**Enumclaw School District**  
**DISTRICT ASSESSMENT PLAN**  
**2008-09**

Building/Department: DISTRICT STAFF / BUILDINGS  
Target Area: ASSESSMENT  
Update: March, 2009

**IMPROVEMENT GOAL:** To build a student assessment system to closely monitor student learning as tied to standards in each content area.

**STRATEGY:** By implementing Professional Learning Communities, our system will develop more consistent performance assessments that will impact classroom instruction and student learning.

<table>
<thead>
<tr>
<th>LEARNING TARGET</th>
<th>IMPROVEMENT ACTIVITIES</th>
<th>TIMELINE</th>
<th>WHO IS RESPONSIBLE?</th>
<th>RESOURCES NEEDED</th>
<th>PROFESSIONAL DEVELOPMENT</th>
<th>MONITORING PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the learning objectives of this activity?</td>
<td>What programs or initiatives will occur?</td>
<td>When will this activity begin and end?</td>
<td>Who will provide the leadership for this activity?</td>
<td>What are the existing and/or new resources that will be used to accomplish this activity?</td>
<td>How will staff acquire the necessary skills and attitudes to implement this activity?</td>
<td>What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student learning?</td>
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</tbody>
</table>
| Build leadership capacity in understanding & leading PLC’s | • Book study *Learning by Doing*  
• Leadership Team Advance  
• Leadership Team Learning Conferences  
• Principal meetings with Cabinet  
• Revise School Improvement Plan | • 2008-09 school year  
• August 2009  
• 2008-09 school year  
• Fall and spring visits  
• Fall 2008 | • Cabinet  
• Mike/Cabinet  
• Terry/Cabinet  
• Cabinet  
• Principals | • Books - $500  
• Rainbow Lodge & supplies - $2,500 | • In-house  
• In-house  
• In-house  
• In-house | • Exit tasks  
• Exit tasks, classroom visits  
• Reflection feedback  
• Building evaluation |
| Develop district mathematics assessments in Numbers and Operations Strands that will evaluate learning progress and identify students in need of support | • Implement Grade Level Math Assessments (K-8) in Numbers and Operations | • 2008-09 | • Terry Parker | • Test Writing Committee Stipends:  
• TBD | • Review the Numbers/Operations Grade-Level Performance Expectations of the Revised State Math Standards | • Grade Level Assessments in Place (K-8) |
<table>
<thead>
<tr>
<th>Goal</th>
<th>Timeframe</th>
<th>Responsible Parties</th>
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</thead>
<tbody>
<tr>
<td>Develop regularly-scheduled, extended learning programs that support students who need to further develop their math skills</td>
<td>2008-09</td>
<td>Principals, Teachers, Aron Stanton Pincipals</td>
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<tr>
<td>Develop First Draft and Implementation Timeline of District Response-to-Intervention (RTI) Program in Math</td>
<td>2008-09</td>
<td>Terry Parker, Aron Stanton Pincipals</td>
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<tr>
<td>Develop Classroom and Building Interventions for All Students in Need of Math Skill Support</td>
<td>2008-09</td>
<td>Principals, Teachers, Aron Stanton Pincipals</td>
</tr>
<tr>
<td>Review Current K-5 Math Report Card Indicators and Revised State Math Standards</td>
<td>Planning Time</td>
<td>Terry Parker Elementary Principals A &amp; I Facilitators, Jill Burnes, Kathlynn Ross Barb Schreiner, EHS Math Teachers</td>
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<tr>
<td>Review Revised State Math Course Standards in Algebra and Geometry</td>
<td>Planning Time</td>
<td>Jill Burnes, Kathlynn Ross Barb Schreiner, EHS Math Teachers</td>
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<tr>
<td>Student Performance Results from Common Course Assessments in Algebra and Geometry</td>
<td>Planning Time</td>
<td>Jill Burnes, Kathlynn Ross Barb Schreiner, EHS Math Teachers</td>
</tr>
<tr>
<td>Classroom and Building Support Interventions in All School</td>
<td>Planning Time</td>
<td>Jill Burnes, Kathlynn Ross Barb Schreiner, EHS Math Teachers</td>
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<tr>
<td>WASL Training, Writing Assessment Training</td>
<td></td>
<td>Revision Report Card Indicators</td>
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<tr>
<td>Results of Assessments</td>
<td></td>
<td>Revision Report Card Indicators</td>
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</tbody>
</table>

**PROCEDURES FOR EVALUATING SUCCESS IN REACHING THIS GOAL:**

What SUMMATIVE evidence will be used to show this work is making a difference in student learning?

The development of a coherent curriculum tied to standards will be created. Calibration of student learning will occur between classrooms and across schools.