

Contract Learning Center

2015-16

School Improvement Plan

Focus School with Targeted Assistance Plan through Title 1



Where EAGLE'S Fly

Contract Learning Center

Contract Learning Center (CLC) was established in 1998 as a division of Compass High School. The initial paperwork submitted to the Grandview School District Board in the Spring of 1998 defined what the goal of Contract Learning Center was and that purpose has not changed. While the original students in 1998 met for 1 hour a week with the teacher today's students meet with teachers for 3 hours a week and still log the same 25 hours of study time outside of school. According to the original document, "the Center will focus primarily on meeting the specific needs of the individual students" and we are proud to say that the same philosophy holds true today some 17 years later. The initial proposal also had this interesting statement, "this allows the promotion of individual learning styles and capitalizes on the student's strengths." A statement like that is strong and holds true today. As you read through the School Improvement Plan for 2014-2015 you will see that the CLC program is doing just that, "promoting individual learning styles and capitalizing on strengths.

Contract Learning Center strives to be the way students with unique personal situations can still receive a quality high school education. The students in CLC now have additional resources so that the Grandview School District can continue to help the students that may have dropped out due to pregnancy, life, family responsibilities or a myriad of issues outside of the students' control. The mission statement for CLC continues to be the same as it was in 1998:

"The Contract Learning Center of the Grandview School District will strive to keep all students connected with education, and provide an opportunity for them to become responsible citizens. We are attempting to provide all students with an appropriate school climate for them to be successful. We are dedicated to providing a safe, non-threatening, friendly environment. We encourage, and are dedicated to, student motivation and success. We are challenged to create program practices for success: valuing the uniqueness of the individual, providing for diverse opportunities, meeting a variety of developmental needs and empowering the learner. Supporting students to become competent and independent learners must be the focus."

Comprehensive Plan Report

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

11/13/2015

Contract Learning---F NCES - na

Grandview SD

Student and School Success Principle Indicators Key Indicators are shown in RED.

Student and School Success Principle 1: Strong leadership			
Principal's role			
Indicator	P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected,TitleITA)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/10/2015	
	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:	<p>The role of the principal at Contract Learning Center (CLC) is to encourage all students stay connected with education while providing an opportunity for students to become responsible successful citizens. Currently the principal facilitates strong professional and personal relationships that allows for open respectful communication. As a result of these relationships staff are able to keep students encouraged and engaged. The principal is willing to ensure that needs are met and to have courageous conversations that might inhibit student success.</p> <p>What does need to happen is that the principal's focus needs to shift from 75% procedural and daily operations to 25% with remaining focus (75%) being on instruction that will impact student learning.</p>	
Plan	Assigned to:	Kim Casey	
	How it will look when fully met:	When the principal is focusing 75% of her efforts on leadership impacting instruction the principal will be seen in the classroom more, exploring data with staff, and meeting with the leadership team regularly (no less than	

		monthly). During the meetings, observations, etc. the principal will use the data to adjust curriculum and give coaching to improve pedagogy that will increase student engagement.
		The evidence for this implementation will be the principal's calendar and notes from meetings.
	Target Date:	06/09/2016
	Tasks:	
	1. Weekly CLC - PLC meetings	
	Assigned to:	Kim Casey
	Added date:	09/20/2015
	Target Completion Date:	09/23/2015
	Frequency:	weekly
	Comments:	The notes from these meetings are in the CLC/Jane Graf notebook.
	2. Leadership Team Meetings	
	Assigned to:	Jane Graf
	Added date:	09/20/2015
	Target Completion Date:	09/28/2015
	Frequency:	monthly
	Comments:	The leadership team will be Kim Casey, Jane Graf, Hopie Alvarez, Holly Breidenbach if she is available, a parent (yet to be determined) and a student (yet to be determined)
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Student and School Success Principle 2: Staff evaluation and professional development		
Professional development		
Indicator	P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected,TitleITA)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/22/2015
	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)

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	Describe current level of development:	Although we do use data to drive individual student achievement levels for placement in courses, we don't regularly adjust curriculum based upon the formative assessments throughout a course.	
Plan	Assigned to:	Kim Casey	
	How it will look when fully met:	As currently being done students will continue to be placed in their course work by their academic levels. The objective will be to adjust the curriculum as the formative or summative data indicates achievement gaps or missing instructional components.	
	Target Date:	06/09/2016	
	Tasks:		
		1. Collect and organize student formative data that will be used to assist in student placement.	
	Assigned to:	Kim Casey	
	Added date:	09/22/2015	
	Target Completion Date:	11/30/2015	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/22/2015	
	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:	Currently PLC and PD are available and attended by the principal and appropriate staff as directed by the district. However, there are needs that are specific to the Contract Learning Center (CLC) that will need additional specific professional development.	
Plan	Assigned to:	Kim Casey	
	How it will look when fully met:	The current Contract Learning Center (CLC) curriculum must match the curriculum of a general high school so that	

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		all students meet the same objectives. However, the alternative student needs the curriculum to be adapted to meet their specific learning styles and needs. Professional development must center on how to adjust the curriculum without altering the objectives.
	Target Date:	06/09/2016
	Tasks:	
		1. During the 2015-16 school year the CLC teacher and principal will begin modifying the ELA curriculum that are already used at GHS and Compass to have them ready for independent learning done at CLC.
	Assigned to:	Jane Graf
	Added date:	10/20/2015
	Target Completion Date:	06/09/2016
	Comments:	With only 1 teacher in CLC and 1 principal this work will be slow and laborious. The goal will be to have 9th, 10th, and 11th done by June.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW,TitleITA)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/22/2015
	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:	Currently students are placed in courses that they "need" to graduate. Their academic skill level is not assessed to determine what in a course might need to be adapted or supplemented. As result professional development needs to be implemented so teachers and staff are trained to adjust curriculum or add supplemental curriculum to advance student achievement and success. As a result of the PD students in an ideal situation would be assessed on their current skill level and placed in courses and then curriculum would be adapted using formative or summative assessments to ensure academic success.
Plan	Assigned to:	Jane Graf

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	How it will look when fully met:	Teachers will receive necessary PD that centers on the analysis and adjustment of student work so that the teacher can adjust curriculum to ensure student success.	
	Target Date:	06/09/2016	
	Tasks:		
		1. All staff must be trained in using Fountas and Pinnell as a formative assessment for reading skills and appropriate placement/differentiation of ELA curriculum.	
	Assigned to:	Kim Casey	
	Added date:	11/12/2015	
	Target Completion Date:	06/09/2016	
	Comments:	January 6, 2016 - Jo Hotchkiss will be contacted to do this training.	
		2. I believe that Contract Learning has unit assessments that can be given to students to determine student achievement level or entry point for the curriculum to expedite student completion of course work to demonstrate mastery.	
	Assigned to:	Kim Casey	
	Added date:	09/24/2015	
	Target Completion Date:	06/09/2016	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Student and School Success Principle 3: Expanded time for student learning and teacher collaboration			
Expanded time for student learning and teacher collaboration			
Indicator	P3-IVD03 - The school creates and sustains partnerships to support extended learning.(3056)(TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/06/2015	
	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:	Currently the Contract Learning Center team is actively involved in multiple community partnerships. These include Yakima Valley Community College, Kiwanis, Rotary,	

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		YV Tech (Yakima Valley Technical Schools), Grandview Police Department and Grandview Parks and Rec. In addition Contract Learning partners with Comprehensive Mental Health, Merit Resources (Drug and Alcohol treatment), Planned Parenthood, as well as a relationship with DSHS for child care and family support.
Plan	Assigned to:	Kim Casey
	How it will look when fully met:	In addition to the current partnerships we would like to add them to our address list for quarterly newsletter mailings and invite all community partners to our Open House. It may benefit all parties to investigate additional multi-cultural community outreach programs that we are unaware of at this time.
	Target Date:	06/09/2016
	Tasks:	
		1. Get addresses from our district secretary of different entities such as Rotary, Kiwanis, City of Grandview, migrant groups etc. We need to add these names and addresses to the list so that they receive the information about CLC.
	Assigned to:	Kim Casey
	Added date:	10/20/2015
	Target Completion Date:	12/18/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW,TitleITA)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/24/2015
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	1 (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:	As an alternative school student course work is individualized and adapted to each student's particular personal, social, emotional, and academic requirements. Consequently extended learning time is "built in feature"

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		of the curriculum adaptations.
Plan	Assigned to:	Kim Casey
	How it will look when fully met:	By implementing P2-IF14 in which the PD to support curriculum revisions allow for expedited student coursework completion.
	Target Date:	06/09/2016
	Tasks:	
	1. The continual monitoring of data from student learning plans for information on units or courses challenged to make sure that the course benchmarks and required outcomes are met.	
	Assigned to:	Kim Casey
	Added date:	09/24/2015
	Target Completion Date:	06/09/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected,TitleITA)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/24/2015
	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:	There are currently 60 plus minutes per week allocated for Professional Learning Communities (PLC) to meet. These meetings are attended by all stakeholders and the group norms support accountability for all. Minutes are kept informally by each person in their own journals.
Plan	Assigned to:	Kim Casey
	How it will look when fully met:	A record of meeting minutes will be available as evidence depicting those in attendance, items covered, and plans made. The plans will include the steps necessary to hold all stakeholders accountable.
	Target Date:	06/09/2016
	Tasks:	

	1. Create a meeting minutes notebook		
	Assigned to:	Kim Casey	
	Added date:	10/05/2015	
	Target Completion Date:	10/06/2015	
	Frequency:	weekly	
	Comments:	A CLC meeting minute notebook will be kept for not only the Leadership Team minutes, but for PLC work as well.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Student and School Success Principle 4: Rigorous, aligned instruction			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/05/2015	
	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:	Currently the units of instruction used in CLC are very old. Some as old as the entire program. Most of the courses are from a text book with fill in the blank style answers. The units consist of reading a book, doing assignments, and taking a test. Most of the units are not CCSS aligned. Currently the alignment by subject has began. The ELA units are where the work will begin as GSD has already implemented these units at GHS and Compass. They will need to be reworked prior to implementation in CLC.	
Plan	Assigned to:	Jane Graf	
	How it will look when fully met:	The ELA units currently used in the district that are CCSS aligned will be adjusted to meet independent learning needs. However, in doing this it will be very important to not remove any component the decreases rigor and relevance. The goal of this adjusted curriculum will be to prepare students for reading and writing skills that are transferrable to other curriculum, post high school academia or the world of work.	
	Target Date:	06/09/2016	

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	Tasks:	
	1. Adjust the CLC schedule to 2 hours per student from 3 to accommodate more time for adjusting curriculum.	
	Assigned to:	Jane Graf
	Added date:	11/12/2015
	Target Completion Date:	11/09/2015
	Comments:	11/16 all schedules have been adjusted to meet the new change.
	2. The schedule has now been adjusted to allow for time to align the ELA curriculum to CCSS using the GSD curriculum guidelines.	
	Assigned to:	Jane Graf
	Added date:	11/12/2015
	Target Completion Date:	06/09/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637)(Expected,TitleITA)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/06/2015
	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:	At this time, due to a small staff and time constraints this is not being done.
Plan	Assigned to:	Kim Casey
	How it will look when fully met:	The plan is for the leadership team to regularly review the data for student placement and student achievement so that curriculum can be adjusted to more efficiently and effectively meet the needs of the student. As time goes by each content area must be evaluated. The first content area will be ELA as it will have the most impact on other content areas. This plan works with P5-IID08

	Target Date:	06/09/2016	
	Tasks:		
		1. Jane Graf and her team will look at state testing scores, transcript grades, and permanent record documents when initially accepting a student into CLC.	
	Assigned to:	Jane Graf	
	Added date:	11/12/2015	
	Target Completion Date:	08/27/2015	
	Comments:	When a student is referred to CLC they are then evaluated and placed into appropriate courses.	
		2. The alignment of the curriculum will include pre and post unit assessments so that students will be appropriately placed and not have to complete units that they already have mastery. Each unit will also include incremental steps that allow for mid-unit placement so that a student does not have to repeat current skills and knowledge they already have. The goal is to increase on time graduation for the student.	
	Assigned to:	Jane Graf	
	Added date:	11/12/2015	
	Target Completion Date:	06/09/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Student and School Success Principle 4: Rigorous, aligned instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)(ELL,Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/06/2015	
	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:	Currently differentiation of instruction is one area that Contract Learning is proficient. The nature of an alternative program such as Contract Learning allows for very individualized and differentiated curriculum and instruction. Currently Contract Learning has students ranging from very low level learners on an IEP to students	

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		attending tech schools and Running Start through Yakima Community College. The items used to assess students is limited. As a result the placement of students into their course work may take longer because they have to be placed into courses based on what they have passed on their transcript and what scores they have received on their WA State assessment.
Plan	Assigned to:	Kim Casey
	How it will look when fully met:	<p>When this is fully implemented students who enter Contract Learning will receive a Fountas and Pinnell test to assess their reading. If there is prior evidence showing that they are reading at a level Z then there would be no need to assess those students. In addition a Math pre-assessment tool needs to be found or developed to assess student entry level skills to expedite placement in appropriate curriculum. The need for a writing assessment is equally important. There have been suggestions for using SBAC block tests or something similar to support appropriate placement.</p> <p>Once the student has been placed in curriculum that is at an appropriate level students will be able to demonstrate mastery on a pre/post assessment which may expedite their progress in the course.</p>
	Target Date:	06/09/2016
	Tasks:	
		1. The placement of each student will be based on the Fountas and Pinnell reading assessment. In addition the use of SBAC block testing in Math and core ELA will expedite appropriate placement of the student.
	Assigned to:	Jane Graf
	Added date:	11/12/2015
	Target Completion Date:	06/09/2016
	Comments:	
		2. The Fountas and Pinnell will be used as the pre-assessment for ELA SBAC block testing, and it will be necessary to create a Math pre-assessment that will be used prior SBAC Math block assessment.
	Assigned to:	Jane Graf
	Added date:	11/12/2015
	Target Completion Date:	06/09/2016
	Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Student and School Success Principle 5: Use of data for school improvement and instruction			
Assessing student learning frequently with standards-based assessments			
Indicator	P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/06/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Currently there are guidelines and procedures in place for student enrollment to and from Contract Learning. These steps include: referral; application by student or parent; interview with parent, student, and building team. Upon the completion of the interview and the review of all documents (IEP, SLP, transcripts, and/or assessments) the team makes a recommendation on the placement for this student.	
Plan	Assigned to:	Kim Casey	
	How it will look when fully met:	This is a low priority and at this time few adjustments are necessary because all stakeholders have an active voice in this process.	
	Target Date:	06/09/2016	
	Tasks:		
	1. The current application process and transition to CLC process works effectively and does not require modifications, but does require maintenance of current practice.		
	Assigned to:	Kim Casey	
	Added date:	11/12/2015	
	Target Completion Date:	06/09/2016	
	Comments:	The process for students entering CLC has been in place and successful for many years. However, with the newly established "Open Doors" and "Step up to College" programs at Yakima Valley Community College, the	

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		process for referring students on has been created and implemented. As of November 2015 this is working.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/06/2015	
	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:	At this time, due to a small staff and time constraints this is not being done.	
Plan	Assigned to:	Kim Casey	
	How it will look when fully met:	<p>The plan is for the leadership team to regularly review the data for student placement and student achievement so that curriculum can be adjusted to more efficiently and effectively meet the needs of the student. As time goes by each content area must be evaluated. The first content area will be ELA as it will have the most impact on other content areas.</p> <p>This plan and P4-IIA03 work together.</p>	
	Target Date:	06/09/2016	
	Tasks:		
		1. The alignment of the curriculum will include pre and post unit assessments so that students will be appropriately placed and not have to complete units that they already have mastery. Each unit will also include incremental steps that allow for mid-unit placement so that a student does not have to repeat current skills and knowledge they already have. The goal is to increase on time graduation for the student.	
	Assigned to:	Jane Graf	
	Added date:	11/12/2015	
	Target Completion Date:	06/09/2016	
	Comments:	11-16-15 --- This task is closely associated with P4-IIA-03 in which the leadership team focuses on instruction.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/06/2015	
	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:	Contract Learning has a unique situation in that it has only one certificated teacher who monitors the progress and adjustments for every student. As a result the information from P5-IID08 is applicable in this indicator.	
Plan	Assigned to:	Kim Casey	
	How it will look when fully met:	As stated in the current level description there is only one teacher in Contract Learning so P5-IID12 mirrors the plan in P5-IID08 the expectations will be the same.	
	Target Date:	06/09/2016	
	Tasks:		
		1. The alignment of the curriculum will include pre and post unit assessments so that students will be appropriately placed and not have to complete units that they already have mastery. Each unit will also include incremental steps that allow for mid-unit placement so that a student does not have to repeat current skills and knowledge they already have. The goal is to increase on time graduation for the student.	
	Assigned to:	Jane Graf	
	Added date:	11/12/2015	
	Target Completion Date:	06/09/2016	
	Comments:	11-16-15 ---- This refers back to P4-IIA-03 which allows students to test through course without having to spend time on skills already mastered.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health			
School and classroom culture			
Indicator	P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)		
Status	Tasks completed: 0 of 1 (0%)		

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Assessment	Level of Development:	Initial: Limited Development 10/08/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Currently the procedures for classroom expectations and rules are in place and working effectively. Staff have a checklist to make sure that all documentation, procedures and rules are explicitly discussed and implemented with each student on an individual basis. The administration and staff yearly and more often if necessary review forms and procedures for classroom rules and enrollment procedures.	
Plan	Assigned to:	Jane Graf	
	How it will look when fully met:	In addition to current practices the leadership team will review the process, refine and adjust it as necessary to ensure complete fidelity. This will make sure that all stakeholders are in agreement with the process and able to follow these steps.	
	Target Date:	06/09/2016	
	Tasks:		
		1. Analyze student absence/tardiness data.	
	Assigned to:	Jane Graf	
	Added date:	10/08/2015	
	Target Completion Date:	01/22/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).(2639)(Expected)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/08/2015	
	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:	The Contract Learning Center is currently one of the safest student environments for the following reasons: Students academic and emotional needs are discussed prior to enrollment and a plan is in place for each student individually. This plan allows for unique situations that vary from student to student. The students receive one on one attention for both academic needs and emotional concerns.	
Plan	Assigned to:	Jane Graf	
	How it will look when fully met:	The Leadership Team needs to analyze the past student survey data and identify areas that might need to be addressed. The current student survey may need to be modified to reflect current practices. In addition, a parent survey needs to be created and administered.	
	Target Date:	06/09/2016	
	Tasks:		
		1. Review previous 2 years of student surveys to extract issues of concern for students.	
	Assigned to:	Jane Graf	
	Added date:	10/08/2015	
	Target Completion Date:	01/22/2016	
	Comments:		
		2. Create a parent survey.	
	Assigned to:	Jane Graf	
	Added date:	10/08/2015	
	Target Completion Date:	01/22/2016	
	Comments:		
		3. Administer newly created parent survey at the Student Led Conferences in the spring.	
	Assigned to:	Jane Graf	
	Added date:	10/08/2015	
	Target Completion Date:	04/08/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Student and School Success Principle 7: Family and community engagement			
Defining the purpose, policies, and practices of a school community			

Indicator	P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/08/2015	
	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:	Currently there is no Leadership Team in place and as such there is no parent or student voice.	
Plan	Assigned to:	Jane Graf	
	How it will look when fully met:	A Leadership Team is being assembled and the team will consist of the principal, teacher, classified employee, a parent and a student. FYI - the total student population is less than 50.	
	Target Date:	11/02/2015	
	Tasks:	1. Jane Graf and her team will extend invitations to parents and students to join our Leadership Team immediately with the goal of having the first meeting during the first week of November 2015.	
	Assigned to:	Jane Graf	
	Added date:	10/08/2015	
	Target Completion Date:	10/30/2015	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077)(Expected,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/08/2015	
	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 -

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			accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the student handbook and welcome packets are distributed annually at the start of school or upon a students admission. They are given to the student and the family entity. The "Parent Information Packet" is available in both English and Spanish. All student enrollment forms are in both English and Spanish. The student handbook which includes the mission statement of the school and district as well as procedural requirements are part of the procedures for enrollment. Contract Learning does not have a compact.	
Plan	Assigned to:	Kim Casey	
	How it will look when fully met:	The Leadership Team will review and update current documents so that they are ready for formal publication. In addition the Leadership Team will create a school parent compact.	
	Target Date:	12/03/2015	
	Tasks:		
		1. Create a parent compact.	
	Assigned to:	Jane Graf	
	Added date:	10/08/2015	
	Target Completion Date:	12/03/2015	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/08/2015	
	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	There is no parent compact in place.	

	development:	
Plan	Assigned to:	Kim Casey
	How it will look when fully met:	The Leadership Team will create a parent compact.
	Target Date:	12/04/2015
	Tasks:	
		1. Create a parent compact.
	Assigned to:	Jane Graf
	Added date:	10/08/2015
	Target Completion Date:	12/04/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Student and School Success Principle 7: Family and community engagement		
Educating parents to support their children's learning and teachers to work with parents		
Indicator	P7-IVA13 - The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/08/2015
	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:	Currently parent involvement is limited to the start of school interview and 2 student led conferences throughout the year.
Plan	Assigned to:	Jane Graf
	How it will look when fully met:	In addition to the start of year parent meeting and the 2 student led conferences. Parents will be invited to participate in the Leadership Team as well as visiting throughout the year to see the program in action.
	Target Date:	11/06/2015
	Tasks:	
		1. Analyze the parent survey that is administered in the spring. Based on this analysis the Leadership Team will determine ways to increase parent involvement.

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	Assigned to:	Jane Graf
	Added date:	10/08/2015
	Target Completion Date:	06/09/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)