

## Comprehensive Progress Report

**Mission:**

**Vision:**

**Goals:**



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Comprehensive Achievement Indicators				
Effective Practice:		District and School Structure and Culture				
	DSC1.1	The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)	Implementation Status	Assigned To	Target Date	

**Initial Assessment:**

All staff agrees a respectful and welcoming school environment, with clear and consistent expectations, is key to student success. Despite this belief, the reinforcement of both rules and the clarity of expectations, is at times inconsistent across every school setting. There is variability in the degree of focus staff members devote to both teaching and reinforcing expected student behavior. During the past several years, while staff commitment to a Positive Behavior Intervention Support (PBIS) program has remained steady, we are still creating protocols and procedures to ensure a common school message, focus, and consistent implementation of a PBIS program that teaches, reinforces, and recognizes positive choices. The PBIS team has led the charge in moving this work forward to developing and implementing systems impacting levels of student discipline and a universal system of recognition. Page School is implementing School-Wide Positive Behavior Support (SWPBIS). We are in the second year of implementation, focusing on features that support Targeted SWPBIS systems. Year one implementation focused on Universal SWPBIS. The Tiered Fidelity Inventory (TFI), a valid and reliable measure of SWPBIS implementation, is used to measure the extent to which our school personnel are applying the core features of SWPBIS. We are at 77% implementation for Universal tier 1 features, 67% implementation for Universal tier 2 features. Most staff: recognize and reinforce positive behaviors in students through the distribution of Be tickets participate in school-wide boosters (3X a year) promote positive behavior through monthly assemblies have classroom incentives for Be tickets follow the posted voice level charts teach and follow the schoolwide rules of Be Safe, Be Respectful and Be Responsible participate in activities related to annual country study counsel around racial, cultural and gender sensitive issues between students create parent communications that are translated into Spanish and English

Limited Development  
10/15/2015

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<p><b>How it will look when fully met:</b></p>	<p>When fully met students, staff, and families will feel welcome and safe. Page Elementary will have clear, consistent, and effective approaches to address the social/emotional needs of all students. Our school will have a common language around behavioral expectations. Students and staff will be able to articulate the expectations in an age appropriate and contextually appropriate manner. Additionally, collaborative teams will be effectively looking at student data in order to quickly refer struggling students to effective interventions that are likely to improve their social behavior and success. Interventions will be research-based and carefully selected based on the student's need. We will fully implement school-wide positive behavior and intervention support (SW-PBIS) at all three tiers of preventions and measure progress with annual fidelity checks that measures the supports listed above and is statistically linked to improved school discipline and reading achievement. Our goal is to be a 80% of fidelity at all three tiers of implementation.</p>	<p><b>Objective Met</b></p>	<p><b>Lacey Macdonald</b></p>	<p><b>06/15/2018</b></p>	
<p><b>Action(s)</b></p>	<p><b>Created Date</b></p>	<p><b>4 of 4 (100%)</b></p>			
<p>1</p>	<p>6/22/16</p>	<p>School-wide PBIS Leadership Team, in conjunction with Building Leadership Team and All Staff will create a universal system of support through development and implementation of:</p> <ul style="list-style-type: none"> <li>o (1) a common language for expectations,</li> <li>o (2) explicitly teach expectations to all students, IndiStar TASKS - 7 Priorities for Page Elementary Comprehensive Achievement Plan (CAP)</li> <li>o (3) systems to encourage and acknowledge students when they meet expectations, and</li> <li>o (4) a continuum of strategies to discourage inappropriate behavior;</li> </ul>	<p>Complete 06/16/2017</p>	<p>Burdy Smith</p>	<p>06/15/2017</p>
<p><i>Notes:</i> Creating the system is a one time task, but the process of review and regenerating is on going.</p>					

2	6/22/16	By attending District-Directed trainings, the SW-PBIS Teams will differentiate behavioral support for students that need additional instruction and positive strategies by adopting research-based targeted and individualized behavior interventions.	Complete 06/16/2017	Lacey MacDonald	06/15/2017
<i>Notes:</i> District will host trainings for PBIS through 2016/17 and 2017/18 school years.					
3	6/22/16	PBIS Leadership Team to share report of team activities (monthly) and including SWIS data (quarterly), Fidelity data (annually).	Complete 06/16/2017	Burdy Smith	06/15/2017
<i>Notes:</i> Continuous through monthly meetings.					
4	6/22/16	PBIS Leadership Team will lead the pilot of a social skills curriculum that will address student needs.	Complete 06/16/2017	Caitey Andersen	06/15/2017
<i>Notes:</i> Currently, has a k-5 set of Second Steps to use. Will look at purchasing Steps to Respect for 3-5. We will also update Kelso's choices for problem solving.					

<b>Core Function:</b>	<b>Comprehensive Achievement Indicators</b>
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<b>Effective Practice:</b>	<b>Educator Effectiveness</b>
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!	EE2.3	Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169) (SIG)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Most staff have received training centered around Common Core State Standards for both reading and math. When the HM reading curriculum was adopted ALL teachers received multiple hours of training and some PD is still offered on early release days, i.e. template training. Many (but not all) certified teachers have received Red Book Training for effective instructional delivery. Most certified received professional development informing us how our current curriculum is or is not aligned with CCSS.	Limited Development 12/05/2015		
<i>How it will look when fully met:</i>		Professional development will be added to all early release in school sessions. Each session will include effective instructional strategies tailored to the needs of Page School and will also align with district level goals. 80% or more of staff development will be teacher directed and align directly with student achievement. All staff development will be well planned and will relate to day to day practices.		Lacey Macdonald	06/15/2018
<b>Action(s)</b>	<b>Created Date</b>		<b>3 of 5 (60%)</b>		
1	6/22/16	Create a Building Leadership Team that supports effective implementation of school vision and priorities for student learning	Complete 02/10/2017	Lacey Macdonald	06/15/2017

*Notes:* Will use Education Northwest, "Shared Leadership Teams" as guidance documents to create this teams.

<b>2</b>	6/22/16	Principal and Building Leadership Team will look at teacher self-assessment, regarding effective instructional delivery (Danielson Rubric), survey of knowledge and skills, summarized across staff and look at commonalities across staff to pinpoint PD throughout the year.
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Lacey Macdonald

06/15/2017

*Notes:*

<b>3</b>	6/22/16	After conducting a needs assessment, regarding growth in content knowledge, and creating a professional development plan, provide continued opportunity for teachers to improve knowledge and skill with RBT modules - Through building-directed days, staff meetings, grade level team meetings
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06/15/2017

*Notes:* Teachers who have not received the RBT trainings have taken module one now.

<b>4</b>	6/22/16	Utilize the Technology Team to ensure match between instruction and technology - Access Instructional Technology TOSA, utilize new reading resources, and Think Central.
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Complete 06/16/2017

Lacey Macdonald

06/15/2017

*Notes:* Teacher Choice Day offerings and ongoing on site professional development.

<b>5</b>	6/22/16	Utilize the Teach-to-Lead Cadre visions for teacher leadership within the school and district communities: - Mentorship - Communication between staff and administration - PLC work
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Complete 06/16/2017

Lacey Macdonald

06/15/2017

*Notes:* This work was completed through our Teacher Leadership team. Will be ongoing.

Core Function:		Comprehensive Achievement Indicators			
Effective Practice:		Family and Community Involvement			
!	FC3.1	School staff create and maintain a welcoming environment for all families and community members.(3173)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Page's Family Center is an inviting place for families to gather. It has recently been painted, carpeted and provided with new furniture. Our Family Center coordinator works with other staff to provide opportunities for families, i.e. Valentine Making Party, Reading Night, STEM Night, etc. PTO works to provide Harvest Carnival, BINGO night and Jog-a-Thon to bring families together to support Page School. ELD teacher Andrew Dempsey organizes Saturday picnics, hikes and games for all families. Staff members interact with families during arrival, dismissal, conferences, watermelon social and some fundraisers.	Limited Development 12/05/2015		
<b>How it will look when fully met:</b>		When fully implemented Page School will be a place where parents feel welcome and encouraged to be a partner with staff for their child's benefit. Parents will participate in volunteer opportunities, during and after school events and gatherings, parent-teacher conferences, and general communication efforts with their child's teacher and principal. Page School has a Family Center Coordinator that will ensure the continuation of current events, including: Conferences, Open House, Harvest Carnival, STEM Night with family activities, Book Fairs, PTO Music Programs, Volunteer Luncheon, Jog-a-Thon, BINGO Night, Newsletter, Watermelon Social, and Field Day.		Lacey Macdonald	06/15/2017
<b>Action(s)</b>	<b>Created Date</b>		<b>4 of 5 (80%)</b>		
1	6/22/16	Conduct a contextually-fit parent survey about: how welcome they feel, communication, teacher response to questions (find it somewhere at district office)The survey results will be presented to staff and the PTO. Through focused discussion, an action plan will be created to remedy any concerns from the survey.	Complete 06/16/2017	Heidi Hewett	06/15/2017
<i>Notes:</i>		Sent out parent survey. Sent a half sheet flyer with link. Also made paper copies available in the front office.			
2	6/22/16	Identify a dedicated space for families; and on-going communication when space is needed for groups or school meetings.	Complete 11/17/2016	Heidi Hewett	06/15/2017
<i>Notes:</i>		Dedicated family center space with sign up for when teachers need to use that space.			
3	6/22/16	School signs and parent informative bulletin boards will be presented in both in Spanish and English.	Complete 06/15/2018	Lacey Macdonald	06/15/2017
<i>Notes:</i>					

4	6/22/16	Make the school environment more welcoming and positive by providing better lighting in the hallways.		Lacey Macdonald	06/15/2017
<i>Notes:</i>					
5	6/22/16	Partner with local business (Albertsons, Fred Meyer, Church) for donations and food for families.	Complete 06/16/2017	Lacey Macdonald	06/15/2017
<i>Notes:</i>					
!		<b>FC3.3</b>	<b>The school's key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed. (3175)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		School Improvement Plan, parent involvement plan and student/parent handbook are, to our knowledge, not reviewed annually nor disseminated to all families. The compact is sent out once a year to all families.		Limited Development 12/06/2015	
<b>How it will look when fully met:</b>		When fully implemented by 2017, all key documents at Page will be created or revised and distributed to all staff, families, and students. All documents, including the SIP, parent involvement plan, compact, and the student/ parent handbook will be translated into Spanish and distributed to Spanish speaking families. As a leadership team we will continue to annually review and revise these documents.			<b>Lacey Macdonald</b>
				<b>3 of 4 (75%)</b>	<b>06/15/2017</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	6/22/16	Create handbooks that contain key documents for teachers and identify programs (PBIS/RTI/Technology) which support student needs.	Complete 02/10/2017	Lacey Macdonald	06/15/2017
<i>Notes:</i> Handbook made and posted on website and one copy sent home to each family.					
2	9/12/16	Create handbooks that contain key documents for substitutes and identify programs (PBIS/RTI/Technology) which support student needs.		Lacey MacDonald	06/15/2017
<i>Notes:</i>					
3	9/12/16	Create handbooks that contain key documents for parents and identify programs (PBIS/RTI/Technology) which support student needs.	Complete 02/10/2017	Lacey MacDonald	06/14/2017
<i>Notes:</i> Handbook is completed and posted on website.					
4	6/22/16	Key documents and parent, student, teacher compacts are annually reviewed by the building leadership team. Documents are disseminated at Fall conferences.	Complete 01/13/2017	Robyn Hass	01/13/2017
<i>Notes:</i>					

Core Function:		Comprehensive Achievement Indicators			
Effective Practice:		Teaching and Learning			
!	TL4.2	A system is in place for assessing and monitoring student achievement relative to state standards. (3182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Page is working toward a comprehensive assessment system. The elements include: formative and summative assessment plan that uses screening, diagnostic, progress monitoring, and state-wide tests to measure progress toward achievement of state standards. We are in the 2nd year of the SBAC testing of grades 3-5. A schedule is in place to both train teachers, and educational assistants, and to administer the SBAC test. Grades K-5 have an aligned scoring guide and progress report based on the CCSS. We also use easyCBM data to screen and progress monitor students.	Limited Development 12/05/2015		
<i>How it will look when fully met:</i>		Page School will effectively address this indicator establishing a system of instruction and assessment built on the alignment of that system to the state standards for instruction. Such an alignment brings together instruction, curriculum, and assessment to support learning called for in the standards.		Lacey Macdonald	06/15/2017
Action(s)	Created Date		1 of 2 (50%)		
1	6/22/16	Assess student learning and to what extent students are meeting CCSS, ELPA, and Easycbm summative assessments: - Create an assessment schedule that includes state, district, and grade level assessments that are linked to standards - Analyse and use summative data to help determine the effectiveness of current programs.	Complete 11/30/2017	Lacey Macdonald	06/15/2018
<i>Notes:</i>					
2	6/22/16	Assess student learning and to what extent students are meeting CCSS through formative classroom assessments: - Analyse and use formative data to help determine the effectiveness of in class programs. -Provide staff development on effective formative assessment strategies. -Staff will attend required district staff development on the new reading program and the formative assessments that are used in the curriculum.		Lacey Macdonald	06/15/2017
<i>Notes:</i>					



Core Function:		Comprehensive Achievement Indicators			
Effective Practice:		Technical and Adaptive Leadership			
	LDR5.5	School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (3189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We do have collaborative opportunities within BLT and data teams. We're in the process of re- writing/revamping our school vision and ensure we maintain an equity lens. We are using Indistar for the first time this year to develop our plan. We are developing a shared vision, and will continue to build our proficiency in these areas.	Limited Development 12/06/2015		
<i>How it will look when fully met:</i>		When fully implemented the Page leadership team will have helped to create a vision for equity that uses the following guidelines to evaluate their efforts: - Resource allocation - Community engagement - Professional working community for adults - Stakeholder satisfaction and system responsiveness * see Resources & Research: Oregon's Comprehensive Achievement Indicators for School Improvement Planning document on ODE's website.	<b>Objective Met</b>	<b>Lacey Macdonald</b>	<b>06/15/2017</b>
Action(s)	Created Date		2 of 2 (100%)		
1	6/22/16	Develop a school wide leadership model linked to school's goals and priorities for student achievement that: <ul style="list-style-type: none"> <li>- Involves all teachers,</li> <li>- Establishes team membership, with clear roles and responsibilities,</li> <li>- Membership will be equally distributed across staff (classified where appropriate - Leadership and PBIS),</li> <li>- Uses effective meeting strategies that includes: agenda, time-keeper, note taker</li> <li>- Teams: Building Literacy Team, PBIS Leadership Team, Technology Team, Math Leadership Team (to be created)</li> </ul>	Complete 11/30/2017	Lacey Macdonald	06/15/2018
<i>Notes:</i>					
2	6/22/16	Disaggregate data for behavior, discipline, and academics to ensure all students are learning and to engage in action planning staff-wide	Complete 11/09/2017	Lacey Macdonald	06/15/2018
<i>Notes:</i>					