

Detailed Report of Objectives Included in Plan

A list of all objectives, index scores, target dates, and team members assigned, as well as a description of what the fully implemented objectives will look like.

October 15, 2016

Mt Vernon Elem NCES - 411167000586

Springfield SD 19

Comprehensive Achievement Indicators

Key Indicators are shown in **RED**

Comprehensive Achievement Indicators	
District and School Structure and Culture	
DSC1.3 -	The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents.(3163)
	Index: 4 (Priority Score x Opportunity Score)
Plan:	Assigned to: Lovena Benedick
	Target Date: 05/29/2017
	How it will look when fully met: Curriculum Nights Plan and implement curriculum nights by grade level to include parents in the education of students. Create/improve website/blog to communicate important information in all areas. Design a parent feedback opportunity, with Spanish translation, comprised of alternating on-line survey and open forum. Team= Sherrill, Annette, Joan, Karen, Rhonda, Donna, Lovena
Tasks:	
	1. Create a format for website/blog to communicate information in all areas.
	Assigned to: Lovena Benedick
	Target Completion Date: 05/25/2017
	Frequency: monthly
	Comments: Will be updated monthly. Will include school-wide or general-interest activities or events. Blog contents to be sent to Lovena for inclusion. Staff must provide information one week prior to the event.
	2. Design a parent feedback opportunity, with Spanish translation: on-line survey. Will contain multiple-choice specific questions that invite parent input during the year. May or may not have comment section
	Assigned to: Lovena Benedick
	Target Completion Date: 05/25/2017
	Frequency: monthly
	Comments: Coordinate with Alma to translate.
	3. Professional development and/or resources for teachers to utilize school/home connection activities: - use new and existing curriculum to create opportunities to connect with families.
	Assigned to: Joan Cesmat
	Target Completion Date: 02/27/2017

	Comments:	
	4. Increase PTA Attendance: - Send home fliers prior to meetings - add incentives to attend	
	Assigned to:	Joan Cesmat
	Target Completion Date:	12/07/2016
	Frequency:	four times a year
	Comments:	
	5. Create a menu of meaningful volunteer activities: - see Alyse and coordinate with Family Center for activities that create connections between home and school. (PBIS Spaghetti feed, Math night, ELD night, etc.) Include meaningful activities to connect with classrooms, as well.	
	Assigned to:	Joan Cesmat
	Target Completion Date:	01/09/2017
	Comments:	
	6. Grade level teams decide what needs to be included in the curriculum night. Input from grade levels is due by end of January, 2017. This will include structure, time, sibling accommodation and content.	
	Assigned to:	Joan Cesmat
	Target Completion Date:	01/09/2017
	Comments:	
	7. Grade level teams will collate the input to develop a building plan for Curriculum Night for 2017-2018.	
	Assigned to:	Joan Cesmat
	Target Completion Date:	02/27/2017
	Comments:	
	8. Determine a schedule for curriculum night. This may involve more than one night or in a group location such as gym or cafeteria, with parents visiting stations with visuals and materials. Address issues of parking and flow of attendees.	
	Assigned to:	Joan Cesmat
	Target Completion Date:	02/27/2017
	Comments:	
	9. Grade level reps will have spoken with team members to gather input by May 23, 2016.	
	Assigned to:	Joan Cesmat
	Target Completion Date:	05/23/2016

	Comments:	<p>Devise an incentive for parents that isn't food</p> <ul style="list-style-type: none"> • From 5th grade: 1. Presentation on one night. 3 to all grades. 20 minute presentations given 3 times so parents rotate through. Consider having designated rooms e.g. library, gym and cafeteria. No individual information, but will provide way for parents to get answers later. Food is not necessary at this event. We are thinking late September or early October. Important to accommodate non-English speakers. • From 4th grade: Presentation only. No questions during the presentation due to time constraints. 4th is anticipating 1 ½ hours but can be flexible. Plan to state expectations in all areas, not just the curriculum. Teachers would divide presentations and give the same one 3 times. Consider one grade from each wing for a night (e.g. 4th, K and 2nd. • From 3rd third: Video/PowerPoint presentations, on a schedule similar to 5th. Prefers one night for an hour. Would provide Q & A time within the hour. . • From 2nd: Tech presentations, divided responsibilities, one hour. Would provide Q & A time within the hour.. • From 1st: We think childcare is vital (mainly for the teacher to be able to present without children interrupting) <p>Accommodating siblings is important and we side with having the "curriculum night" by wing grade levels on 2 different nights, around 30 minutes with a tech presentation and a Q&A at the end. We would like to team up and wonder if we could use the cafeteria, gym, or library to present.</p>
	10. Grade level representatives meet with grade level teams on the last Thursday of each month during Grade Level Teams meeting to create Curriculum Night. Complete by May 25, 2017.	
	Assigned to:	Joan Cesmat
	Target Completion Date:	05/25/2016
	Comments:	
Implement:	Percent Task Complete:	0%

Comprehensive Achievement Indicators

Educator Effectiveness

EE2.4 - Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.(3170)		
Index:	6	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Colleen Hunter
	Target Date:	12/16/2016
	How it will look when fully met:	<p>Instructional teams will have two Thursday afternoons per month to assess a variety of data (reading, math, writing, PBIS). Specialists will join grade level teams in this work. This time will be used to make changes to instruction, based on data, and improve/strengthen teaching and learning, and student achievement.</p> <p>Team: Colleen, Peter, Leah, Tara, Amber, Paul, Lovena</p>
Tasks:		

	1. Create a format for: <ul style="list-style-type: none"> - creating a PLC with expectations - accessing data, including formative & summative assessments: classroom created assessments, common formative assessments, unit assessments, as well as benchmark and progress monitoring data - analyzing data - making instructional adjustments and improvements - sharing results with other teams
	Assigned to: Colleen Hunter
	Target Completion Date: 10/20/2016
	Comments: <ul style="list-style-type: none"> - 1st and 3rd Thursday of each month is used for this data work. - Each CAP rep is responsible for ensuring that their team collaborates, using the format, twice per month. - Teams will add to the format and agenda, based on the needs of their students. - It is understood that this work is constantly evolving and ongoing.
	2. Utilize The Skillful Teacher to guide instructional changes and strategies. Add teachers to Skillful Teacher training modules as appropriate. Implement: <ul style="list-style-type: none"> - Criteria for Success - Curriculum Design (chapter 15, p. 357-370) - Objectives (chapter 16, p. 371-394) - Planning (chapter 17, p. 395-410) - Resources and strategies available in CHAMPs, Teach Like a Champion, and others.
	Assigned to: Colleen Hunter
	Target Completion Date: 10/20/2016
	Comments: These are resources that may be used as needed by teams as they collaborate.
	3. Refer to the Danielson Model of effective teaching characteristics and the Crosswalk between Danielson and The Skillful Teacher. <ul style="list-style-type: none"> - Pyramid laminated guide to help identify effective instructional strategies and areas for planning.
	Assigned to: Colleen Hunter
	Target Completion Date: 10/20/2016
	Comments:
Implement:	Percent Task Complete: 0%

Comprehensive Achievement Indicators

Family and Community Involvement

FC3.3 -	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)		
	Index:	9	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Grace Golden	
	Target Date:	06/01/2017	

	How it will look when fully met:	<p>Parents are involved in decision-making and evaluation of the school's plan.</p> <p>Two pieces to add to make this fully implemented are:</p> <ol style="list-style-type: none"> 1. When documents are reviewed and revisions are made, the 'date', 'when', and 'by whom' will be communicated to all stakeholders. This will be posted in a central location, (the whiteboard near the principal's office). 2. Similar to above, except all documents reviewed and revised will also be translated into Spanish. <p>Team: Grace, Kathy, Debbie, Tama, Cindy</p>
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Tasks:

	<p>1. Create a binder with all documents and calendar in English and Spanish, to be kept in office.</p> <ul style="list-style-type: none"> • A binder will include the following documents: <ul style="list-style-type: none"> - MTV action plan for equity and family involvement - Grade Level Informational brochures - Title brochures - PBIS brochures - The Compact signed by teachers, student, and parents - Uniform policy - MTV handbook - Comprehensive Achievement Plan (CAP) - Technology procedures and permission - Springnet - No Photo document 	
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	Assigned to:	Grace Golden
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	Target Completion Date:	06/01/2017
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	Frequency:	weekly
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	Comments:	<ul style="list-style-type: none"> • A binder will include the following documents: MTV action plan for equity and family involvement, Grade Level Informational brochures, Title brochures, PBIS brochures, The Compact signed by teachers, student, and parents (???), uniform policy, MTV handbook, Comprehensive Achievement Plan (CAP) • Once documents have been compiled, create a binder for the printed materials and store in the office by administrative secretary. • Binder will house a checklist in front of each document that will showcase: <ul style="list-style-type: none"> - The name of document - Date it was published/approved - Date it was revised <p>Get dates when brochures, etc. need to be reviewed</p> <ul style="list-style-type: none"> - Date it was translated - Binder would also include a Master Calendar that would include dates needed for revision, translation, printing and family presentation. <p>Have a platform to share out about what's happening in the building</p>
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	2. • Once documents have been compiled, create a binder for the printed materials and store in the office by administrative secretary. • Binder will house a checklist in front of each document that will showcase: - The name of document - Date it was published/approved - Date it was revised Get dates when brochures, etc. need to be reviewed
	Assigned to: Grace Golden
	Target Completion Date: 08/25/2016
	Comments:
	3. - Binder would also include a Master Calendar that would include dates needed for revision, translation, printing and family presentation. Have a platform to share out about what's happening in the building
	Assigned to: Grace Golden
	Target Completion Date: 03/24/2017
	Frequency: monthly
	Comments: 1. Meet as a CAP team on some of the grade level Thursday meeting days 2. Start gathering documents for binder from teachers throughout the year 3. Idea-have family center keep the binder? Or have two, one with Keryn and one with family center
	4. Include progress on this objective in the Site Council Agendas.
	Assigned to: Cindy Nees
	Target Completion Date: 01/16/2017
	Comments:
Implement:	Percent Task Complete: 0%

FC3.6 -	School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. (3178)		
	Index:	9	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Cindy Nees	
	Target Date:	06/01/2017	
	How it will look when fully met:	Families will be represented in decision-making by including representatives on the Site Council team. Site Council will oversee the work done by committees and will be part of the information sharing process between school and community. Site Council will participate in discussion and decisions made around curriculum, safety, school reform and initiatives, and our CAP (Comprehensive Achievement Plan). Team: Kathy, Grace, Debbie, Tama, Cindy	
Tasks:			
	1. Principal will name Site Council Team, and schedule 3 meetings following benchmarking periods. Site council will review data and the CAP plan at these meetings and be informed of committee work, curriculum, safety, CAP and school improvement efforts.		

	Assigned to:	Cindy Nees
	Target Completion Date:	11/28/2016
	Frequency:	once a year
	Comments:	Administrative reactivation of Site Council in relationship to the process of the CAP. <ul style="list-style-type: none"> • Site Council becomes a school advisory committee which is involved in review and recommendations for safety of our building (ALICE?), school reform/initiatives, CCSS, etc. • Cindy (responsible to select members for the Site Council committee which will include certified and classified staff and parents.)
	2. Schedule 3 meetings following benchmarking periods. Site council will review data and the CAP plan at these meetings. <ul style="list-style-type: none"> • Site Council: Friday, October 21, Friday, February 24, Tuesday June 13 	
	Assigned to:	Cindy Nees
	Target Completion Date:	06/13/2017
	Frequency:	three times a year
	Comments:	
Implement:	Percent Task Complete:	0%

Comprehensive Achievement Indicators

Technical and Adaptive Leadership

LDR5.10 -	School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement).(3194)	
	Index:	4 (Priority Score x Opportunity Score)
Plan:	Assigned to:	Cindy Nees
	Target Date:	06/01/2017
	How it will look when fully met:	Student achievement data is examined for at least reading, writing, and mathematics. Other content areas may be included but are optional. Other student and school related data/factors that influence student achievements are examined (i.e. mobility rates, attendance, dropout, discipline, curriculum/instruction, professional development, family/community involvement, climate/organization, etc.). Data are analyzed and school strengths and weaknesses are identified; school improvement needs and goals are prioritized accordingly. When fully implemented, the process of completing the CAP Survey questions with staff members, monitoring our objectives, guiding our actions, and sharing with all staff will be ongoing yearly. Team: Kathy, Grace, Debbie, Tama, Cindy
Tasks:	1. Complete the survey annually to monitor progress toward achieving our objectives. Monitor achievements and share the progress with all staff throughout the year.	

	Assigned to:	Cindy Nees
	Target Completion Date:	06/01/2017
	Frequency:	once a year
	Comments:	<ul style="list-style-type: none"> • Staff comes together to complete a survey that reviews school wide indicators • Survey is reviewed by the Leadership Team • Tasks that are not fully implemented will be chosen for further review • These tasks chosen will be part of the CAP for the following year • Wisely choose the audience that will be answering the questions (certified, classified, parents, etc.) so that it is specific to the roles and the knowledge that goes with each question • Teams able to respond to questions prior to survey so everyone taking the survey has a clear picture of what is happening in the school.
2. Instruct staff on elements of the Objectives prior to taking the yearly survey. Update staff on progress during the year after Site Council meetings, 3 per year.		
	Assigned to:	Cindy Nees
	Target Completion Date:	05/25/2017
	Frequency:	three times a year
	Comments:	
Implement:	Percent Task Complete:	0%

Comprehensive Achievement Indicators

Teaching and Learning

TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)		
Index:	4	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Joan Cesmat
	Target Date:	05/29/2017
	How it will look when fully met:	<p>Teacher selected, on-going student assessments are noted and include the frequency for administering them and professional development needed to effectively use the results.</p> <p>When fully implemented, math will be:</p> <ul style="list-style-type: none"> - aligned within grade levels and - differentiated instruction to meet the needs of students within core instruction - differentiated instruction will be skill-based by assessment data and identified target math skills <p>Team representatives will jointly monitor math instruction at their grade level. Sherrill, Joan, Rhonda, Karen, Annette, Lovena</p>
Tasks:		

	1. • Develop small math group instruction within the classroom targeting specific skills using a mix of techniques including hand-practice and computers. Address gaps and the need to enrich for high-achievers.
Assigned to:	Sherrill Olson
Target Completion Date:	05/18/2017
Comments:	<p>In addition, develop an afterschool or summer program for skills development/review.</p> <ul style="list-style-type: none"> • Sherrill (team leader), Annette, Karen, Donna, Rhonda, Joan. Team members will collaborate with grade level team on the first and third Thursday of each month to provide structure, time and content. • May 2017 and implemented by September, 2017 No final plan can be in place until we are able to at least preview the new math adoption. • How much time is available? <p>Will there be EA support? What will be used for this intervention time. Push-in or stations, or room-rotations. When and how will this be monitored? Will it be similar to reading RTI. excellent computer programs to practice basic math skills.called Xtra math (free fluency practice). Look into IXL program also (involves site license).</p>
	3. Develop an afterschool or summer program for skills development/review.
Assigned to:	Sherrill Olson
Target Completion Date:	05/30/2017
Comments:	
	<p>4. Team members will collaborate with grade level team on the first and third Thursday of each month to provide structure, time and content, in alignment with data work and instructional planning.</p> <ul style="list-style-type: none"> • Sherrill (team leader), Annette, Karen, Donna, Rhonda, Joan.
Assigned to:	Sherrill Olson
Target Completion Date:	12/12/2016
Comments:	
	5. • May 2017 and implemented by September, 2017 No final plan can be in place until we are able to at least preview the new math adoption.
Assigned to:	Sherrill Olson
Target Completion Date:	05/23/2017
Comments:	<ul style="list-style-type: none"> • How much time is available? <p>Will there be EA support? What will be used for this intervention time. Push-in or stations, or room-rotations. When and how will this be monitored? Will it be similar to reading RTI. excellent computer programs to practice basic math skills.called Xtra math (free fluency practice). Look into IXL program also (involves site license).</p>
Implement:	Percent Task Complete: 0%