



## WSSDA Boards of Distinction Application

### GENERAL INSTRUCTIONS

1. The board should complete the application and narratives as directed below, and provide supporting evidence.
  - The date range for this year's application is 9/1/15 – 9/1/16.
  - We recommend you review the following resources on the Boards of Distinction webpage to help inform your essays: *WA School Board Standards; Descriptors* that show the types of information that might be pertinent to each benchmark; and *Standards that Support Equity and Access*.
2. Submit the application — as a single Word or PDF document — by **September 21, 2016**, to Connie Lauderdale at [C.Lauderdale@wssda.org](mailto:C.Lauderdale@wssda.org).  
Submission content:
  - a) This application with completed narratives and signatures. Please identify supporting documents by name within each essay, e.g. "Appendix A."
  - b) Supporting documentation for the narratives (no more than 3 pages each), ordered and titled to correspond with them.

### DETAILED INSTRUCTIONS

#### **Section I: District Information**

Please complete the basic district and contact information, and check the box to indicating your district's size.

#### **Section II: Application Certification**

Please answer "yes" or "no" to the questions about who completed the application, then have all the board members and superintendent sign to certify that the information given throughout the application is accurate.

#### **Section III: Boardsmanship**

All WSSDA Boards of Distinction must demonstrate a commitment to responsible governance. Please check the boxes that best describe your boards' governance style and strategic plan status, and insert the dates in answer to questions 2, 3 and 5.

#### **Section IV: Professional Development**

Professional development as a board is an important practice. Please indicate any professional development of the board done through or independently of WSSDA from 9/1/15-9/1/16 by checking the box indicating either 1-2 board members or 3-5 board members participated, or N/A if the PD is not applicable.

## Section V: Essays and Evidence

For each sub-section (3 standards, plus opportunity gap):

- Please submit an essay of no more than 300 words explaining up to three ways in which the board supports that section's benchmark or topic.
- Please consider mentioning whether this is an initial decision made by the board or you are monitoring progress towards goals.
- Please identify supporting documents by name within each essay, e.g. "Appendix A."

***Immediately after each narrative, insert no more than three pages of evidence*** (e.g., portions of board meeting minutes, protocols, policies, evaluation tools, communications, etc.) to support that narrative.

- The same piece of evidence may be used to support more than one narrative.

Where possible, address how your board meets the needs of diverse students and steps they are taking to close the opportunity gap.

## SECTION I: DISTRICT INFORMATION

School District Name: Crescent School District

Street Address or PO Box: PO Box 20

City: Joyce

State: WA

ZIP: 98343

Student enrollment: ☒ 1 – 1000 ☐ 1001 – 9000 ☐ 9001 and over

Board Chair: Trisha Haggerty

Superintendent: Dave Bingham

## SECTION II: APPLICATION CERTIFICATION

1. All members of the board discussed and provided input and direction on the content of this application. ☒ Yes ☐ No

2. The narratives in this application were written by:

a. One or more board members

☒ Yes ☐ No

b. The superintendent

☒ Yes ☐ No

c. Other (please specify):

☐ Yes ☒ No

We certify the accuracy of all the statements and representations made in this application.

We hereby grant the Washington State School Directors' Association permission to review and verify any information submitted as part of this application, and publish the content.

### SECTION III: BOARDSMANSHIP

1. How would you describe your board's governance:
  - ☐ Traditional
  - ☐ Balanced
  - ☐ Coherence
  - ☐ Policy
  - ☒ A blend
  - ☐ Other: please describe: \_\_\_\_\_
2. What was the date of your most recent superintendent evaluation? Spring 2015, he retired in spring 2016
3. What is the date of your most recent board self-assessment? Winter 2015
4. Do you have a current strategic plan? ☒ Yes ☐ No
5. What years does it cover? 2014-2017

### SECTION IV: PROFESSIONAL DEVELOPMENT

Event	1-2 Board Attendees	3-5 Board Attendees	N/A
1. WSSDA Annual Conference 11/15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Fall regional meeting 2014	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Spring regional meeting 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Individual board workshop	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. WSSDA Webinar (live or archived)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Legislative conference 1/15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Legislative assembly 9/15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Book study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. WA School Board Standards reviews at board meetings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Video conference coaching session with WSSDA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other training or event (please list below)			
11. <u>School District Levy Committee</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <u>Collective Bargaining Workshop</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SECTION V: ESSAYS AND EVIDENCE

### Standard 1: Provide responsible school district governance

Benchmark: ***Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.***

- Indicators:
1. Does board understand and comply with the Open Public Meetings Act?
  2. Does the board encourage the public to attend board meetings and provide input on topics before the board, including hosting informal opportunities for the public to discuss issues and district performance?
  3. Does the board make available to the public, with sufficient notice and time for input, information which supports board discussions and decisions?
  4. Does the board follow a defined process for gathering input from the community, staff and other stakeholders prior to making critical decisions?
  5. Does the board carry out annual evaluations of its own performance and set goals for improvement?
  6. Does the board solicit input from the public regarding its own performance?

Enter narrative here, and underline it.

Crescent is a small district in the community of Joyce, WA. The Board members are very connected with the community and attendance at board meetings is always invited and encouraged. A staff member created our online system for posting board meetings, agendas and minutes. We also have all of our school policies posted on our website. (AppendixA1).

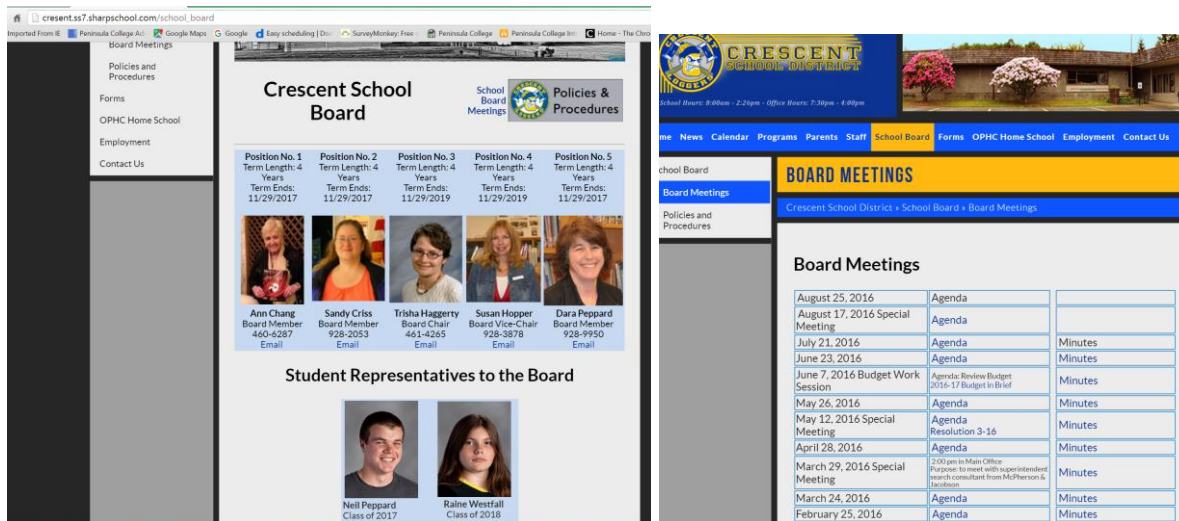
Our levy process for 2016 is a good example of how well our Board communicates with the community. First, the Superintendent and Board had the school district facilities evaluated and created a Crescent Finance and Facilities Committee to discuss the direction for the district. This committee consisted of Board members, administration, staff members and prominent community members. The committee met several times and came up with priorities for funding and school improvement. Crescent prides itself on being fiscally responsible and has never had a bond or capital levy but it became clear that it was time. Board made the decision to run both an M&O and a capital levy for maintenance and repair of the current buildings, based on recommendations from the committee. With the hard work of our Board and community both levies passed! (AppendixA2)

Our superintendent retired this year, the Board again brought together all stakeholders to help determine the direction of the school district and their input was asked for and included in every step of the process from the creation of the job announcement to the interviewing of the finalists. (AppendixA3)

The Board realizes that we have been elected into very important positions for the benefit our children and our community and we do not take this responsibility lightly. We need to make sure that every decision we make is as well informed and as transparent and inclusive as possible.

**Standard 1 evidence: insert up to three pages of evidence below this line**

Screenshots from the School Board Section of our website ([www.crescentschooldistrict.org](http://www.crescentschooldistrict.org)):



## Appendix A2:

Article from the “Logger News” a twice monthly newsletter mailed to all members of the Joyce/Crescent School District Community:



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**NEWSLETTER # 6**

**CRESCENT SCHOOL**

NOVEMBER 5, 2015

FROM THE SUPERINTENDENT  
DR. CLAYTON MORK

Crescent Finance and Facilities Advisory Council

The Crescent Finance and Facilities Advisory Council (FFAC) continued its good work on Thursday, November 5, when it met for the second time. Members of the FFAC have been quick learners of issues and practices related to public school funding and the intricacies of Crescent School operations and management. Ultimately, the FFAC, representing the greater Joyce community, will provide critically important input to assist the school board in making decisions about the levy that will be proposed to voters in February.

Community FFAC members include Lisa and Angel Mantchev, Vince Adams, Steve Singhose, Elizabeth Hogan, Tiana Fieldsend, Tara and Jake Bollinger, Diane Belgarde, Tammy Hartley, Trent Peppard, John and Lelah Singhose, Karen Farris, Terry Barnett, and Kenneth Reandeu.

The council has been examining the sufficiency of current maintenance and operations levy support as well as analyzing a list of issues that were generated by a recent facility study and survey conducted by Erickson and McGovern Architects.

The board is scheduled to vote on a levy resolution at their regular board meeting in the Crescent School library on Tuesday, November 24, at 7 p.m.

Appendix A3:

From the Logger News, May 19, 2016:



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NEWSLETTER # 16

CRESCENT SCHOOL

MAY 19, 2016

**SUPERINTENDENT SEARCH UPDATE**

The District is in the process of a superintendent search to replace retiring superintendent, Dr. Clayton Mork. Three candidates have been selected as finalists and there will be a community forum on the evenings of Monday, Tuesday, and Wednesday, May 23, 24, and 25, for the public to come and meet and learn about these individuals and ask questions regarding their candidacy. The public forums will be from 6:30 to 7:30 p.m. on each of these evenings in the Crescent School library. For information on the finalists, please check out the Crescent School District webpage for cover letters and resumes. Finalists are Mr. David Bingham, Dr. Sarah Hatfield, and Dr. Robert Imholt.

## **Standard 2: Set and communicate high expectations for student learning; include clear goals and plans for meeting those expectations**

**Benchmark:** *Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.*

- Indicators:**
1. Does the board, in collaboration with staff and the community, formulate and maintain a current plan with goals and outcomes?
  2. Does the board incorporate educational research, local issues, educational legislative initiatives, and national and global trends in the district planning process?
  3. Does the board ensure that stakeholders, staff, and constituents have easy access to and understand the vision/goals/mission articulated in the district plan?
  4. Does the board base its ongoing policy development, decision-making and budgeting on the district plan?
  5. Does the board continually monitor implementation of the district plan and progress toward the plan's goals and outcomes?

Enter narrative here, and underline it.

The Board and superintendent recently created a new Mission, Vision and Guiding Principles for Crescent School District (Appendix B1). Our Mission and Vision is displayed prominently on our website and posted in many places around campus. We also drafted a strategic plan with direction from the community, staff and teachers. We realize that strategic planning is a continuing process but we feel that Crescent is now on the right track for making strategic, data informed decisions with student success being the focus of every decision made.

An example of Crescent's hard work at improving student achievement and outcomes is that Crescent High School was named a 2015 School of Distinction for being in the top 5% of improving high schools in Washington State over the last five years. (Appendix B2)




In January, 2015 the board adopted Standard Operating Procedures for the Board which includes focus on children, planning and community involvement. (Appendix B3)

Crescent School District is excited to welcome Dave Bingham as our new Superintendent, he has been with the district for over 30 years and we are excited to have him in this new role. He was ready to hit the ground running and shares the Board’s focus on improving student achievement and he is committed to our strategic plan. The Board and the new superintendent continue to have work sessions to review and revise the Strategic Plan, set new goals and to review policies for content and relevance. (AppendixB4)

**Standard 2 evidence: insert up to three pages of evidence below this line**

Appendix B1:



**Crescent School District #313**

**Mission**  
Crescent School District provides quality education for every student in a safe and supportive environment. We focus on student success, relevant learning experiences, and building a strong, family-like community. We provide the encouragement and support necessary for every student to become a life-long learner and a contributing citizen.

**Vision**

- Our number one goal is student success such that all students meet or exceed performance standards.
- We will provide excellent, world class instruction with a robust, engaging curriculum.
- Superb teachers and staff will be recruited and retained and their well-being and professional development will be supported.
- A safe and respectful campus climate and a clean and comfortable physical environment are essential for student learning.
- We will serve the entire Joyce community including all the diverse populations within its boundaries.
- All students will graduate as well rounded citizens and prepared for rewarding and meaningful post-secondary endeavors.

**Guiding Principles:**

- Student success is at the center of the mission at Crescent School.
- Members of the Crescent Community will treat each other with respect and dignity.
- Members of the Crescent Community value and recognize every individual for their unique skills, talents and contributions.
- Mutual trust between stakeholders will be promoted through open, honest communication and easy access to information.
- Public funding of Crescent Schools will be applied according to sound fiscal practices and in a manner consistent with our mission.
- Crescent School supports and encourages improved staff performance through thoughtful support, recognition, and professional accountability
- Crescent staff and students will take ownership of and responsibility for actions, risks, and results using outcomes as learning opportunities.

Appendix B2: Artilce for Logger News, Dec. 15 :



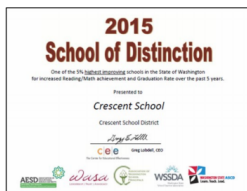
**CRESCENT  
SCHOOL DISTRICT**

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**FROM THE SUPERINTENDENT**  
**DR. CLAYTON MORIK**  
**CRESCENT SCHOOL NAMED**  
**2015 SCHOOL OF DISTINCTION**

The Center for Educational Effectiveness (CEE) in partnership with the Association of Educational Service Districts (AESD), The Association of Washington School Principals (AWSP), Washington Association of School Administrators (WASA), and the Washington Association of Supervision and Curriculum Development (WASCD) has recognized Crescent School as being in the top 5% of improving high schools in Washington State over the last five years. Dr. Greg Lynch, Superintendent of Olympic Educational Service District 114, will make a special presentation at the December 17 school board meeting during which Crescent will receive a certificate of award and a banner indicating that Crescent is awarded a 2015 School of Distinction Award.

Many factors contribute to Crescent's success in improving graduation rates. Crescent has a world class instructional team and support staff. They recognize the importance of fostering positive and productive relationships with all students and plan each learning experience for maximum student success and achievement.

Our hard working students also deserve recognition for their part in helping Crescent earn this honor. Students receive quality instruction during regular class time and are also afforded academic and social support in Tuesday and Thursday extended day learning and Saturday Academy. Students are also involved in superb academic counseling and post-secondary planning services that also add meaning to what they are doing now and motivates them to work toward the goals they choose for after high school.

Finally, thank you to our Logger families for your support and assistance. Thank you for helping to foster an environment in which school, families, and students stick together and work in mutually supportive partnerships. Parent involvement is an essential element of a School of Distinction!

## Appendix B3: From Board Policy/Proceure 1620P

CRESCENT SCHOOL DISTRICT

1620P  
 BOARD OF DIRECTORS  
 Page 2 of 5

Crescent School Board  
 Standard Operating Procedures

### D. Social Interactions

Staff and board members share a keen interest in the schools and in education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues, and innovations can be anticipated. Discussions of personalities or staff grievances are inappropriate.

CHILDREN'S INTERESTS COME FIRST	The board will represent the needs and interests of all the children in the district.
THE BOARD ACTS ONLY AS A BODY	Individually board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action. The board chair will communicate the position(s) of the board on all issues.  When board members are assigned to serve on school committees, their role shall be defined by the board as silent observers or active participant which will be stated at the first committee meeting. As a member of a school or state committee, the board member will share the information with the board as a whole and the superintendent.
CLEARLY STATED GOALS	The board will set clear goals for themselves and the superintendent. The board will set clear goals for the Crescent School District.
PRACTICE THE GOVERNANCE ROLE	The board will emphasize planning, policy making and communication rather than becoming involved in implementing policy or in the management of the schools or school district.
ACCOUNTABILITY TO THE PUBLIC	The board is accountable to the public for the decisions they make and the quality of their work. The board will demonstrate responsibility to patrons by listening to them and by utilizing effective systems of gathering information and assessments.



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Path (HHS + NEWS)

**Longtime Crescent School District educator moves up to superintendent**

By Jesse Major  
Peninsula Daily News

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**JOYCE** — Longtime Crescent School District educator David Bingham has been selected to lead the school district.

Bingham, 55, will officially start as the district's superintendent and principal July 1, replacing Clayton Monk, who is retiring June 30.

Bingham's starting salary of \$105,000 is subject to School Board approval. Monk's salary was \$110,000.

The board will consider approval of a three-year contract next Thursday when it meets at 7 p.m. in the library at the school at JO3530 state Highway 112.

Bingham started work at the Joyce school district in 1984 as a para-

The following year, he was hired as a high school social studies teacher.

He served as the high school boys basketball and track coach for several years and has been the district's athletic director since 2004.

"This place grows on you," Bingham said.

"Now I'm at a position where I'm having children of my earliest students coming through. You just get connected to the families."

He said his experience through the years at Crescent has given him insight to the community and a greater understanding of small schools.

The candidate pool included Bingham and 12 other applicants from around the county, including one candidate from outside the United States.



**David Bingham**

School Board President Trisha Haggerty said the search wasn't just a formality and that Bingham truly was the top candidate for the position.

"They were all strong candidates, but Dave clearly rose to the top with his experience at Crescent School and his relationship with the community already," Haggerty said.

"He just did a really good job with his interview."

Crescent School District has about 300 students, including the about 100 students in the Olympic Peninsula HomeConnection alternative school.

"It's just been a great supporter of the community and for Crescent Schools,'" Haggerty said.

"He really has the respect and support from the community, staff and teachers."

Although Bingham does not officially take his new position until July 1, he is already working to fill a high school math opening, advertising and recruiting for a half-time associate principal/athletic and activities director to fill the position he currently holds.

The district is also recruiting for a special education teacher, part-time speech librarian and school counselor.

Reporter Jesse Major can be reached at 360-452-2345, ext. 56250, or at [jmajor@peninsuladailynews.com](mailto:jmajor@peninsuladailynews.com).

Last modified: June 10, 2016 4:47PM

Reader Comments

### Standard 3: Create conditions district wide for student and staff success

Benchmark: ***Employing and supporting quality teachers, administrators and other staff and providing for their professional development.***

- Indicators:
1. Does the board require and support recruitment of highly effective staff?
  2. Does the board have policies in place to hire, evaluate and retain qualified staff to meet the needs of students?
  3. Does board policy support and promote continuous staff development and mentoring?
  4. Does the board celebrate and publicize staff successes?

The Crescent School Board values and supports the recruitment of hiring and supporting highly effective staff so much that it is a common occurrence for a Board member to be part of Crescent hiring committees. (Appendix C1) At such a small school, every hire is crucial and it is especially important that every person is the right fit for our district. Per Board Policy 5005, all hires must meet the established requirements, and must be approved by the board (Appendix C2).

The Board has recently approved the new Collective Bargaining Agreement for Certificated Staff that includes new teacher mentoring, to help ensure that all new teachers will get off to a great start and will have a designated experienced teacher in the district to help them. (Appendix C3)

The Board supports the staff and teachers in many different ways from providing lunch during teacher and staff appreciation weeks and attending the opening all employee in-service to talking to the local paper and individual employees during school events. What makes a school great is the people and Crescent has great people!

**Standard 3 evidence: insert up to three pages of evidence below this line**

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**Appendix C1:**

Board Members that have been a part of hiring committees for the 2015-2016 year:

Dara Peppard: PE teacher  
Prevention Specialist  
Susan Hopper: 3<sup>rd</sup> Grade Teacher  
Science Teacher  
Math Teacher  
Trisha Haggerty: Football Coach

**Appendix C2:**

This language is from policy 5005 adopted in March 2011.

Board Approval

All staff members selected for employment shall be recommended to the board of directors by the superintendent. Staff members must receive an affirmative vote from a majority of all members of the board. In the event an authorized position must be filled before the board can take action, the superintendent has the authority to fill the position with a temporary employee who shall receive the same salary and benefits as a permanent staff member. The board will act on the superintendent's recommendation to fill the vacancy at its next regular meeting.

**Appendix C3:**

This is the language in the CEA contract regarding mentor teachers:

**L. Section 12 Mentor Teacher**

Employees interested in becoming mentor teachers for teachers new to the professions for the following year should make application to the Superintendent prior to the end of school. Whenever possible, a mentor teacher will teach in the same major-related area of concentration, or grade level. Mentor teachers shall be compensated up to 37.5 hours at the employee's daily pay rate for collaboration, training and any other mentor responsibilities. Time sheets submitted for each compensation shall be reviewed by the building principal. Mentors shall be allowed release time to observe the mentee for up to one (1) day or seven and one half (7½ ) hours per year from the 37.5 hour allocation. All formal mentor relationships are subject to District funding and must be approved by the Superintendent prior to the start of the school year.

**Opportunity gap**

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The benchmarks addressed above may or may not allow for the best examples of how your board addressed the opportunity gap over the past year, so please answer the following questions:

1. What decisions did your board make this past year to positively change the opportunity gap?
2. What evidence of success resulted from previous decisions by the board?
3. Demonstrate how you analyze data and how you apply the results towards closing the opportunity gap.

Enter narrative here, and underline it.

The focus for the 2015-2016 school year was to increase academic achievement, attendance, and parent involvement.

The district started off on the right foot by hosting a back to school barbeque and welcome for the students and their families. This was a fun event where parents and students could meet their teachers and see their classrooms. (Appendix D1)

Crescent offers an extended day program to students K-5 for no fee. This program provides a safe supportive environment for kids to do homework, get additional academic help, and a healthy afterschool snack.

Our 14-15 data was showing a high number of F grades for High School Students. With the support of the School Board the district allocated additional funding for an “after school tutoring” program. The Board approved an allocation of about \$8000 to staff these sessions with certificated teachers. The teachers provided individual and small group support to any student that attended. The team met on a weekly basis to identify and discuss failing or near failing students. Meetings were held with the students, phone calls were made to the parents and meetings were held to provide information and options for student success. Additionally, a “Saturday Academy” was started that met 8 AM to noon. This was also staffed by certificated teachers and the primary purpose of the Saturday Academy was to provide additional support to struggling students. Below are some comparisons of the 2014-15 school year to the 2015-16 school year for out High School Students. (Appendix D2)

*Number of individual F's earned by students*

	2014-15		2015-16	
	1st Sem F's	2nd Sem F's	1st Sem F's	2nd Sem F's
HS	45	60	6	11

An attendance initiative was also implemented. A dedicated staff member recorded attendance and ensured action plans were in place and followed. (Appendix D3)

**Opportunity gap evidence: insert up to three pages of evidence below this line**

**Appendix D1 and D2:**



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NEWSLETTER # 1

CRESCENT SCHOOL

AUGUST 20, 2015



In keeping with our BE AMAZING theme this year, our 2015-16 school action plan involves three significant goals: 1) Provide more opportunities for meaningful and mutually beneficial parent involvement, 2) Monitor and improve student attendance rates, and 3) Promote and support individual academic achievement and productivity. We will be providing more details about how we plan to achieve these goals but, for now, families can participate and be involved in two important ways.



### **FUN EVENT - MARK YOUR CALENDARS!!**

To begin the 2015-2016 school year, the Crescent School teachers, staff, PTO/Booster Club and community organizations invite you to attend the first **Loggers Back to School BBQ**. **The BBQ will be held on Tuesday, September 1<sup>st</sup> from 4:30-6:30 PM** on campus under and near the covered play shed. Parent and students will be able to meet teachers, receive schedules and important information about the school year, pay fees, complete beginning of the school year paperwork AND re-connect with other Crescent families prior to school. To help round off the event, BBQ food will be served, activities available include face painting, drawings/door prizes, Loggers Football agility course, bouncy house and additional surprises.

First, please attend our Welcome Back/BE AMAZING All-School BBQ on Tuesday, September 1<sup>st</sup> from 4:30-6:30 pm. More information about this important event is contained in another section of this Logger News.

Second, please know that September is Attendance Awareness Month. Please help us achieve our goal of 100% attendance by ensuring that your student attends school every day, all day. Your support in this matter is vitally important and appreciated because young students who miss school 2 to 3 days per month are at significantly higher risk of not reading at grade level by the time they are in the third grade.

Finally, thank you to all of our AMAZING Logger families for trusting us with your children and young adults. I believe that the Joyce community is truly blessed to have its own, high-quality school system. Your continued support and involvement is critically important to sustaining the unique educational services to this community. I hope you enjoy being AMAZING this year and I'll see you at the BBQ!!

### **From the District's Strategic Plan:**

Student Performance & Attendance	Guidance, socio/emotional counselor/social worker (double social worker time on campus, increase academic counselor time, continue collaboration with Peninsula Behavior Health)	Clayton	September
	Adopt attendance tracking system such as United Way's Attendance Matters model	CAT & Project Team	August planning & implementation September
	Review current attendance protocols, interventions & incentives & craft detailed flow chart	CAT & Project Team	August planning & implementation September
	Identify content and establish plan for parent education for attendance matters	CAT & Clayton	
	Use lessons learned and best practices to create a well-defined academic performance monitoring system with effective & sustainable intervention services (e.g. after school, Saturday, in-school Success Centers or ; appoint TOSA/ <del>Americorps</del> Attendance & Performance "czar;" Individual Success Plans, parent involvement)	CAT & Project Team	August planning & implementation September

Example of the Attendance Tracking/Action Chart (names have been removed):

Page 13 of 13