### Royal School District Strategic Action Plan for 2013 - 18

#### 2013 – 14 Strategic Focus 1: Students in the Royal School District will be provided high-quality, well-rounded educational experiences that meet the varied need of students and are rigorous, culturally relevant, and engaging. Implementing this variety of pathways to success will ensure that all are prepared for career and college.

### Goal 1.1: Priority 1

If we align our ELA and Math curriculum and pacing to Common Core State Standards, we will impact student understanding of content resulting in increased student achievement as evidenced by school and district assessments.

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
</table>
| 1.1.1 Provide professional development on Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics with a focus on practical strategies for implementing the standards in curriculum and instruction. Comment: We have already started CCSS with reading and math coaches, Close Reading and CIA Training | - Principals  
- Instructional Coaches  
- Teaching staff  
- External Trainers                                                                                      | April 2014 – December 2014  
Suggest changing the dates                                                                                   |
| 1.1.2 Evaluate current curricular materials, identifying need for supplemental materials to support implementation of CCSS in ELA and Mathematics. | - Instructional Coaches  
- Teaching Staff (with support from OSPI Contractors)                                    | April 2014 – December 2014  
Suggest changing end date to April 2014  
Suggest changing the dates                                                                                  |
| 1.1.3 Begin implementation of CCSS in ELA and Mathematics in all appropriate classes.                           | - Principals  
- Teaching Staff                                                                                           | September 2014 – June 2015                      |
| 1.1.4 Develop curriculum/pacing guides for all core subjects focusing on both horizontal and vertical alignment. | - Instructional Coaches  
- Teaching Staff (with support from OSPI Contractors)                                                   | September 2014 – June 2015  
Suggest change the end date                                                                                  |
| 1.1.5 Develop CCSS aligned units of study, including the following:                                                 | - Instructional Coaches  
- Teaching Staff (with support from OSPI Contractors)                                                   | June 2015 – June 2016  
Suggest change the start date  
Suggest an earlier start date                                                                                |
| - Rubrics  
- Assessments  
- Effective, research-based instructional strategies  
- All curricular materials identified                                                                       |                                                                                 |
| 1.1.6 Investigate the use of standards-based grading and report cards aligned to CCSS and other state standards.  | - Principals  
- Instructional Coaches  
- Teaching Staff                                                                                           | June 2015 – June 2018 |

**Keep low on Priority List.**

**How will this be evaluated?**

100% of students will meet standards on state summative assessments by 2018. Question the 100% goal.
### Goal 1.2: Priority 4

If we implement best practices in instruction with a focus on Sheltered Instruction Observation Protocol (SIOP), Differentiated Instruction, and other instructional strategies set forth in the Center for Educational Leadership (CEL) – *5 Dimensions of Teaching and Learning* instructional framework, we will more intentionally engage students in their learning resulting in increased student achievement as evidenced by school and district assessments.

#### Action steps to be taken. What do you plan to do?

| 1.2.1 Develop a yearly schedule of monthly trainings focused on best instructional practices with a focus on practical implementation of these practices. | Principals  
Committee | April 2014 |
|---|---|---|
| 1.2.2 Provide monthly optional professional development trainings focused on best instructional practices with a focus on practical implementation of these practices. | Principals  
Instructional Coaches  
Teaching staff  
External Trainers | April 2014 – June 2015 |
| 1.2.3 Principals and teachers will be responsible for implementation of best practices for SIOP, Differentiated Instruction, etc. and implementation data will be gathered using the CEL – *5 Dimensions of Teaching and Learning*. | Principals  
Teaching Staff | August 2014 – June 2018 |
| 1.2.4 Develop a resource library for teachers to use to better understand instructional strategies. | Principals  
Committee | August 2014 |
| 1.2.5 Develop and implement a plan to ensure all new teaching staff are fully trained on district identified instructional strategies. | Principals  
Committee | August 2014 – June 2018 |

#### How will this be evaluated?

100% of students will meet standards on state summative assessments by 2018.

### Goal 1.3: Priority 3

Using PLCs to plan collaboratively, develop common assessments, and use data to inform instruction, we will increase academic achievement of students resulting in increased achievement as evidenced by school and district assessments.

#### Action steps to be taken. What do you plan to do?

<table>
<thead>
<tr>
<th>1.3.1 Develop expectations for PLCs.</th>
<th>Committee</th>
<th>April 2014 – June 2014</th>
</tr>
</thead>
</table>
| 1.3.2 Develop calendared time for PLCs to meet to address the four essential questions: | Committee  
Administrators | April 2014 – August 2014 |
| 1.3.3 Develop a tool to assess PLCs monthly and annually to determine effectiveness of work done in PLCs. | Committee | April 2014 – August 2014 |
| 1.3.4 Ensure administrators and all instructional staff fully understand expectations for every PLC meeting focus. | Committee  
Administrators  
Instructional Staff | June 2014 - ongoing |
| 1.3.5 Implement PLC meetings with a focus on addressing the four essential questions: | Administrators  
Instructional Staff | August 2014 - ongoing |
2. How do we know if they have learned it? (Collect data)
3. What do we do if they do not learn it? (Intervention)
4. What do we do if they already learned it? (Enrichment/Highly Capable)

| 1.3.6 Assess PLCs monthly and annually to determine effectiveness of work done in PLCs. | • Administrators  
• Instructional Staff | August 2014 - ongoing |

**How will this be evaluated?**

- 100% of students will meet standards on state summative assessments by 2018.
- Review of PLC minutes to determine if PLC work is focused on the four critical questions 100% of the time.

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### Goal 1.4: Priority 6

**By developing a program of support for all students, students identified as at-risk will experience increased academic achievement.**

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
</table>
| 1.4.1 Provide differentiated instruction training for all administrators and instructional staff with a focus on implementing differentiation in all classes. | • Trainer hired by Rose Administrators  
• Instructional Staff | August 2014 – June 2015 |
| 1.4.2 Develop a rubric to assess if and how often and effectively differentiated instruction is being implemented in all classrooms. [Questioning if there is already a rubric (CEL-SD)](https://www.example.com) | • Committee | August 2014 – June 2015 |
| 1.4.3 Define what “at-risk” is at each school | • Committee | August 2014 – September 2014  
[Suggest changing date to April 2014 – June 2014](https://www.example.com) |
| 1.4.4 Develop a menu of services and supports for at-risk students [Question if this is the same as 3.3.3.](https://www.example.com) | • Committee | October 2014 – January 2015 |
| 1.4.5 Identify at-risk students in need of additional support and implement supports and services. | • Principals  
• Instructional Staff | January 2014 – ongoing |

**How will this be evaluated?**

- 100% of students will meet standards on state summative assessments and the on-time graduation rate will increase to 95% by 2018.
### Goal 1.5: Priority 12 (tie)

**In order to meet the needs of the most highly capable students, a system will be developed to create high academic rigor for identified students.**

**Action steps to be taken. What do you plan to do?**

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
</table>
| 1.5.1 Establish a Highly Capable Committee consisting of parents, teachers, administrators and other stakeholders to develop a plan for supporting the Most Highly Capable Students, including investigating curricular materials to use for supporting these students. Comment: Teachers were sent to training for highly capable. | - Carolyn  
- Principals | April 2014 – August 2014 |
| 1.5.2 Design a system to identify 100% of the most highly capable students at each school. | - Carolyn  
- Lisa Buster  
- Principals  
- HC Committee | April 2014 – May 2014 |
| 1.5.3 Train teachers on research-based, best curriculum, instruction, and assessment practices to meet the needs of the most highly capable students. | - Trainer hired by Rose  
- Principals  
- Instructional Staff | June 2014 – December 2014 |
| 1.5.4 Implement a highly capable program plan. | - Carolyn  
- HC Committee | August 2014 - ongoing |
| 1.5.5 Train teachers on expectations of individual plans for the most highly capable students. | - Carolyn | August 2014 - ongoing |
| 1.5.6 Identify and provide curricular materials at higher levels of rigor for highly capable students. | - Carolyn  
- Principals  
- HC Committee | August 2014 - ongoing |
| 1.5.7 Determine needs and provide training in curricular disciplines to help teachers grow their content knowledge. | - Carolyn  
- Principals  
- HC Committee | September 2014 - ongoing |
| 1.5.8 Monitor and make necessary adjustments to the highly capable program plan. | - Carolyn  
- Principals  
- HC Committee | Annually in June |

**How will this be evaluated?**

100% of students will meet standards on state summative assessments by 2018.

### Goal 1.6: Priority 12 (tie)

**In order to improve the academic program and provide ample time for each student to fully learn what he/she is expected to learn, we will provide extended day and extended year learning opportunities. Suggest adding “as needed to deal with extended absences.”**

**Action steps to be taken. What do you plan to do?**

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6.1 Align after school and summer school programs to the regular core curriculum.</td>
<td>Committee</td>
<td>April 2014 – September 2014</td>
</tr>
<tr>
<td>1.6.2 Investigate research-based best practices for extended day and extended year programs at all schools.</td>
<td>Committee</td>
<td>April 2014 – December 2014</td>
</tr>
<tr>
<td>1.6.3 Develop research-based best practices programs for extended day and extended year at all schools.</td>
<td>Committee</td>
<td>April 2014 – December 2014</td>
</tr>
</tbody>
</table>
| 1.6.4 Implement extended day and extended year programs at all schools. | - Administrators  
- Instructional staff  
- Paraeducators | January 2015 – ongoing |
1.6.5 Develop a system for assessing effectiveness of extended day and extended year programs at each school.  
Committee: January 2015 – June 2015

1.6.6 Develop a summer literacy program in conjunction with the local library.  
Committee: January 2015 – June 2015

**How will this be evaluated?**

100% of students will meet standards on state summative assessments by 2018.

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**Strategic Focus 2: The Royal School District will provide a safe and positive learning environment for students and other stakeholders.**

**Goal 2.1: Priority 7**

If we maintain and improve the Royal School District’s facilities, grounds, vehicles, and safety technology to the most up-to-date standard levels, all students and staff will feel safe at school and at school events.

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
</table>
| 2.1.1 Establish a district Risk Management Team (a team that deals with the physical safety of the school district) with at least one representative from each school and community service representatives. **[Suggest identifying the Risk Management Team.]** | • Rose  
• Principals | May 2014 |
| 2.1.2 Create and administer a stakeholder survey of security concerns and compile information (coordinate the survey with the Crisis Response Team) | • District Risk Management Team | May 2014 – June 2014 |
| 2.1.3 Risk Management team members perform physical observations/assessments of security issues in and around district buildings. | • District Risk Management Team  
• School Representative to Risk Management Team | May 2014 – June 2014 |
| 2.1.4 Identify a company (Canfield and Associates?) who will do a professional security assessment of the buildings and grounds. **[Suggest having a company come in first instead of starting with 2.1.2 and 2.1.3. Questioning if this would be a better use of time and if Canfield has the “wheel.”]** | • Rose or David A. | May 2014 – June 2014 |
| 2.1.5 Identify and make minor or free adjustments and repairs to current policies and facilities (lights, locks, shrubs, windows, fences, etc.) | • Principals  
• School Safety Teams  
• Maintenance Department | May 2014 – August 2014 |
| 2.1.6 The Risk Management Team will develop a five-year schedule of repairs and modifications to district facilities. | • Risk Management Team | June 2014 – December 2014 |

**How will this be evaluated?**

Increased satisfaction on student, staff, and community perception surveys and by degree of improvements made.

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**Goal 2.2: Priority 2**

If we develop and implement a Crisis Response Plan, all students and staff will feel safe at school and at school events.

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
</table>
| 2.2.1 Establish a district Crisis Response Team (a team responsible for the development and implementation of a Crisis Response Plan and Procedures) | • Rose  
• Principals | April 2014  
**Suggest end date June 2014** |
| 2.2.2 Establish individual Crisis Response Teams for each building in the district. | • Rose  
• Principals | April 2014  
**Suggest end date June 2014** |
### 2.2.3 Plan and implement a staff training and practice schedule for crisis situations.

- Principals  
- School Safety Teams  

<table>
<thead>
<tr>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2014 – August 2014</td>
</tr>
</tbody>
</table>

### 2.2.4 Create a threat response communication plan for the district.

- District Safety Team

<table>
<thead>
<tr>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2014 – August 2014</td>
</tr>
</tbody>
</table>

### 2.2.5 Create and administer a stakeholder survey of security concerns and compile information (coordinate the survey with the Risk Management Team)

- District Safety Team

<table>
<thead>
<tr>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 – August 2014</td>
</tr>
</tbody>
</table>

### 2.2.6 Review and update crisis response plans and adjust to current research-based standards.

- District Safety Team

<table>
<thead>
<tr>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2014 – August 2015</td>
</tr>
</tbody>
</table>

**How will this be evaluated?**

Increased satisfaction on student, staff, and community perception surveys and by successful implementation of the Crisis Response Plan.

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**Goal 2.3: Priority 5**

**Action steps to be taken. What do you plan to do?**

<table>
<thead>
<tr>
<th>Action steps</th>
<th>Who will do this</th>
<th>By when</th>
</tr>
</thead>
</table>
| 2.3.1 PBIS teams will be continued/established at all schools and will be trained as appropriate for the school. *Questioning what the timeline is for PD.* | Principals  
  PBIS Teams | ES – Already  
  MS – In process  
  Intermediate and HS – Start Fall 2015 |
| 2.3.2 PBIS team at each school will create all-school behavior/expectations and rewards’ systems, and will develop a plan for teaching students about these. | Principals  
  PBIS Teams | ES – Already  
  MS – In process  
  Intermediate and HS – Start Fall 2015 |
| 2.3.3 Assess discipline data at each school and to make changes to PBIS as appropriate. (coordinate with Discipline Team discipline review) | Principals  
  PBIS Teams | ES – Already  
  MS – In process  
  Intermediate and HS – Start Fall 2015 |
| 2.3.4 Students and staff, including students and staff new to the district each year, will be trained on PBIS. | Principals  
  PBIS Teams | Annually |
| 2.3.5 PBIS for bus behavior and expectations will be developed and implemented. | Principals  
  PBIS Teams’ representatives  
  Bus Staff | January 2015 – August 2015 |
| 2.3.6 Develop a plan to regularly assess discipline data at each school to identify changes needed in PBIS as appropriate. (coordinate with Discipline Team discipline review) | Principals  
  PBIS Teams | January 2015 – April 2015 |

**How will this be evaluated?**

Reduction of student disciplinary issues, increased satisfaction evident on a perception survey, and increased school pride as measured by a survey.

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**Goal 2.4: Priority 11 (tie)**

If we provide effective mentoring programs at all schools, the Royal School District will better support the academic, social, and emotional needs of all students.

**Action steps to be taken. What do you plan to do?**

<table>
<thead>
<tr>
<th>Action steps</th>
<th>Who will do this</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.1 Establish a district Mentoring Team with representatives from each school.</td>
<td>Principals</td>
<td>September 2014</td>
</tr>
</tbody>
</table>
2.4.2 Research best mentoring practices and programs. | Mentoring Team | October 2014 – February 2015
--- | --- | ---
2.4.3 Visit schools with proven effective mentoring programs. | Mentoring Team | October 2014 – February 2015
2.4.4 Determine goals for the mentoring program. | Mentoring Team | March 2015 – June 2015
2.4.5 Determine how to select students and mentors | Mentoring Team | March 2015 – June 2015
2.4.6 Establish expectations for the mentoring program. | Mentoring Team | March 2015 – June 2015
2.4.7 Implement the mentoring plan | Principals, Staff, Mentors | August 2015
2.4.8 Develop a plan to assess effectiveness of the mentoring program at each school. | Mentoring Team | September 2015 – February 2016
2.4.9 Assess the effectiveness of the mentoring program at each school and make adjustments. | Mentoring Team | May 2016

**How will this be evaluated?**

**Improved academic achievement of students being mentored and positive perception data of students and mentors as measured by a survey.**

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**Goal 2.5: Priority 9**

**If we review, revise, and align district and school discipline policies, the Royal School District will promote positive and safe school environments.**

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
</table>
| 2.5.1 Establish a district Discipline Team with at least one teacher and one administrative representative from each school. Other representatives may also be included as deemed necessary. (e.g. counselors, parent representatives, law enforcement, etc.) | • Rose  
• Principals | August 2014 |
| 2.5.2 Review and evaluate the district and school discipline matrices. | • Discipline Team | September 2014 – October 2014 |
| 2.5.3 Research Washington State law and best practices for disciplinary actions and interventions. | • Discipline Team | November 2014 – April 2015 |
| 2.5.4 Visit schools with proven effective discipline matrices. | • Discipline Team | November 2014 – April 2015 |
| 2.5.5 Revise district and school discipline matrices. | • Discipline Team | May 2015 – August 2015 |
| 2.5.6 Train staff on implementation of revised discipline matrices. | • Principals  
• Discipline Team | August 2015 |
| 2.5.7 Implement district and school discipline matrices. | • Principals  
• Instructional staff | August 2015 |
| 2.5.8 Develop a plan to regularly assess discipline data at each school to identify appropriateness of consequences identified in discipline matrices. (coordinate with PBIS discipline review) | • Principals  
• Discipline Team | September 2015 – January 2106 |
| 2.5.9 Assess discipline data at each school and to make changes to discipline matrices as appropriate (coordinate with PBIS discipline review) | • Principals  
• Discipline Team | Annually starting in 2016 |
Strategic Focus: The Royal School District will improve academic achievement and graduation rates by empowering families to positively impact their child’s education in a welcoming and inclusive environment.

### Goal 3.1: Priority 11 (tie)

If we focus on how to partner with families and build the capacity of parents to navigate educational systems and support their child’s achievement, student achievement and satisfaction with school will be increased.

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Investigate systems other school districts use to invite parents and community members in the schools to participate in meaningful learning activities.</td>
<td>Committee of parents and instructional staff</td>
<td>January 2015 – June 2015</td>
</tr>
<tr>
<td>3.1.2 Develop a system for inviting parents and community members in the schools to participate in meaningful learning activities.</td>
<td>Committee of parents and instructional staff</td>
<td>August 2015 – December 2015</td>
</tr>
<tr>
<td>3.1.3 Implement a system for inviting parents and community members in the schools to participate in meaningful learning activities.</td>
<td>Committee of parents and instructional staff</td>
<td>January 2016 – ongoing</td>
</tr>
</tbody>
</table>

**How will this be evaluated?**

*90% satisfaction on parent, student, and teacher surveys.* [Question the 90%](#)

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### Goal 3.2: Priority 10

If we promote two-way communication with parents and the schools by increasing multiple and appropriate methods of communication such as multilingual print and non-print media, social media and technology, and user-friendly district and school websites, parents will become true partners with the Royal School District in the education of their children.

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Ensure calendars are provided to parents/community members via a variety of media.</td>
<td>Committee Technology Department</td>
<td>May 2014 – August 2014</td>
</tr>
<tr>
<td>3.2.2 Provide translation for all meetings/school gatherings to which parents are invited.</td>
<td>Committee Translators</td>
<td>August 2014 - ongoing</td>
</tr>
<tr>
<td>3.2.3 Provide online access for all parent to check on student grades, attendance, discipline, counseling, etc. Request for clarification.</td>
<td>Administrators Instructional Staff</td>
<td>April 2016 – September 2016</td>
</tr>
<tr>
<td>3.2.4 Provide transportation (as needed) for all meetings/school gatherings to which parents are invited.</td>
<td>Committee Transportation Department</td>
<td>April 2016 – June 2017</td>
</tr>
</tbody>
</table>

**How will this be evaluated?**

*90% satisfaction on parent, student, and teacher surveys.*

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**How will this be evaluated?**

Reduction of student disciplinary issues, increased satisfaction evident on a perception survey, and by increased academic achievement of the general student population as measured by state summative assessments.
### Goal 3.3: Priority 8

If we promote, support, and expect strong relationships with students, parents, and the community, all stakeholders in the Royal School District will feel respected and appreciated and communication and partnership will be increased.

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Provide all resources necessary for adequate translations and interpretation services at all schools.</td>
<td>Rose Principals School staff committees</td>
<td>April 2014 September 2014</td>
</tr>
<tr>
<td>a. A full-time designated interpreters/translators will be hired for each school and housed in the school’s office.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use translator service to ensure ALL parent communication is communicated in Spanish as well as in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Develop a system in each school to ensure teaching staff understands how to access interpretation and translation services for classroom communications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Communicate with the community what services are available in all schools.</td>
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</tr>
</tbody>
</table>

**Questioning “Full-time designated interpreters”**

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.2 In order to better understand and show respect for the families we serve, we will train all staff on children of poverty.</td>
<td>Rose Carolyn</td>
<td>August 2015</td>
</tr>
<tr>
<td>a. Provide poverty training on an in-service day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Connect training to how to use SIOP strategies to improve the learning of children of poverty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Provide Clock Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**3.3.3 A system of intervention strategies for children of poverty will be developed and implemented in all classes.**

**Question if this is the same as 1.4.4**

<table>
<thead>
<tr>
<th>Action steps to be taken. What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.4 Evidence of implementation of intervention strategies will be collected for identified students of poverty and will be discussed in PLCs.</td>
<td>Instructional staff</td>
<td>August 2016 - ongoing</td>
</tr>
<tr>
<td>3.3.5 Follow-up training in working with students of poverty will be provided as needed.</td>
<td>Rose Carolyn</td>
<td>Annually starting in January 2017</td>
</tr>
</tbody>
</table>

### How will this be evaluated?

90% satisfaction on parent, student, and teacher surveys.