

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.

12/16/2016

Finley Elementary---N NCES - na

Finley 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: 7 of 11 (64%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/11/2013	
		Objective Met - 05/23/2014 08/08/2016	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(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:	The math curriculum has recently adopted a blended Georgia and NY Engage math curriculum for grades K-5. Lucy Calkin's Writer's Workshop is our adopted writing curriculum and in the 2016-2017 school year, we will begin our new Reading program using National Geographics Reach for Reading. All three of these programs support CCSS.	
Plan	Assigned to:	Pam Kinne	
	How it will look when fully met:	If teachers integrate common core activities into the areas of mathematics, STEM, and ELA in the general classroom, then it will impact instructional improvement that results in improved learning outcomes and a problem-based curriculum for students in all classes. This will be measured by an increase in state test scores, principal walk-throughs/observations, and classroom based assessments which includes pre/post unit assessments. These CBAs will be shared on a regular basis with grade level team members and the building administrator.	
	Target Date:	05/31/2018	
	Tasks:		
		1. Principal will conduct regular walk-throughs with each classroom teacher and provide feedback.	
	Assigned to:	Pam Kinne	
	Added date:	10/11/2013	
	Target Completion Date:	10/07/2016	
	Frequency:	weekly	
	Comments:		
		2. Teachers will meet as grade levels during PLC time and share common formative test information as	

	well as pre/post unit test information. This information will be used to inform future instruction.
	Assigned to: Pam Kinne
	Added date: 08/08/2016
	Target Completion Date: 11/16/2016
	Frequency: monthly
	Comments:
	3. The LAP/Title teacher will meet with the principal to share data on regular progress monitoring of student's reading score results. These results will also be shared at grade level team meetings.
	Assigned to: Stephanie Bradshaw
	Added date: 08/08/2016
	Target Completion Date: 09/21/2016
	Frequency: four times a year
	Comments:
	4. Principal will work with staff on setting, monitoring, and evaluation of student learning goals as part of TPEP process.
	Assigned to: Pam Kinne
	Added date: 10/11/2013
	Target Completion Date: 04/30/2015
	Frequency: three times a year
	Comments: Principal will meet with each teacher participating in TPEP 3 times per year to discuss goals.
	5. Identify resources that support CCSS in the area of ELA.
	Assigned to: Athena Pelly and Cami Cleaver
	Added date: 10/28/2014
	Target Completion Date: 01/30/2015
	Frequency: three times a year
	Comments: A curriculum, Lucy Calkins Writer's Workshop, has been recommended for adoption. In 2015-2016, the district will be looking at a reading curriculum.
	Task Completed: 05/06/2015
	6. Integrate common core mathematics activities in all grade levels.
	Assigned to: Pam Kinne
	Added date: 10/11/2013
	Target Completion Date: 06/05/2015
	Frequency: twice a year
	Comments: A curriculum, Georgia and NY Engage, has been recommended for adoption for our math program.
	Task Completed: 04/29/2015
	7. The principal will set up off site observations of the Writer's Workshop.
	Assigned to: Pam Kinne
	Added date: 10/28/2014
	Target Completion Date: 01/30/2015

	Comments:	Maya Angelou elementary will be the school these observations will be set up through. All grades have done a site visit except for KG. That will be set up in the fall of 2015.
	Task Completed:	05/29/2015
	8. Principal will continually find and share professional development opportunities with staff. These PD opportunities will be based off of the staff interest survey results done in spring 2014 to include the areas of mathematics, STEM and ELA. The principal will work with the district office to secure necessary funding.	
	Assigned to:	Pam Kinne, Barb Donaldson, Lance Hahn
	Added date:	10/11/2013
	Target Completion Date:	05/29/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	05/29/2015
	9. Identify resources that support CCSS in the area of Math.	
	Assigned to:	Lori Whelan and Diane Everson
	Added date:	10/11/2013
	Target Completion Date:	01/30/2015
	Frequency:	three times a year
	Comments:	Lori will be working with our building's math coach. A curriculum has been recommended for adoption. Diane Everson will continue to work with staff with CCSS activity support.
	Task Completed:	05/29/2015
	10. Identify resources that support CCSS in the area of STEM education.	
	Assigned to:	Pam Kinne
	Added date:	10/28/2014
	Target Completion Date:	01/30/2015
	Frequency:	three times a year
	Comments:	A video resource has been located on the shared drive for most grade levels.
	Task Completed:	03/13/2015
	11. KG will do a site visit to observe Writer's Workshop in the classroom.	
	Assigned to:	Carolyn Ross
	Added date:	05/29/2015
	Target Completion Date:	09/30/2016
	Comments:	
	Task Completed:	05/17/2016
Implement	Percent Task Complete:	
	Objective Met:	5/23/2014 8/8/2016
	Experience:	5/23/2014 The TPEP goals and more regular walk throughs gave me, the principal, a better pulse as to what was happening within the building.

		8/8/2016 The KG teachers were able to visit and see how the writing curriculum was taught with kids.
	Sustain:	5/23/2014 PD will need to continue in the areas of TPEP for goal writing and the CCSS for math and ELA. We will also continue with data collection with our math flooding classrooms. Conversations will be held on a regular basis with gen ed teachers about the math supplemental curriculum. 8/8/2016 As new teachers come into the building or move to different grade levels, site visits or time to work with peers will be needed to provide teacher support for the implementation.
	Evidence:	5/23/2014 We have the pre/post data for the math flooding classes, the PD activities that staff participated in, the walk-through dates, and the TPEP goal data. 8/8/2016 Writing samples can be provided at each grade level utilizing the writer's workshop curriculum.
Indicator	P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)(TitleITA)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 05/28/2013
	Explain why not a Priority or Interest:	We will be focusing on P1-IE06 this year.
Student and School Success Principle 2: Staff evaluation and professional development		
Professional development		
Indicator	P2-IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 05/28/2013
	Explain why not a Priority or Interest:	We will be focusing on P2-IF14 this year.
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 10/15/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	The staff is given a survey in the spring of different PD opportunities they may be interested in. The results are tabulated and is used for planning district and building PLC meetings and staff training.
Plan	Assigned to:	Pam Kinne
	How it will look when fully met:	A year long PLC calendar will be created focusin on specific topics as decided upon by the staff survey, district DAC team and administrators. Regular meetings will be held at both building and district level to monitor progress and impact.

	Target Date:	06/14/2017
	Tasks:	
	1. The building survey results will be shared with the district DAC team and at the building level. A year long focus with timelines for the district will be established prior to the 2016-2017 school year beginning.	
	Assigned to:	DAC representative
	Added date:	08/08/2016
	Target Completion Date:	08/15/2016
	Frequency:	four times a year
	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 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/15/2013
	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:	Some training has been provided to introduce staff to the new reading program "Reach for Reading" as well as the intervention reading program "Read Well".
Plan	Assigned to:	Pam Kinne
	How it will look when fully met:	Staff will understand all of the different components of the Reach for Reading program and be able to utilize those needed to meet the needs of the students. Read Well will continue to be used as the reading intervention program and students will be more accurately placed in the level in which they need to further their skills.
	Target Date:	06/02/2017
	Tasks:	
	1. Professional development training will provided to teachers in the new National Geographic Reach for Reading program.	
	Assigned to:	Pam Kinne
	Added date:	08/08/2016
	Target Completion Date:	08/24/2016
	Comments:	
	2. The Title/LAP teacher will meet with grade level teams to share the diagnostic results of the Read Well test and DIBELS. That information will be used to ability group students for RTI.	
	Assigned to:	Stephanie Bradshaw
	Added date:	08/08/2016
	Target Completion Date:	10/05/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	P2-IF14 - The school sets goals for professional development and monitors the extent to which it	

Indicator	has changed practice.(3378)(Expected,TitleISW,TitleITA)		
Status	Objective Met 5/23/2014 5/29/2015		
Assessment	Level of Development:	Initial: No development or Implementation 10/11/2013	
		Objective Met - 05/23/2014 05/29/2015	
		Will include in plan	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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:	We are focusing on P2-IF11 and IF12 this year.	
Plan	Assigned to:	Pam Kinne	
	How it will look when fully met:	If administration/district office provides professional development to support the implementation of supplemental common core activities in the areas of mathematics, STEM, and ELA, then it will impact students processing and proficiencies in these subjects which result in higher student achievement and comprehension. This will be measured by professional development attendance and regular walk-throughs.	
	Target Date:	05/30/2014	
	Tasks:		
	1. Provide opportunities for mathematics teachers to plan and create detailed mathematics lessons and assessments using supplemental common core activities.		
	Assigned to:	Pam Kinne	
	Added date:	10/11/2013	
	Target Completion Date:	05/29/2015	
	Frequency:	twice a year	
	Comments:	A grant proposal will be written to pay for sub release time for K-5 math teachers.	
	Task Completed:	05/29/2015	
	2. Specific PLC time will focus on student performance and instructional practices in the classroom. PLC time will also be provided for teachers to share information learned through professional development.		
	Assigned to:	BAC Team	
	Added date:	10/11/2013	
	Target Completion Date:	05/29/2015	
	Frequency:	monthly	
	Comments:	Dates will need to be set for full staff PLC as well as small group PLC.	
	Task Completed:	05/27/2015	
	3. Provide professional development opportunity for math teachers to participate in the online class "How to Learn Math for Students" from Stanford University.		
	Assigned to:	Pam Kinne and Diane Everson	
	Added date:	10/11/2013	
	Target Completion Date:	04/24/2015	

	Frequency:	monthly
	Comments:	This course consists of 6 sessions, each lasting 1 hour. Paperwork will be submitted to ESD 123 to provide clock hours.
	Task Completed:	02/26/2015
Implement	Percent Task Complete:	
	Objective Met:	5/23/2014 5/29/2015
	Experience:	<p>5/23/2014 There has been more PD offered for staff this year than the last couple of years. All the PD provided has been around the area of CCSS in both math and ELA. We have also provided indistrict PD for our STEM work. Thanks to the financial support of the district office, I think that this objective was well met.</p> <p>5/29/2015 Time this year was spent on improving math instruction and focusing on data. Our math coach was essential for making the math work successful and our OSPI coach played a big role at looking at data that is already being collected.</p>
	Sustain:	<p>5/23/2014 We will need to take the lessons learned in the PD and share that out with staff. There will also need to be some sort of "checks and balances" to make sure the practices are being used in the classroom.</p> <p>5/29/2015 This year we started looking at data. Next year, we will have identified common formative and summative assessments in math. This data will be looked at as a grade level with the principal and math coach.</p>
	Evidence:	<p>5/23/2014 Clock hour paperwork was turned into ESD for the "How to Learn Math" class. There is the grant paperwork turned in for staff to attend the Differentiation classes. There are PLC meeting minutes to reflect the work done on PLC days. The feedback notes from walkthroughs were used as part of the evaluation.</p> <p>5/29/2015 There was grant money used for release days and supplemental time for math, the formative and summative math assessments are provided to each grade level teacher, math coach, principal and loaded onto the shared drive. The process ahd started with teachers to determine the best data for monitoring. This is also a district focus next year.</p>

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

Expanded time for student learning and teacher collaboration

Indicator	P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)(TitleISW,TitleITA)		
Status	Objective Met 5/29/2015		
Assessment	Level of Development:	Initial: Limited Development 02/26/2015	
		Objective Met - 05/29/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		(3 - relatively easy to address, 2 - accomplished within

	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:	We currently have PLC time which is directed by our site-based committee (BAC). These Wednesday's have focused topics but do not have a formal protocol/format for reporting information from small group PLC time.	
Plan	Assigned to:	Pam Kinne	
	How it will look when fully met:	PLC teams will have a note template that will give more structure to the meetings. This note template will also support needed evidence for TPEP.	
	Target Date:	05/28/2015	
	Tasks:		
		1. PLC teams will submit to the principal a detailed summary of Wednesday meetings and proposed agenda for upcoming PLCs.	
	Assigned to:	BAC and administrator	
	Added date:	02/26/2015	
	Target Completion Date:	09/28/2016	
	Frequency:	weekly	
	Comments:		
	Task Completed:	05/06/2015	
Implement	Percent Task Complete:		
	Objective Met:	5/29/2015	
	Experience:	5/29/2015 A discussion was had with the staff, PLC groups got together and looked at templates and made recommendations which narrowed down the choices. The staff voted on the final.	
	Sustain:	5/29/2015 Work will need to be done to ensure that PLC teams are using the note system regularly.	
	Evidence:	5/29/2015 The PLC template has been e-mailed out to each classroom teacher.	
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 10/15/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 Summer Boost is offered for 9 days in August and after school tutoring is offered October - March.	

Plan	Assigned to:	Pam Kinne	
	How it will look when fully met:	Students in most need will be identified. At the conclusion of the program, data will show growth in focused areas.	
	Target Date:	03/30/2017	
	Tasks:		
	1. Two sessions of after school tutoring will be determined with the focus of reading and math. Students will be identified by classroom teachers and information will go home to parents.		
	Assigned to:	Tutoring team	
	Added date:	08/08/2016	
	Target Completion Date:	09/21/2016	
	Frequency:	twice a year	
	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: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/11/2013	
		Objective Met - 05/23/2014 05/23/2014	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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:	P3-IVD05 will be our focus this year.	
Plan	Assigned to:	Pam Kinne	
	How it will look when fully met:	If teachers focus PLC time to impact instruction, parent communication, and student progress concerns, then that results in improved performance for all students. This will be measured by PLC notes, communication logs, and CST (Child Study Team) notes.	
	Target Date:	09/14/2016	
	Tasks:		
	1. BAC (Building Advisory Committee) will meet regularly to plan for PLC Wednesdays.		
	Assigned to:	BAC team	
	Added date:	10/11/2013	
	Target Completion Date:	09/08/2016	
	Frequency:	monthly	
	Comments:	BAC rep needs to communicate with team prior to meeting to discuss future teacher needs.	
	2. A PLC note template will be created that better supports TPEP and has practical applications for the PLC team and/or teacher. The notes template will be distributed to classroom teachers.		
	Assigned to:	Classroom teachers	

	Added date:	10/28/2014
	Target Completion Date:	03/26/2015
	Frequency:	three times a year
	Comments:	
	Task Completed:	01/13/2016
Implement	Percent Task Complete:	
	Objective Met:	5/23/2014 5/23/2014
	Experience:	5/23/2014 This principle was more difficult to do as it required being able to coordinate a meeting date for a larger group of people. However, the meetings were productive. 5/23/2014 This principle was more difficult to do as it required being able to coordinate a meeting date for a larger group of people. However, the meetings were productive.
	Sustain:	5/23/2014 The BAC meetings will continue next year. The principal will do a better job of explaining what information needs to be done in the PLC notes and start setting up PLC meetings so we can start working towards more of an agenda format. 5/23/2014 The BAC meetings will continue next year. The principal will do a better job of explaining what information needs to be done in the PLC notes and start setting up PLC meetings so we can start working towards more of an agenda format.
	Evidence:	5/23/2014 The BAC and PLC meeting minutes. 5/23/2014 The BAC and PLC meeting minutes.

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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/15/2013
	Explain why not a Priority or Interest:	We are focusing on IIIA07 this year. We are also going to be doing a curriculum adoption so it didn't seem appropriate this year.
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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/15/2013
	Explain why not a Priority or Interest:	We are focusing on IIIA07 this year. Differentiation is part of the math activities we are doing this year and we are sending staff to a training at the ESD focusing on Differentiation and meeting the needs of the highly capable student.

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: 1 of 5 (20%)		
Assessment	Level of Development:	Initial: Limited Development 10/11/2013	
		Objective Met - 05/23/2014 05/29/2015	
	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:	Grade level ability grouping is done in conjunction with Title/LAP, Sped and ELL to best meet the reading needs of student K-5.	
Plan	Assigned to:	Pam Kinne	
	How it will look when fully met:	If teachers pre-assess skills prior to a lesson then they will impact student learning by identifying individual student needs that results in differentiated learning activities and/or scaffold planning. This will be measured by DIBELS, KG assessments, MAP, and CBA's.	
	Target Date:	10/03/2016	
	Tasks:		
	1. Specific PLC early release Wednesdays will be designated as "Student Focus" days in which members of the CST team will meet with assigned grade levels to discuss students of concern and possible interventions to try and monitor in class. Students discussed in these focus days will be revisited to determine if the suggested differentiation/intervention was successful or not by using data gathered by the teacher. This could be a pre-cursor to a Sped referral.		
	Assigned to:	CST team	
	Added date:	10/29/2013	
	Target Completion Date:	10/26/2016	
	Frequency:	three times a year	
	Comments:	The CST is comprised of special programs teachers, principal and counselor.	
	2. Incoming Kindergarten students will take a performance test to determine knowledge base. This information will be used to assist in creating balanced classrooms and to also help identify students that need additional assistance and/or who may be gifted.		
	Assigned to:	Karli Teagle, Mickey Middleton, Carolyn Ross, Nico	
	Added date:	10/11/2013	
	Target Completion Date:	09/02/2016	
	Frequency:	once a year	
	Comments:	Students were given a number of skills tests while the KG teaches had their one-on-one parent interviews for WaKids. Trained staff tested kids on numbers, letters, letter sounds, colors, shapes, some WaKids objectives, and other areas that help the teachers get a better understanding of where each student's baseline was. This information was used to balance the 3 KG classes as best as possible and also use that data to help identify kids for the LAP reading program and to create the initial 3 different skill based reading groups	

		(low, med, high achieving).
	3. DIBELS testing is administered to K -5 students for the purpose of LAP or Title placement, and flexible RTI reading instruction.	
	Assigned to:	Kathy Locker, Elaine Hagen, Mike Bold, Elizabeth J
	Added date:	10/11/2013
	Target Completion Date:	09/06/2016
	Frequency:	three times a year
	Comments:	Results of DIBELS tests are shared with teachers and principal.
	4. MAP testing is administered in grades K - 5 in the areas of math and reading.	
	Assigned to:	All teachers
	Added date:	10/11/2013
	Target Completion Date:	09/06/2016
	Frequency:	twice a year
	Comments:	
	5. A survey will be sent out to teaching staff to see if there is a need for differentiation techniques in various subject areas.	
	Assigned to:	All teachers
	Added date:	10/11/2013
	Target Completion Date:	12/19/2014
	Frequency:	once a year
	Comments:	
	Task Completed:	05/20/2015
Implement	Percent Task Complete:	
	Objective Met:	5/23/2014 5/29/2015
	Experience:	5/23/2014 Data has always been available, the difficult part is making use of it. This year, MAP data was used to help place students in ability groups for math flooding. DIBELS and classroom data was used to place students in flexible reading groups. 5/29/2015 The various testing was given on multiple occasions as well as two different staff interest surveys. For CST Wednesday's, some of the student in concern were referred for SpEd testing.
	Sustain:	5/23/2014 Meeting with staff and providing time for staff to intentionally use data when looking at student needs. Also, schedule PLC Wednesday's with that purpose in mind. 5/29/2015 The CST meetings will continue but next year we want to focus more on data so we can further pinpoint what the area of trouble is with the student. The district will be supporting PD for differentiation.
	Evidence:	5/23/2014 MSP spreadsheets that was shared with staff and PLC notes. 5/29/2015

There is monthly calendar of events sent out showing the focus of each PLC Wednesday and the testing dates. Data reports are shared with staff. A CST binder is kept with all the student concerns for each grade level.

Student and School Success Principle 5: Use of data for school improvement and instruction

Assessing student learning frequently with standards-based assessments

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: 2 of 3 (67%)

Assessment Level of Development: Initial: **Limited Development** 10/13/2013

Objective Met - 05/23/2014

Index:	1	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(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: We will focus on P5-11D12 this year.

Plan Assigned to: Pam Kinne

How it will look when fully met: If teachers integrate lessons to support common core standards, then we impact students' understanding by providing them with rigorous instructional experiences. This will be measured by principal walk-throughs, lesson planning done through release time and PLC time, CBA's, MAP.

Target Date: 05/16/2014

Tasks:

1. Classroom assessment data will be used to drive instructional decisions and provide feedback of student progress surrounding specific skills/concepts.

Assigned to: All teaching staff

Added date: 10/29/2013

Target Completion Date: 11/04/2013

Frequency: twice monthly

Comments:

2. The easyCBM computer assessment test will be used to gauge the effectiveness of the math flooding activities.

Assigned to: Diane Everson

Added date: 10/28/2014

Target Completion Date: 10/13/2014

Frequency: daily

Comments:

Task Completed: 02/27/2015

3. Department meetings (math/ELA) will be held to discuss curriculum strengths, weaknesses, and PD needs.

Assigned to: Pam Kinne

Added date:

	Added date:	10/28/2014
	Target Completion Date:	10/15/2014
	Frequency:	three times a year
	Comments:	
	Task Completed:	05/06/2015
Implement	Percent Task Complete:	
	Objective Met:	5/23/2014
	Experience:	5/23/2014 Again, this was one of the more difficult principles as it revolved around the effective use of data.
	Sustain:	5/23/2014 Continue education on what to do with the data once the teachers have it. Figure out how to provide the support when students are struggling with certain concepts but there is also the need to continue pushing on.
	Evidence:	5/23/2014 Pre/post math tests using common assessments in the gen ed classroom. Notes on using DIBELS for moving kids around in the flexible reading groups.
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 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/15/2013
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (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:	Common formative and summative assessments have been developed for each math unit as well as a calendar for anticipated test dates.
Plan	Assigned to:	Pam Kinne
	How it will look when fully met:	If teachers share the results of their formative assessments with their team and talk about ways to provide further support for students while keep on track timewise, students will be exposed to all of the material recommended for their grade level in the CCSS.
	Target Date:	10/20/2016
	Tasks:	
	1. Teachers will input post test unit math tests in the Google document and share the results with their grade level team members and principal.	
	Assigned to:	grade level math teachers
	Added date:	08/09/2016
	Target Completion Date:	10/27/2016
	Frequency:	monthly
	Comments:	
	2. Teachers will share common formative test results with their grade level team and use that information to inform future instruction.	
	Assigned to:	grade level teachers

	Added date:	08/09/2016
	Target Completion Date:	10/27/2016
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (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 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/15/2013
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (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:	Our building has implemented the Make Your Day citizenship/discipline program.
Plan	Assigned to:	Pam Kinne
	How it will look when fully met:	New staff will be trained in the MYD program and current staff will get refresher training. Students will follow the MYD day program and be able to say what the expectations are in classroom, hallways, etc.
	Target Date:	09/12/2016
	Tasks:	
	1. New staff will go through the MYD webinar class.	
	Assigned to:	Pam Kinne and new staff members
	Added date:	08/08/2016
	Target Completion Date:	09/12/2016
	Comments:	
	2. Different groups (grade level, para, etc.) will take refresher MYD training as a group. A rotation schedule will be set up for this training.	
	Assigned to:	Pam Kinne
	Added date:	08/08/2016
	Target Completion Date:	08/30/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (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: 1 of 7 (14%)	
Assessment	Level of Development:	Initial: Limited Development 10/13/2013
		Objective Met - 05/23/2014

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Programs currently part of the school culture (i.e. DARE, SARC, etc.) will continue to be brought into the school.	
Plan	Assigned to:	Pam Kinne	
	How it will look when fully met:	If Finley Elementary is proactive by providing information, classes, and recognition to staff and/or students, then the overall culture of the building is impacted which will result in an environment in which no one has the right to interfere with the learning, safety, and well being. This will be measured by the number of bullying referrals made to the office, the scheduling and attendance to DARE and SARC classes, new staff training of the Make Your Day program, counselor supported work groups, and student recognition.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Set up DARE education schedule.		
	Assigned to:	5th grade team	
	Added date:	10/14/2013	
	Target Completion Date:	11/30/2016	
	Frequency:	once a year	
	Comments:		
	2. SARC information classes will be scheduled with grade level teachers.		
	Assigned to:	Sonya Bell	
	Added date:	10/14/2013	
	Target Completion Date:	09/20/2016	
	Frequency:	once a year	
	Comments:	Sonya Bell, school counselor, will arrange dates that SARC can come and do presentation for grades K-5 and make arrangements with teachers.	
	3. The principal will speak with 3rd-5th grade classes about Bullying and Harassment and give each student a brochure with information. The brochure becomes a homework assignment in which they need to share the information with their parent and both student and parent sign the brochure. The student is required to bring the brochure back to their teacher.		
	Assigned to:	Principal and 3rd -5th grade teachers	
	Added date:	10/14/2013	
	Target Completion Date:	10/28/2016	
	Frequency:	twice a year	
	Comments:	Make sure that enough Spanish and English copies of the brochures are available to pass out to students.	
	4. Continue the "Student Good Deed" certificate program and parent notifications.		
	Assigned to:	Pam Kinne and Sonya Bell	
	Added date:	10/14/2013	
	Target Completion Date:	09/19/2016	

	Frequency:	weekly
	Comments:	
	5. Continue implementing the Make Your Day Citizenship program with fidelity which includes having new staff trained in the program.	
	Assigned to:	all FES staff
	Added date:	10/29/2013
	Target Completion Date:	09/12/2016
	Frequency:	daily
	Comments:	
	6. School counselor will work with staff to determine student needs for support groups such as friendship group and/or anger management group.	
	Assigned to:	Sonya Bell
	Added date:	10/29/2013
	Target Completion Date:	10/04/2016
	Frequency:	weekly
	Comments:	
	7. A staff MYD committee will be formed and meet to support the suggestions made by Cheryl Brown.	
	Assigned to:	MYD committee
	Added date:	10/28/2014
	Target Completion Date:	11/21/2014
	Frequency:	four times a year
	Comments:	
	Task Completed:	05/21/2015
Implement	Percent Task Complete:	
	Objective Met:	5/23/2014
	Experience:	5/23/2014 The implementation of programs was pretty successful. Although there still continues to be some bully issues that occur on the playground, a number of different supports were provided to students.
	Sustain:	5/23/2014 Educating parents and students on the Make Your Day discipline program so they don't see it only as a "tattle tale" program. Do more education with KG-2nd grade about what bullying looks like and how to be a good friend.
	Evidence:	5/23/2014 DARE graduation, SARC presentation schedule, signed bullying/harassment pamphlets from 3rd-5th grade students and parents, copies of the Good Deed award certificates.

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: Limited Development 10/29/2013

		Objective Met - 05/29/2015	
	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:	A Parent/Staff ad hoc committee was formed in August of 2014. The first task was to look at our Make Your Day program. The committee meets about once a quarter.	
Plan	Assigned to:	Pam Kinne	
	How it will look when fully met:	The Parent/Staff ad hoc committee is a voice that will help better connect two way communication between the school and parents. The parents will share concerns and/or ideas with the staff on the committee and the staff will get advice from the parents on the best way to address issues/changes with parents.	
	Target Date:	08/21/2014	
	Tasks:		
		1. A Parent/Staff ad hoc committee will be formed.	
	Assigned to:	Pam Kinne, Kelly Williamson, Elaine Hagen, Dulleya	
	Added date:	02/26/2015	
	Target Completion Date:	08/21/2014	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:		
	Objective Met:	5/29/2015	
	Experience:	5/29/2015 The parent ad hoc committee really helped bridge the communication gap between the school and the parents.	
	Sustain:	5/29/2015 A new committee member will need to be added as one of the parents is moving on to the middle school.	
	Evidence:	5/29/2015 Meeting minutes shared with staff and the school board.	
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: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 10/16/2013	
		Objective Met - 05/23/2014	
	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:	All school key documents are passed out at the beginning of the year to each student and to each new family that registers after the year has begun. The student handbook which details homework guidelines, discipline policy and other information about the school is also available in Spanish and is on the school web page.
Plan	Assigned to:	Pam Kinne
	How it will look when fully met:	Finley Elementary School will make sure that all documents are available in both English and Spanish in both paper form and on the website. If important information is shared with parents about classroom procedures and parents are made aware of the new Skyward system they have access to, then the communication between family and school that results in a stronger relationship between the two entities is positively impacted. This will be measured by the number of translated documents, parents having a better understanding of what classroom expectations are, and parent usage of the Skyward system.
	Target Date:	12/16/2016
	Tasks:	
	1. A parent information piece will be a part of each month's newsletter that gives important school information.	
	Assigned to:	Pam Kinne
	Added date:	10/16/2013
	Target Completion Date:	09/02/2016
	Frequency:	monthly
	Comments:	
	2. Identify school documents that still need to be translated into Spanish.	
	Assigned to:	all staff
	Added date:	10/29/2013
	Target Completion Date:	09/30/2016
	Comments:	
	3. Classroom teachers will develop a homework policy information sheet for parents to include: regular homework assignment schedule, grading scale, make-up work policy, re-do policy, etc.	
	Assigned to:	all classroom teachers
	Added date:	10/29/2013
	Target Completion Date:	09/08/2016
	Comments:	
	4. Information will be shared with parents about the parent access piece on the new Skyward system that is being used.	
	Assigned to:	Classroom teachers and Hitalia Garcia
	Added date:	10/29/2013
	Target Completion Date:	09/11/2014
	Comments:	
	Task Completed:	03/04/2015
Implement	Percent Task Complete:	
	Objective Met:	5/23/2014

	Experience:	5/23/2014 This principle was a little hit and miss. I find it difficult to see how well we are doing with the effectiveness of parent communication. We concentrated on making sure the information is out there.
	Sustain:	5/23/2014 Determining the best way of communicating information to the parents. Continue translating documents. This increases each year. Continue training parents about the on-line access to their child's grades.
	Evidence:	5/23/2014 Spanish/English documents, parent training information provided at conferences, the homework policies that were shared at open house.
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	Objective Met 5/29/2015	
Assessment	Level of Development:	Initial: Limited Development 10/15/2013 Objective Met - 05/29/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (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:	A School Compact for all students in Title is provided to all parents in their home language (English or Spanish). These Compacts are signed by teacher, parent, and Principal.
Plan	Assigned to:	Pam Kinne
	How it will look when fully met:	Each student will receive a more individualized SLP school compact to focus on the specific areas that a student needs support in.
	Target Date:	06/10/2015
	Tasks:	
	1. Students in the Title/LAP program will receive this information on a regular basis.	
	Assigned to:	Pam Kinne
	Added date:	05/29/2015
	Target Completion Date:	09/08/2014
	Frequency:	twice a year
	Comments:	Each child's parents will receive this compact regardless of when they enter the program.
	Task Completed:	03/30/2015
Implement	Percent Task Complete:	
	Objective Met:	5/29/2015
	Experience:	5/29/2015 Students are placed in Title/LAP using DIBELS scores. A compact is signed by teacher, parent, principal.

	Sustain:	5/29/2015 There is a new Title/LAP teacher next year but the Compact will continue as required.
	Evidence:	5/29/2015 Copies are given to parent and kept on file at the school.

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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/29/2013
	Explain why not a Priority or Interest:	We are focusing on P7-IVA02. We feel this is a logical first step that needs to be in place before working on the other activities.