> • Convene stakeholder committees to review and revise program guide(s) aligned with physical education and fine arts standards adopted by the State Board of Education in May 2015. 	<ul style="list-style-type: none"> • Academic Services Department Staff • School Administrators • Program Coaches • Teachers 	<ul style="list-style-type: none"> • Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards completed by Governing Board and Superintendent • Submission of program guides for review and adoption by WESD Governing Board: <ul style="list-style-type: none"> • English language arts, August 2015 • Mathematics, August 2015 <hr/> <ul style="list-style-type: none"> • Feedback received <hr/> <ul style="list-style-type: none"> • Drafts of PE and fine arts program guides 	<p>2015–2018, as revisions are made by the state</p> <hr/> <p>July 2015</p> <hr/> <p>July 2015–June 2016</p>

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1.2	WESD curricula are implemented with fidelity by all staff.	<ul style="list-style-type: none"> Develop/update/revise/implement pacing guide(s) aligned with curriculum and adopted curricular materials, June–July 2014. <ul style="list-style-type: none"> Mathematics English language arts Implement and monitor the updated English language arts pacing guide, to include core reading, supplemental reading and writing. 	<ul style="list-style-type: none"> Academic Services Department Staff School Administrators Program Coaches Teachers 	<ul style="list-style-type: none"> K-3 math pacing guide, updated June–July 2014 4-8 math pacing guide, June–July 2014 English language arts, grades K-8, support materials, to include pacing guides, updated June–July 2015 Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards completed annually by Governing Board, Superintendent and principals 	July 2015–June 2016
		<ul style="list-style-type: none"> Develop/update/revise/implement pacing guides for K-2 to include supplemental writing additions. 		<ul style="list-style-type: none"> K-2 writing pacing guide 	July 2016–June 2017
		<ul style="list-style-type: none"> Provide initial K-2 support materials and support for writing. 		<ul style="list-style-type: none"> K-2 writing support materials 	
		<ul style="list-style-type: none"> Monitor instruction through the use of walk-through instruments and classroom observation. 		<ul style="list-style-type: none"> Site-based curriculum maps Walk-through, observation, and curriculum and time audit documentation 	July 2015–June 2017
		<ul style="list-style-type: none"> Conduct a curriculum audit of fidelity of implementation for reading; analyze data collected, and develop an action plan based upon findings. 		<ul style="list-style-type: none"> Audit report and resulting action plan 	2015–2017
		<ul style="list-style-type: none"> Implement the revised physical education and fine arts program guides. 		<ul style="list-style-type: none"> PE and fine arts program guides 	July 2016–June 2017
1.3	WESD utilizes scientifically research-based, Governing Board-adopted materials for all learners.	<ul style="list-style-type: none"> Follow instructional material adoption procedures for mathematics, SY 2013–2014. Determine the need for supplemental language arts materials aligned with Arizona’s College and Career Ready ELA Standards materials, with a focus on writing instruction, SY 2014–2015. Provide ongoing professional development on the use of instructional materials for ELA and adopted mathematics materials. 	<ul style="list-style-type: none"> Director of Curriculum Academic Services Department Administrators School Administrators Program Coaches 	<ul style="list-style-type: none"> Approval of adopted materials by Governing Board Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards completed by Governing Board, Superintendent and principals Walk-through, observation, and curriculum and time audit documentation 	2015–2018

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	<ul style="list-style-type: none"> • Monitor utilization of scientifically research-based, Governing Board-adopted reading and mathematics materials. • Follow procedures for selection of supplemental ELA (writing and potentially reading) materials for grades 3-8. • Implement and train 3-8 staff on the use of supplemental writing and reading materials. • Convene a K-2 writing committee to look at and make a recommendation to the Superintendent for supplemental writing materials to support the reading-writing connection. • Implement and train staff on the use of supplemental writing materials 		<ul style="list-style-type: none"> • Committee recommendation • Materials • Training materials • Recommendation • Materials • Training materials 	<p>2014–2015</p> <p>July 2015–June 2016</p> <p>Fall, 2015–Spring, 2016</p> <p>Spring, 2016–June 2017</p>
<p>1.4 WESD maximizes instructional time by implementing cross-curricular integration.</p>	<ul style="list-style-type: none"> • Provide professional development for staff in strategies to achieve cross-curricular integration, including social studies, science and technology integration within Arizona’s College and Career Ready Language Arts and Math Standards, as appropriate (STEM). • Develop lesson plans integrating technology standards across curricular areas. • Monitor implementation of cross-curricular integration. • Utilize technology applications to support student learning across curricula, e.g., Read 180, Think Central, Reading A-Z, SuccessMaker, Rosetta Stone, FitnessGram, LEARN 360. • Research best practices related to STEM instruction as defined by Arizona’s Race to the Top grant. • Develop a STEM resource guide. 	<ul style="list-style-type: none"> • Academic Services Department Administrators • School Administrators • Program Coaches • Teachers 	<ul style="list-style-type: none"> • Training handouts, e.g. close reading, depth-of-knowledge, text dependent questions • Lesson plans • Walk-through, observation, and curriculum and time audit documentation • STEM research bank • STEM resource guide • Lesson plan templates 	<p>2015–2018</p> <p>July 2016–June 2018</p>

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	<ul style="list-style-type: none"> • Develop lesson plan templates for the implementation of STEM. 				
2.0 Instruction					
2.1	<p>All students receive equal educational opportunities to achieve that meet or exceed curricular standards in an environment that is conducive to learning, and consistent with the WESD Roadmap and University of Virginia 90-day action plans.</p>	<ul style="list-style-type: none"> • Articulate curricular expectations at and across grade levels to ensure that grade-level standards are implemented consistently with rigor. • Provide professional development for analysis of student work to inform application of rigor. • Develop interim and formative assessments, and utilize the data to form focused flexible skill groups. • Ensure consistent use of updated standards-based reporting of student progress in grades K-3. • Monitor consistent grading protocol for grades 4-8. • Communicate curricular expectations of Arizona’s College and Career Ready Standards for English Language Arts and Mathematics to parents and community through <ul style="list-style-type: none"> • grade-level curricula parent guides; • report cards/standards-based reporting; • parent/teacher conferences; • online resources. • Provide resources and train teachers on the use of curricular and instructional planning tools, to include program and pacing guides, curriculum maps and templates, and lesson plan templates. • Provide access to a variety of resources to support instruction, including Web sites and various media sources; develop an approved bank of teacher-developed lesson plans. • Support the implementation, training, and classroom use of technology 	<ul style="list-style-type: none"> • Academic Services Department Administrators • Special Services Administrators • School Administrators • English Language Learner Program Coach • Program Coaches • School Instructional Staff • Students • Parents • Academic Support Programs Department Staff • Consultants 	<ul style="list-style-type: none"> • Mastery of skills through use of District and state assessments • Walk-through, observation, and curriculum and time audit documentation • Curriculum maps, pacing guides, program guides, lesson plans • Standards-based reporting systems • School-based professional development plans • PowerPoint presentation for school use with parents outlining expectations of Arizona’s College and Career Ready Standards • Parent Guide to Arizona Academic Standards, “What Parents Need to Know” • UVA 90-day action plans 	2015–2018

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	<p>resources, including SMART Boards, Read 180 and SuccessMaker.</p> <ul style="list-style-type: none"> • Implement and use Google Docs to support teachers with resources for instruction, increase efficient communication and to gather input regarding interim math assessments. • Provide and support opportunities for parent involvement through adult literacy and curriculum night activities, e.g., adult literacy classes, Math Family Fun Night, Title VII cultural events, Head Start/PLUS parent education meetings and transitions to Kindergarten meetings. • Provide and re-establish a READ 180 cadre to support one another with strategies for reading achievement with struggling readers. • Expand opportunities for student growth through extended day and summer programs to meet the data-driven learning needs of students by coordinating funding sources. • Increase opportunities for gifted students at all schools. • Monitor implementation of program models to enhance acquisition of English language fluency in accordance with federal, state and District guidelines. • Monitor implementation of program models and service delivery for special education students. 			
<p>2.2 WESD maximizes student learning through the Response to Intervention framework and WESD's Roadmap, as defined by the University of Virginia Darden-Curry Turnaround School Partnership.</p>	<ul style="list-style-type: none"> • Update WESD's Roadmap, "High Expectations for Student Learning." • Provide professional development in the three components, i.e., common expectations, assessment/data cycle, and ongoing intervention and progress monitoring, for all staff. 	<ul style="list-style-type: none"> • Academic Services Department Administrators • Special Services Department Administrators • School Administrators 	<ul style="list-style-type: none"> • Walk-through, observation, and curriculum and time audit documentation • Teacher evaluation process • Lesson plans • Mastery of skills through use of District and state assessments 	<p>2015–2018</p>

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	<ul style="list-style-type: none"> • Reinforce expectations for lesson planning, qualities of instructional delivery and purposeful learning culture related to the Roadmap, with teachers, program coaches and administrators. • Emphasize rigor, text complexity depth-of-knowledge and text dependent questioning across content areas. • Provide research-based, best practice professional development, including coaching support, in the areas of literacy and mathematics content instruction including the deconstruction of the standards and expectations. • Provide professional development in student engagement strategies. • Implement student engagement strategies with fidelity. • Expand implementation of tools/strategies for enhancing student engagement, e.g., Thinking Maps, Kagan, SMART responders, SMART Boards, document cameras. • Monitor implementation of student engagement strategies through walk-throughs and observations. • Review and refine the K-3 reading program to include 90-minute core reading program instruction, and articulate Tier 2 and Tier 3 intervention scheduling, grouping and materials utilized based on evaluation of data and progress monitoring. • Determine if currently utilized reading intervention programs meet the needs of all learners by evaluating the effectiveness of each. • Identify any additional reading intervention needs. 	<ul style="list-style-type: none"> • Literacy Coaches • Mathematics Coaches • Instructional Coaches • Program Coaches • School Instructional Staff • Students 	<ul style="list-style-type: none"> • LEA and School K-3 Literacy Plans for Move On When Reading • Mathematical practices and accessible mathematics books, charts 	
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	<ul style="list-style-type: none"> • Update K-3 LEA and School Literacy Plans (Move On When Reading). • Identify mathematics and ELA instructional needs through collegial data analysis sessions for 90 minutes per week (UVA). • Implement mathematical practices and content knowledge within expanded mathematics instruction, including the implementation of <i>Investigations</i> in grades K-5, <i>Connected Math Project</i> (CMP3) in grades 6-8 and <i>Math Talks</i>, K-8. • Research mathematics intervention needs and options, including the use of <i>SuccessMaker</i>. • Increase the use of effective reading intervention strategies and resources, e.g., Intervention Station, Reading A-Z, <i>SuccessMaker</i>, Read 180. • Continue training on the use of <i>SuccessMaker</i> data reports to guide teacher instruction and to design custom courses for individual student needs. • Monitor fidelity of implementation of effective intervention strategies and instructional resources. • Review and refine general and special education procedures to enhance <ul style="list-style-type: none"> • pre-referral and identification of student academic and behavioral needs, including implementation of Tiers 1, 2 and 3 of RTI; • impact of instructional interventions; and service delivery models. • Provide increased training of the use of materials to instruct special education students, e.g., Bridges. 			
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<p>2.3 WESD utilizes differentiation strategies to include content, materials and environment to deliver curricular standards meeting the needs of all learners, including identified ELL, special education and gifted students.</p>	<ul style="list-style-type: none"> • Continue professional development in differentiation supported by <ul style="list-style-type: none"> • data analysis; • intervention and specialized instruction to meet the needs of all learners, to include special education, English language learners, Title I, gifted; • available resources. • Provide professional development in differentiation strategies, e.g., Kagan cooperative learning strategies, SEI and specialized instructional strategies. • Implement differentiation, and SEI and specialized instructional strategies with fidelity. • Monitor the implementation of differentiated instruction. • Increase student achievement through differentiation by monitoring <ul style="list-style-type: none"> • student progress and developing “acceleration” plans for appropriate students based on the results of the data analysis; • daily objectives posted for both content and English Language Proficiency Standards in classrooms; • analysis of student data, including data walls/data folders; • use of various student groupings; • rigor of instruction; and • student goal-setting and reflection. • Provide continuing professional development in Structured English Immersion strategies, including a focus on English Language Proficiency Standards. • Provide professional development in reading, mathematics and ELL instruction through modeling, 	<ul style="list-style-type: none"> • Academic Services Department Administrators • Special Services Department Administrators • School Administrators • Literacy Coaches • Mathematics Coaches • Instructional Coaches • Program Coaches • School Instructional Staff • Students 	<ul style="list-style-type: none"> • Walk-through, observation, and curriculum and time audit documentation • Lesson plans • Mastery of skills through use of District and state assessments • Student assessment data • Professional development sign-in sheets, agendas and evaluations • Planning tools on Intranet • Training schedules and materials • District- and school-level calendars and parent involvement plans • Elementary to middle school meetings/visit information • Tri-district articulation meetings and trainings • High school visitation and registration schedules 	<p>2015–2018</p>
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	<p>demonstration lessons and job-embedded coaching.</p> <ul style="list-style-type: none"> • Refine and expand implementation of the Native Language Fluency Screener. • Provide professional development in the areas of special education and gifted services to meet the unique needs of these populations. • Monitor the transition from Head Start/preschool programs to kindergarten for students and families. • Expand communication with students and families moving from a K-5/6 setting to a 6/7-8 middle school to ensure a smooth transition. • Expand collaboration with Glendale Union High School District and Glendale Elementary School District to maximize educational opportunities and share information for the benefit of both staff and students. • Expand science teachers' collaboration with Glendale Union High School assisting them with designing new science courses for incoming students. • Collaborate with Glendale Union High School District to prepare students and parents for the transition to high school. 			
3.0 Assessment				
<p>3.1 WESD implements the Student-Teacher-Course Connection to connect federal, state and District data.</p>	<ul style="list-style-type: none"> • Attend Arizona Department of Education Race to the Top trainings and webinars to acquire information regarding necessary actions to meet the Race to the Top and Student-Teacher-Course Connection requirements. • Continue to align WESD course information with Arizona's Student-Teacher-Course Connection, to include additional creation of course names, 	<ul style="list-style-type: none"> • Academic Services Department Administrators and Staff • MIS Department Administrators and Staff 	<ul style="list-style-type: none"> • Course Master List • Course Map (Phase 1 with ADE) • Submission of data for Phases 2 and 3 	<p>2015–2018</p>

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	<p>descriptions and codes for all grades, K-8.</p> <ul style="list-style-type: none"> • Coordinate with MIS to implement the curricular component with the technical requirements within the student information system (Synergy). • Streamline the course catalogue for consistency among schools and to better meet reporting requirements. • Train new school administrators, office staff and other employees in the development of schedules to meet the requirements. • Integrate the new scheduling requirements with the Synergy grade book and report cards. • Implement a consistent gradebook and report card in Synergy for grades 4-8. • Implement the K-3 standards-based grade book and report card with updated performance level criteria. 		<ul style="list-style-type: none"> • Curricular component implemented • Implementations • Training materials 	<p>2015–2017</p> <p>2015–2018</p>
<p>3.2 WESD makes real-time student data accessible to WESD stakeholders through Internet, Intranet and data warehouse applications, consistent with the expectations of the University of Virginia Darden-Curry Turnaround School Partnership.</p>	<ul style="list-style-type: none"> • Modify assessment data applications to align with Arizona’s College and Career Ready Standards for English Language Arts and Mathematics. • Modify the English language learner data application to align with the new AZELLA 2016 report. • Create and modify electronic data sets to meet the needs of stakeholders. • Provide professional development on the WESD application systems available, data downloads and data analysis capabilities. • Utilize Arizona Connect Data portal with information accessible to a range of stakeholders to include administrators, teachers and, potentially, parents. 	<ul style="list-style-type: none"> • Applications Development Programming Supervisor • MIS Department Staff • Academic Services/ Assessment Department Staff 	<ul style="list-style-type: none"> • Intranet data applications 	<p>2015–2018</p>

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	<ul style="list-style-type: none"> • Purchase a data warehouse. • Develop the data warehouse in conjunction with the student information system. <ul style="list-style-type: none"> • Data access (back end) • Business rules (back end) • User interface (front end) • Identify data needs of administrators, teachers, parents/community members and students, and build data tables and reporting functionality to meet the needs of identified stakeholder groups. • Deliver professional development to enable users to access data electronically and to utilize data tools (filters/trees/drilldowns/tables/charts/graphs) to meet their needs. • Evaluate the system for ease of use, relevancy of data and needs of stakeholders. • Develop the parent portal component of the student information system. 		<ul style="list-style-type: none"> • Data warehouse system rollout • Intranet and Internet applications • Electronic log of users 	
<p>3.3 WESD utilizes student data to guide instruction.</p>	<ul style="list-style-type: none"> • Provide professional development for users on the Data Cycle (University of Virginia) and the processes for the use of data for 90 minutes each week through <ul style="list-style-type: none"> • District pretest and interim data to create effective progress monitoring of students; • disaggregation/filtering options; • structures for identification of students to target specific instructional needs; • school-based common formative assessments for use in progress monitoring; • utilization of data to develop individualized intervention/acceleration plans for Tiers 2 and 3 intervention. 	<ul style="list-style-type: none"> • Academic Services/ Assessment Department Staff • Academic Support Programs Department Administrators • School Administrators • Teachers • Program Coaches 	<ul style="list-style-type: none"> • School-based PLC activity notes • Data references in curriculum maps • Teacher evaluation process 	<p>2015–2018</p>

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	<ul style="list-style-type: none"> • Revise District reading/language arts and mathematics assessments to align with Arizona’s College and Career Ready English Language Arts and Mathematics Standards. • Refine and implement pre- and post-assessments for grades K-8 in ELA and mathematics. • Refine and implement interim assessments for grades K-8 in ELA and mathematics. • Revise pre-/post- and interim assessments and data reporting systems based upon administrator/teacher feedback and data analysis. 			June 2015–July 2016
	<ul style="list-style-type: none"> • Provide data from screening, diagnostic, pretest and interim assessments for use at the District, school, grade and classroom levels to <ul style="list-style-type: none"> • develop goal targets at each level; • identify students for specialized programs; • identify student intervention needs; • plan instruction; and • evaluate instruction. • Provide site-based scanning and reporting capabilities for formative assessments at the middle school levels. 			2014–2018
3.4 WESD monitors student progress using standards-based reporting systems.	<ul style="list-style-type: none"> • Complete the revision of K-3 standards-based rubrics and report cards to align with Arizona’s College and Career Ready Standards. • Revise the standards-based grading systems to include an electronic grade book and resultant report cards. • Implement in Synergy the new K-3 grade book and report card. 	<ul style="list-style-type: none"> • Superintendent • Academic Services/ Assessment Department Staff • School Administrators • Teachers • Program Coaches 	<ul style="list-style-type: none"> • Standards-based reporting systems • Report cards • Assessment reports at the District, school, grade and individual student levels 	June–July 2015 2015–2016

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	<ul style="list-style-type: none"> • Align Arizona College and Career Ready Standards-based assessment data with the rubrics and report cards. • Continue professional development on the use of standards-based grading systems to include the Synergy grade book. • Utilize results of the K-3 standards-based report card implementation evaluation to provide related professional development. • Provide reports for assessments at the District, school, grade, teacher and student levels. • Monitor implementation of grading protocol for grades 4-8 system-wide. • Revise the protocol as needed. • Utilize Synergy ParentVUE so parents may view student progress through posted assignments and grades. 			<p>August–September 2015</p> <p>2015–2018</p> <p>July 2015</p>
<p>3.5 WESD monitors programs and assessments.</p>	<ul style="list-style-type: none"> • Provide professional development for administrators and teachers on procedures for using data to monitor students identified for intervention. • Create data procedures to identify specific students served in intervention, and monitor implemented programs for student achievement effectiveness, consistent with the Data Cycle (UVA). <ul style="list-style-type: none"> • Database of identified, targeted students • Curricular and material implementations • District-wide intervention programs • School-specific intervention programs • Professional development initiatives 	<ul style="list-style-type: none"> • Academic Services/ Assessment Department Staff • School Administrators • Teachers • Program Coaches • Consultants 	<ul style="list-style-type: none"> • Program evaluations • Student achievement data 	<p>2015–2018</p>

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	<ul style="list-style-type: none"> • Develop an intervention resource list that matches skills and scientifically based methods and materials. • Conduct a program evaluation. 			
4.0 Professional Development				
4.1 WESD utilizes the Learning Forward (formerly National Staff Development Council) Standards and Assessment Inventory for Staff Development in planning all District and site-based professional development.	<ul style="list-style-type: none"> • Train new staff on the 2011 Standards for Staff Development, and plan for implementation of the standards, particularly as they relate to the Standards Assessment Inventory (SAI). 	<ul style="list-style-type: none"> • Director of Professional Development Services • Academic Services Department Administrators • School Administrators • Site Council and School Leadership Team Members • Program Coaches • CIRT Review Teams 	<ul style="list-style-type: none"> • Copy of the Learning Forward Standards for Staff Development for each school and department's leadership team, specifically new administration 	Fall of 2015
	<ul style="list-style-type: none"> • Administer the SAI to all schools on a yearly basis. 		<ul style="list-style-type: none"> • SAI survey results 	Annually, each May
	<ul style="list-style-type: none"> • Analyze the SAI site-based and District-wide results annually, including trends. 		<ul style="list-style-type: none"> • SAI results training materials 	Annually, as results of the SAI are available
	<ul style="list-style-type: none"> • Utilize the Learning Forward Staff Development Standards in designing all District and site-based training. 		<ul style="list-style-type: none"> • School and department professional development plans 	2015-2018
	<ul style="list-style-type: none"> • Establish a process for ensuring that the Learning Forward Standards for Staff Development are applied whenever planning for professional development. 		<ul style="list-style-type: none"> • Professional development plan rubric for monitoring 	
	<ul style="list-style-type: none"> • Utilize the Continuous Improvement Review Process (CIRT) established for monitoring the implementation of school improvement professional development plans based on the SAI and in the future, Learning Forward Standards for Staff Development. 		<ul style="list-style-type: none"> • CIRT rubric for monitoring school improvement plans 	Annually, each May
4.2 WESD implements professional development that is systemic, ongoing and job-embedded.	<ul style="list-style-type: none"> • Provide review for WESD staff on the definition of job-embedded professional development, and share designs for implementing job-embedded professional development. 	<ul style="list-style-type: none"> • Director of Professional Development Services • Academic Services Department Administrators 	<ul style="list-style-type: none"> • School and department professional development plans 	Annually and throughout the year as information is available
	<ul style="list-style-type: none"> • Design reflection procedures for monitoring the implementation of job-embedded professional development 		<ul style="list-style-type: none"> • School improvement/professional development plan rubric for monitoring implementation 	

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	<p>during Program Coach and Principal Professional Learning Academy sessions.</p> <ul style="list-style-type: none"> • Monitor the implementation of job-embedded professional development through site visits and reflection journals. • Continue to implement programs (ASPIRE, Step Up to Success) designed to build leadership capacity. 	<ul style="list-style-type: none"> • School Administrators and Leadership Team Members • Program Coaches • Instructional Coaches • External Coaches 	<ul style="list-style-type: none"> • Reflection activities conducted with program coaches and site administrators • Title II funds • Sign-in sheets, agendas, training materials 		
4.3	<p>WESD provides training and coaching to staff to create schools in which highly effective instructional staff are accessible for all students' increased learning.</p>	<ul style="list-style-type: none"> • Provide a two-day preservice orientation to the UVA Model for the teachers at the five UVA schools. • Develop a model for coaching staff that includes training, structures, strategies, funding sources and evaluation components. • Provide ongoing training and support for principals and coaches through walk-throughs, shadowing, conferencing and debriefing sessions with consultants. • Implement the staff coaching model systemically. • Monitor implementation of the coaching model through reflection activities, observation and feedback, and shadowing experiences. • Target walk-throughs for the Turnaround School Project through the University of Virginia, targeting staff in most need and staff who can model and share with others. 	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent for Academic Services • Academic Services Department Administrators • School Administrators • Program Coaches • Instructional Coaches • External Coaches • Consultants – Jo Robinson • Math Coaches 	<ul style="list-style-type: none"> • Title II Guidelines for Effective Teaching • Coaching training materials • Program coach job description • Instructional coach job description • WESD 2015–2016 professional development plans for program coaches and school administrators • Coaching logs • Reflection journals • Coaches' schedules • External consultant schedules/summaries • Videotaping • PLA schedule 	2015–2018
4.4	<p>WESD staff demonstrates the ability to implement "High Expectations for Student Learning" as codified in the WESD Roadmap.</p>	<ul style="list-style-type: none"> • Provide professional development for <ul style="list-style-type: none"> • effective classroom instruction; • strategies for moving from knowledge to implementation and then to institutionalization; • achievement-based evaluation procedures related to effective instruction; 	<ul style="list-style-type: none"> • Director of Professional Development Services • Academic Services Department Administrators • School Administrators and 	<ul style="list-style-type: none"> • WESD Roadmap, "High Expectations for Student Learning" • Presentation materials related to effective instruction • Walk-through, observation, and curriculum and time audit documentation 	Updated July 2015-ongoing

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	<ul style="list-style-type: none"> • Tiers 2 and 3 intervention strategies and models; • Use of Data Cycle (UVA). • Initiate monitoring the accessibility of effective teachers for all WESD students regardless of their achievement, economic status and/or language proficiency. • Revisit, retrain and monitor the use of intervention in reading and mathematics in addition to the required core minutes. 	<p>Leadership Team Members</p> <ul style="list-style-type: none"> • Program Coaches • Instructional Coaches • Literacy and Math Coaches • Consultants 	<ul style="list-style-type: none"> • Multiple sources of student achievement data • WESD teacher evaluation process 		
5.0 Teacher and Principal Effectiveness					
5.1	<p>WESD recruits and hires highly qualified (HQ) teachers and assists current teachers in becoming HQ to build capacity in content areas such as math, science, special education, art and music.</p>	<ul style="list-style-type: none"> • Implement informational strategies that will educate current WESD teachers in methods for attaining HQ status for future hard-to-fill positions. • Reimburse for the Arizona Educator Proficiency Assessment/National Evaluation Series (AEPANES) subject knowledge content test once passed for HQ and building capacity. • Attend Arizona Department of Education meetings and conferences to acquire HQ training and information. • Evaluate users' reaction to the HQ options and services WESD provides by conducting interviews and a satisfaction survey; use evaluation results to improve program delivery. 	<ul style="list-style-type: none"> • Human Resources Department Staff • Assistant Superintendent for Academic Services • Director of Professional Development Services 	<ul style="list-style-type: none"> • Electronic and print literature provided to teachers • Accounting of reimbursements to teachers • Agendas from meetings and conferences 	2015–2018
5.2	<p>WESD develops and implements intensive training for site administrators pertaining to research-based, effective instructional strategies and characteristics of highly effective teachers who are successfully increasing student learning and achievement, with a focus</p>	<ul style="list-style-type: none"> • Continue implementation of a multi-year professional development plan for site leaders that includes job-embedded strategies for acquiring critical knowledge of effective instruction, reflection on application of those effective instructional strategies in classrooms, hands-on practice in applying the instructional strategies and the development of skills necessary to identify the effective 	<ul style="list-style-type: none"> • Administrator of Professional Development Services • Assistant Superintendent for Administrative Services • Director of Curriculum 	<ul style="list-style-type: none"> • Professional development plan for site leaders • Schedule of knowledge building and training sessions for site leaders • Documentation from walk-throughs, observations and conferences 	2015-2018

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<p>on Arizona’s College and Career Ready Standards for literacy and mathematics within the Response to Intervention (RTI) framework.</p>	<p>application of the instructional strategies by teaching staff.</p> <ul style="list-style-type: none"> • Continue bi-monthly knowledge-building sessions with site leaders focusing on effective literacy, writing and mathematics instructional methods aligned with the implementation of Arizona’s College and Career Ready Standards. • Continue implementation of a calibration reliability model with site leaders by conducting classroom walk-throughs for practice identifying effective instruction content acquired in training and sharing what was observed and how it was perceived as effective. • Continue side-by-side coaching with site leaders to focus on the application of effective instructional strategies during lesson plan development sessions and post-observation conferences with teachers. • Continue training sessions on applying the acquired instructional knowledge during the evaluation process; focus on data collection pertaining to teachers’ application of effective instructional practices and the outcome of using these practices to increase student engagement and achievement. • Evaluate the effectiveness of the professional development plan through individual interviews, written evaluations, reflection journals, case study analysis and student data. 	<ul style="list-style-type: none"> • Assistant Superintendent for Academic Services • Director of Professional Development Services • Consultants • Director of Human Resources • Instructional Coaches and Academic Services Program Coaches 	<ul style="list-style-type: none"> • Documentation from co-teaching, modeling and coaching sessions • Interview notes • Written evaluations • Reflection journals • Case study analysis • Student data • Roadmap 	<p>2015–2016</p> <hr/> <p>2015–2017</p>
<p>5.3 WESD develops and implements intensive training for coaches pertaining to research-based, effective</p>	<ul style="list-style-type: none"> • Implement a multi-year professional development plan for coaches that includes job-embedded strategies for acquiring critical knowledge of effective instruction, reflection on application of those effective instructional strategies 	<ul style="list-style-type: none"> • Administrator of Professional Development Services 	<ul style="list-style-type: none"> • Professional development plan for coaches • Schedule of knowledge building and training sessions for coaches 	<p>July 2015– June 2017</p>

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<p>instructional strategies and characteristics of highly effective teachers who are successfully increasing student learning and achievement, with a focus on Arizona’s College and Career Ready Standards for literacy and mathematics within the RTI framework.</p>	<p>in classrooms, hands-on practice in applying the instructional strategies and the development of skills necessary to identify the effective use of the instructional strategies by teaching staff.</p> <ul style="list-style-type: none"> • Continue knowledge building sessions with coaches focusing on the effective instructional strategies highlighted through the RTI Tiers 1-3 High Expectations for Student Learning Model-Roadmap for Response to Intervention. • Continue weekly knowledge building sessions with coaches focusing on effective literacy, writing and mathematics instructional methods aligned with Arizona’s College and Career Ready Standards. • Continue training sessions on effective coaching strategies, focusing on the collection of data pertaining to teachers’ application of effective instructional practices and the coaching dialogue related to effective use of these practices in increasing student engagement and achievement. • Implement a quarterly application model with coaches by conducting peer classroom walk-throughs for practice in the identification of effective instruction content acquired in training and debriefing afterwards. • Continue focus on the application of effective instruction practices by coaches through teaching, co-teaching and modeling the gained instructional practices in literacy and mathematics classes. • Evaluate the effectiveness of the professional development plan through individual interviews, written 	<ul style="list-style-type: none"> • Director of Curriculum • Assistant Superintendent for Academic Services • Director of Professional Development Services 	<ul style="list-style-type: none"> • Documentation from walk-throughs and observations • Documentation from teaching, co-teaching, modeling and coaching sessions • Interview notes • Roadmap 	
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	evaluations, reflection journals, case study analysis and student data.			
<p>5.4 WESD develops and implements intensive training for all teachers, inclusive of special education and English language learner (ELL), pertaining to research-based, effective instructional strategies and the characteristics of highly effective teachers who are successfully increasing student learning and achievement with a focus on Arizona’s College and Career Ready Standards for literacy and mathematics within the RTI framework.</p>	<ul style="list-style-type: none"> • Continue a multi-year professional development plan for teachers that includes job-embedded strategies for acquiring critical knowledge of effective instruction, reflection on applying those effective instructional strategies in classrooms, hands-on practice in applying instructional strategies and the development of skills to monitor the impact of effective instructional strategies on student learning. • Continue to revisit knowledge building sessions with teachers focusing on the effective instructional strategies highlighted through the High Expectations for Student Learning Model-Roadmap for Response to Intervention. • Continue knowledge building sessions for teachers focusing on an effective learning environment that emphasizes the physical space as well as the emotional culture of the classroom. • Continue knowledge building sessions for teachers focusing on effective AZCCRS literacy, writing and mathematics instructional methods through classes, demonstration classroom observations, and reading and mathematics summer institutes. • Continue knowledge building sessions for teachers focusing on effective instructional planning that impacts student engagement and learning, to include small group Tier 2 intervention connected to data and progress monitoring. • Continue knowledge building sessions for teachers focusing on the qualities of effective instructional delivery, including content and language 	<ul style="list-style-type: none"> • Administrator of Professional Development Services • Director of Curriculum • Assistant Superintendent for Academic Services • Director of Professional Development Services 	<ul style="list-style-type: none"> • Professional development plan for teachers • Schedule of knowledge building sessions for teachers • Documentation from walk-throughs and observations • Lesson plans • Videotaping • Interview notes • Written evaluations • Reflection journals • Case study analysis • Student data • Roadmap 	<p>2015–2018</p>

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	<p>objectives, learning segments, effective student engagement strategies and process for monitoring student growth.</p> <ul style="list-style-type: none"> • Continue Implementation of a coaching model that includes classroom walk-throughs, observations in demonstration classrooms, lesson planning, videotaping classroom practices for analysis of effective instruction content and delivery strategies acquired in training, and reflective dialogue pertaining to instructional decision making and the monitoring of student progress. • Evaluate the effectiveness of the professional development plan through individual interviews, written evaluations, reflection journals, case study analysis and student data. 			
<p>5.5 WESD develops and implements teacher and principal evaluation instruments that comply with the criteria defined in the Arizona Framework for Measuring Educator Effectiveness.</p>	<ul style="list-style-type: none"> • Continue to provide knowledge building sessions with the Governing Board, administrators and teachers pertaining to changes for teacher and principal evaluation instruments tied to student growth/achievement. • Continue to utilize the Teacher Evaluation Technical Subcommittee, composed of principals, coaches, teachers and Academic Services Department staff, to address student growth in teacher and principal evaluation instruments. • Revise the District’s teacher and principal evaluation instruments, as needed, based upon input from administrators and teachers and upon the addition of the student growth tied to evaluation. • Submit the revised teacher and principal evaluation instruments to the Governing Board for approval. 	<ul style="list-style-type: none"> • Administrator of Professional Development Services • Assistant Superintendent for Academic Services • Director of Professional Development Services • Director of Human Resources • Director of Organizational Development • Teacher Evaluation Technical Subcommittee 	<ul style="list-style-type: none"> • Outline of material covered during the knowledge building sessions • List of study team members • Agendas from study team meetings • Draft of teacher evaluation instrument • Governing Board agenda item 	<p>2015–2016</p>

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	<ul style="list-style-type: none"> • Continue to train staff on the teacher and principal evaluation instruments, and continue to implement the instruments as changes occur related to student growth tied to the evaluations. • Continue to solicit feedback from teachers, principals and administrators. • Develop a teacher evaluation handbook containing examples of specific teaching behaviors to reflect each standard in the instrument. • Monitor the results of using the new evaluation instruments with regard to inter-rater reliability and student growth. 		<ul style="list-style-type: none"> • Training handouts • Documentation of feedback received • Revised evaluation instruments • Statistical and graphic evidence of results 	
<p>5.6 WESD develops and implements job-embedded, systemic, ongoing and standards-based professional development for administrators, program coaches and teachers to retain highly effective employees who are successfully increasing student learning and achievement.</p>	<ul style="list-style-type: none"> • Continue to conduct training in strategies and techniques for analyzing student work in collaborative work teams that foster student growth. • Continue training for individuals and teams focusing on monitoring student progress through data walls/charts, data dialogues, vertical team data analysis and making instructional decisions based on student data. • Train school teams composed of teachers, program coaches and administrators in lesson design and collaborative inquiry strategies. • Provide intensive cooperative learning training for teachers and program coaches utilizing Kagan Structures. • Develop quality demonstration classrooms in various settings, grade levels and content areas that model effective teaching strategies utilizing highly effective teachers as models. • Conduct training for administrators and program coaches on powerful professional development designs and the Learning Forward (formerly 	<ul style="list-style-type: none"> • Administrator of Professional Development Services • Assistant Superintendent for Academic Services • Director of Professional Development Services • Administrator of Professional Development Services 	<ul style="list-style-type: none"> • Training handouts • Sign-in sheets • Photographs • Videotapes • Training materials 	<p>2015–2016</p>

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	<p>Standards for Professional Development).</p> <ul style="list-style-type: none"> • Train program coaches and administrators on various walk-through strategies and instruments, and implement learned techniques to monitor the fidelity of literacy and mathematics instruction. • Train program coaches and administrators on the Standards Assessment Inventory (SAI) and its use in planning quality professional development. 	<ul style="list-style-type: none"> • Assistant Superintendent for Administrative Services • Assistant Superintendent for Academic Services • Director of Professional Development Services 		
	<ul style="list-style-type: none"> • Conduct training on the methods of evaluating effective professional development by applying Guskey’s five critical areas. 			Spring 2016
	<ul style="list-style-type: none"> • Evaluate the various trainings and their impact on staff and students through reflections, observations, walk-throughs, videotapes, student testing data, interviews, PLC planning documents and SAI results. 		<ul style="list-style-type: none"> • Documentation of reflections, observations, walk-throughs, interviews and PLC planning • Videotapes • Student testing data • SAI results 	2015–2016
5.7 WESD researches, revises and implements the three-year BEGIN teacher induction program.	<ul style="list-style-type: none"> • Interview and select cadre leaders. 	<ul style="list-style-type: none"> • Administrator of Professional Development Services 	<ul style="list-style-type: none"> • Documentation of procedures applied 	July–October 2015
	<ul style="list-style-type: none"> • Conduct a BEGIN Cadre Leader Academy to train selected cadre leaders in the new model format, skills for mentoring and data gathering strategies. 	<ul style="list-style-type: none"> • Director of Professional Development Services 	<ul style="list-style-type: none"> • Training materials 	
	<ul style="list-style-type: none"> • Assign cadre leaders to newly hired beginning teachers in the BEGIN teacher induction program and, as needed, to other teachers who are new to WESD. 	<ul style="list-style-type: none"> • Director of Professional Development Services • Instructional Coaches 	<ul style="list-style-type: none"> • Chart of cadre leader and participant assignments 	
	<ul style="list-style-type: none"> • Continue to provide ongoing, collaborative training and reflection opportunities for the cadre leaders and their assigned teachers. • Continue to monitor the BEGIN program’s implementation and the cadre leader matches. 		<ul style="list-style-type: none"> • Training materials • Documentation of feedback received • Revised BEGIN program documentation 	September 2015–May 2016

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	<ul style="list-style-type: none"> • Continue to seek feedback from program participants, cadre leaders and building principals; based on the feedback received, make appropriate adjustments to the BEGIN model, including support and training aspects. 			
	<ul style="list-style-type: none"> • Continue to evaluate the BEGIN program model through individual interviews, written evaluations, reflection journals, mentor time logs, student achievement data and Human Resources Department data pertaining to new hire teacher status. 		<ul style="list-style-type: none"> • Interview documentation • Evaluations • Reflection journals • Cadre leader time logs • Student achievement data • New hire teacher data 	May 2016

Fiscal Resources:

- M&O Funds
- Title I Funds
- Title II Funds
- Title III Funds
- Capital Funds
- Soft Capital Funds

Acknowledgement of Accomplishment (Celebrations):

- Recognition at Governing Board meetings
- Announcement of school labels by ADE
- Program audit reports
- Parent and community meetings such as Title I meetings, back-to-school sessions and curriculum nights

Accomplishments to Date:

- Accepted to participate in the University of Virginia Darden-Curry Turnaround School Partnership for the purpose of turning around underperforming schools
- Participated in rigorous intense professional development for thirteen days in Charlottesville, Virginia
- Highlighted implementation of Arizona’s College and Career Ready Standards in Language Arts and Mathematics at Governing Board meetings
- Refined pacing guides for reading, including 2012 English Language Proficiency Standards
- Revised mathematics K-3 pacing guides following teacher feedback: grouped performance objectives by topic; sequenced performance objectives; identified instructional resources (textbook, instructional strategies, Web sites); provided explanations, key strategies and models; and identified key vocabulary
- Piloted a draft grading protocol and use of the Synergy parent portal
- Expanded job-embedded professional development through external literacy and mathematics coaches and summer math institutes; completed but with continuation of in-house expertise in 2013–2014

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- Implemented the Roadmap for Response to Intervention with a focus on High Expectations for Student Learning, particularly in the areas of lesson planning, instructional delivery and purposeful learning environment
- Expanded professional development for administrators, program coaches and teachers in the areas of Arizona's College and Career Ready Standards pertaining to English language arts and mathematics, emphasizing concept development and the use of research-based instructional strategies to increase student engagement and learning
- Increased use of data to guide instruction as evidenced by data walls/charts, data folders and student goal-setting at multiple school sites
- Provided professional development for all teachers on the Arizona College and Career Ready English Language Arts Standards focused on the instructional shifts, particularly in the areas of increased rigor, a balance of fiction and informational text, and close reading and annotation strategies
- Fully implemented the Arizona College and Career Ready English Language Arts and Mathematics Standards in grades K-3, with revised pacing guides, aligned assessments and standards-based report cards
- Expanded the implementation of the Roadmap "High Expectations for Student Learning" Response to Intervention to include non-negotiables, and aligned the Roadmap to the new teacher evaluation rubric
- Focused job embedded professional development for administrators, coaches and teachers on effective instructional strategies and student engagement that included modeling, lesson study and reflection of instruction
- Designed the WESD teacher evaluation process in accordance with state mandates, development rubrics for teacher and principal performance matched to different job responsibilities, and began a series of informational videos geared toward developing an understanding of the requirements, changes and implementation of the new process
- Conducted materials adoption process to recommend mathematics materials to the Governing Board for adoption: *Investigations* in grades 4 and 5 (in addition to K-3 previously implemented) and *Connected Mathematics Project (CMP3)* in grades 6-8
- Purchased a data warehouse system
- Expanded Response to Intervention from Tier 1 through Tier 3
- Earned a B designation as a District, according to Arizona's A-F Letter Grade accountability system
 - Nineteen WESD schools earned either an A or a B.
 - Six WESD schools earned a higher letter grade this year than they did last year.
 - Twenty WESD schools increased their total point score this year compared to last year.
 - Six WESD schools increased their total point score for the third consecutive year.
 - Four WESD schools increased their total point score for the fourth consecutive year.
- In 2014-2015:
 - Updated the Roadmap: High Expectations for Student Learning to include emphasis on common expectations, assessment data cycle, and ongoing intervention and progress monitoring
 - Implemented new program and pacing guides for mathematics in grades 4-8
 - Trained staff (administrators and teachers) in grades 4-8 on new grade level mathematics content, and instructional materials and strategies
 - Selected supplemental ELA materials utilizing a stakeholder committee for reading and writing
 - Created and implemented pre- and post- and interim assessments for ELA and mathematics
 - Designed and implemented an online feedback system for the mathematics interims
 - Created rubrics, item guides and standards keys for mathematics and ELA interims to assist teachers with instructional planning
 - Provided professional development on the collaborative scoring of student work and constructed response items in mathematics and ELA
 - Provided professional development on collaborative analysis of data to guide instruction and to drive small-group implementation
 - Attended PLCs at school sites to support implementation of District initiatives and District-provided professional development modules
 - Loaded all Synergy data and began loading assessment data in the data warehouse (WESD Data Dash); began the data validation process

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- Created, implemented and trained staff, including office managers, on a consistent course catalogue and scheduling procedures
- Hosted walk-throughs/observations for principals and coaches for the purpose of building inter-rater reliability
- Focused walkthroughs and observations on institutionalizing the expectations of the Roadmap and feedback utilizing the common vocabulary
- Barcoded all instructional materials to account for inventory and cost-savings
- Coordinated with GUHSD on incoming 9th graders' precaps and other data based upon students' EXPLORE results and interests

Future Outcomes:

- Systematize the University of Virginia concepts and principles and replicate as appropriate.
- Expand the implementation of WESD's Roadmap for Response to Intervention for Tier 1 High Expectations for Student Learning to include an emphasis on rigor, non-negotiables, and glossaries of common terms and definitions for use systemically.
- Develop a handbook with specific examples of teacher behaviors aligned to the teacher evaluation rubric and process.
- Make real-time student data accessible to WESD stakeholders through Internet and Intranet applications.
- Realize the goal of achieving equitable distribution of highly effective instructional staff for all WESD students.
- Expand opportunities for job-embedded professional development through coaching by consultants and District staff, to include modeling, lesson planning, co-teaching, videotaping and lesson debriefing, all geared toward building internal capacity for embedding the learning systemically.
- Implement Arizona's College and Career Ready Standards for English Language Arts (K-8) and Mathematics (K-8) through revision of the pacing guides, purchase of additional resources, schedule for professional development, revision of District assessments (Phonics Screener, K-1 Mathematics Continuum and Portfolio, DIBELS Next), and update to the K-3 standards-based report cards.
- Increase awareness and use of the English Language Arts Standards across curriculum to include social studies, science and technology in grades 6-8.
- Expand the implementation of the Roadmap to affirm "High Expectations for Student Learning" and to identify the data analysis, processes and materials for Tier 2 and Tier 3 intervention so that all students achieve.
- Provide ongoing professional development focused on the mathematical practices, shifts, and content differences of Arizona's College and Career Ready Mathematics Standards in grades 4-8.
- Continue to implement the revised teacher evaluation process to include the new teacher performance rubrics, teacher development plans and additional components of the evaluation system, and revise based upon feedback as needed.
- Research and begin knowledge building for the integration of science, technology, engineering, and mathematics (STEM) instruction.
- Revise English language arts and mathematics program and pacing guides to align with Arizona's College and Career Ready Standards for English Language Arts and Mathematics.
- Revise and implement District assessments in English language arts and mathematics to include pre/post tests and interim assessments in grades K-8.
- Provide professional development and monitor "High Expectations for Student Learning" as codified in the WESD Roadmap.
- Design and implement databases and reporting features for the data warehouse.
- Update the teacher and principal evaluation models to include student achievement data.
- Design and implement the new ELA pacing and curricular guides and supplemental reading and writing instructional materials in grades 3-8.
- Implement a train-the-trainer model to provide site-based professional development on the use and integration of supplemental reading and writing materials and instructional strategies.
- Expand the mathematics and ELA teacher leader cadres to assist with training and curricula implementation.
- Research and conduct committee evaluation of available supplemental writing materials for K-2.
- Develop new ELA pacing guides for grades K-2.

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- Research newly State Board of Education-adopted physical education and fine arts standards, and design WESD program/pacing guides and professional development.
- Expand professional development for teaching reading effectively, to include dyslexia, for both classroom and intervention teachers.
- Build and refine data dashboards for the data warehouse with Synergy, assessment and staff data.
- Train administrators and teachers on applicable data dashboards.
- Revise pre- and post- and interim assessments based on teacher feedback and the blueprints for AzMERIT.
- Provide rubrics, item guides and standards keys to assist teachers with instructional planning in a timely manner.
- Conduct program evaluations of supplemental programs, to include Read 180, SuccessMaker, and Rosetta Stone.
- Institute new scheduling and course options in Synergy to allow for identification of students receiving resource and intervention services.
- Standardize grading practices and report cards for grades 4-8 in Synergy; provide training for all teachers.
- Implement standards-based grade books and report cards for grades K-3 in Synergy; provide training for all teachers, including special areas.
- Open Synergy ParentVUE for all schools so parents may view assignments and grades.
- Determine process for utilizing achievement data in teacher and administrator evaluations; train staff.
- Train and refine the implementation of professional learning communities to include collaborative job-embedded professional development, e.g., collaborative planning time rather than prep time; PLCs occur within and beyond early-release Wednesdays.
- Train and refine the implementation of the complete data cycle with a focus on multiple data sources, teacher- and student-developed goals (acceleration plans) and the sharing of data,
- Revise the BEGIN program to align with the Roadmap, and develop a BEGIN cadre leader training academy.
- Plan for the increase of preschool programs available through the Preschool Development Grant with site administrators and the Head Start/preschool administrators.