

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 implemented objectives will look like.

October 10, 2016

Ridgeview Elem NCES - 411167001330

Springfield SD 19

Comprehensive Achievement Indicators

Key Indicators are shown in **RED**

Comprehensive Achievement Indicators			
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)			
	Index:	2	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Jim Crist	
	Target Date:	06/15/2018	
	How it will look when fully met:	In order to have a school environment in which all students feel welcome and safe, Ridgeview Elementary will establish a clear, consistent, and effective approach to address the social/emotional needs of all students. Our school will establish a common language around behavioral expectations. Students and staff will be able to articulate the expectations in an age appropriate and contextually appropriate manner. Students will report that they are more likely to be acknowledged for meeting expectations than for problem behavior; and that staff deliver corrective consequences that are fair and focus on teaching expected behavior. 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	
Tasks:			
1. Behavior Matrix: Update current Ridgeview Behavior Matrix			
	Assigned to:	Julie Moore	
	Target Completion Date:	09/30/2016	
	Frequency:	once a year	
	Comments:	Access behavior matrix through GoogleDocs and teacher collaboration page.	
2. Create behavior Teaching Calendar			
	Assigned to:	PBIS Team	
	Target Completion Date:	09/01/2016	
	Frequency:	once a year	

	Comments:	Access information through GoogleDocs and teacher collaboration page.
3. Develop lessons for the behavior teaching calendar.		
	Assigned to:	PBIS Team
	Target Completion Date:	06/16/2017
	Comments:	Access information through GoogleDocs and teacher collaboration page. Update lessons for common areas and develop rules and procedures for playground games. The lessons need to be completed in relation to the school calendar date. Playground rules and games calendar is in development. The entire completion date is at the end of next school year (06/2017).
4. Update and or create positive Incentives & Boosters		
	Assigned to:	PBIS Team
	Target Completion Date:	11/30/2016
	Frequency:	twice a year
	Comments:	Create a positive procedures document for WOWS and SRS. Develop a procedure document for boosters specific for the Holiday and Spring WOWS (i.e., Holiday and Spring WOWs 2x amount on drawings specific to school-wide behaviors). Look at data after Holiday date and Spring date.
Implement:	Percent Task Complete:	0%

DSC1.6 - School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.(3166)			
	Index:	4	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Theresa Beach	
	Target Date:	06/15/2018	
	How it will look when fully met:	When fully implemented, a master schedule will be developed that provides time for students to access, reading, SPED, and ELD services. Other specialists will coordinate their schedule of services to optimize students' time in core instructions and any support services for which they qualify. The school's data team will coordinate and integrate services for students who qualify for academic support, based upon district assessment data. The school's TAG coordinator, in collaboration with grade-level teams, will develop enrichment materials aligned to Common Core State Standards for use with highly-skilled learners, and will coordinate and integrate the use of these materials within the classroom setting to optimize student learning. Classroom teachers will be provided time on a regular bases to collaborate with other school staff to coordinate and integrate services for their shared students.	
Tasks:			
	1. A pacing calendar will be developed so that classroom teachers, SPED, ELD and specialists are more able to align instruction across settings. There will be established monthly check-in procedures between specialists and classroom teachers through the RtI process.		
	Assigned to:	Theresa Beach	
	Target Completion Date:	06/16/2017	

	Comments:	
	2. Staff will receive trainings from the District Literacy TOSAS during District PD days 2016-2017. INSTRUCTION Critical features of MTSSI Training: Support for general education teachers, specialists and LSTs (PD provided across the year in 2-hour sessions on District PD days). - All: Critical components of whole group/small group instruction, teaching the Big 5 with a core program, creating WG/SG lesson plans, Priority Plans, Practice Sets and Shlock Templates. - LST: Teaching the Big 5 with a core program, creating WH/SG lesson plans. -Specialists: Core reading Tier 2 materials, Decoding Power, Explicit Phonics lesson.	
	Assigned to:	Jane West
	Target Completion Date:	03/31/2017
	Comments:	
	3. The RtI reading specialist teacher will collaborate with the SPED coordinator to develop, implement, and communicate an ongoing system of communication that will support Tier II and Tier III instruction in the general education setting for both classroom teachers and those specialists supporting struggling students. Continued communication will help focus the instruction across the settings, and allows for students to get additional specific strategies and skills practice to help meet the classroom learning targets, and in doing so help close the achievement gap.	
	Assigned to:	Theresa Beach
	Target Completion Date:	06/15/2018
	Comments:	
	4. Staff will receive trainings from the District Literacy TOSAS during District PD days 2016-2017. DATA-BASED DECISION-MAKING -All: Team-based roles/responsibilities, District/School/Team framework, using data to identify needs and inform instruction, sorting/targeting, incorporating data and lesson plans at data team meetings, using data to plan: ongoing and benchmarking, dat team training. -LSTs: Building Literacy Team and Data Tams: roles/responsibilities, leadership. -Specialists: Building Literacy Team: operation/structure, leadership, benchmarking (100%): goal settings, Digging Deeper Guide and Instructional Plan.	
	Assigned to:	Jim Crist
	Target Completion Date:	06/15/2017
	Comments:	
Implement:	Percent Task Complete:	0%

Comprehensive Achievement Indicators

Educator Effectiveness

EE2.1 - All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167)		
Index:	4	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Michele Reiersgaard
	Target Date:	06/15/2018
	How it will look when fully met:	Teaching teams work collaboratively during regularly scheduled grade level meetings to analyze data, make appropriate instructional adjustments, plan for lessons that clearly align with the learning objectives and reflect on their practice.

Tasks:		
	1. Train staff in implementing the newly renewed and purchased ELA curriculum.	
	Assigned to:	Jim Crist
	Target Completion Date:	02/03/2017
	Comments:	This will require district level support.
	2. Staff will be trained in developing, administering and analyzing formative assessments in reading.	
	Assigned to:	Jim Crist
	Target Completion Date:	06/09/2017
	Comments:	Will require district level support or ongoing collaboration grant funding.
	3. Collaboration time will be embedded into the teacher's work week and include Instruction, Assessment, and Data-Based Decision-Making features as received during 2016-2017 Critical Features of MTSSI Training in 2-hour sessions on District PD days as provided by District TOSA's.	
	Assigned to:	Mary Stein
	Target Completion Date:	06/09/2017
	Comments:	
Implement:	Percent Task Complete:	0%

Comprehensive Achievement Indicators

Family and Community Involvement

FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)

	Index:	4	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Treva Thompson	
	Target Date:	06/15/2018	
	How it will look when fully met:	When fully implemented, teaching staff will educate families specifically and regularly about ways they can support their child's educational progress. Information will be provided in a number of formats, including in print, in person (at parent meetings, parent/teacher conferences, and educational events), and via electronic media. Teaching staff will provide parents with clear guidelines on how to establish a reading routine, how to assure that text is appropriate to a student's reading level, and strategies to help boost students' reading skills and comprehension strategies (mirroring those we teach during the school day). Through our library program, our school will have a library of print resources which contains information related to parenting and a parent's role in their child's education. We will expand and advertise this library resource, making it more accessible to all our families! We will include suggestions for supporting learning at home in the monthly newsletter, which is made available to families in print form or electronically. As a school, we will provide our families with a cohesive guide detailing the exact skills students must master, in each grade	

level, and explaining how parents can help their student reach these goals through activities completed at home. We will also provide parents with an overview of the Common Core State Standards, which will further solidify their understanding both of what is expected of their child and of the work that lies ahead. Parent participation in and support of their children's education will steadily increase, as evidenced by the number of parents volunteering during the school day, the number of families regularly attending PTO meetings, the number of families attending back to school and classroom information nights, and the number of families attending annual parent-teacher conferences.

Tasks:

1. Identify a space and begin to gather resources for the parent lending library. Resources will include books, a computer with internet access, and information on community resources.	
Assigned to:	Karen Babcock
Target Completion Date:	12/16/2016
Comments:	
3. Create a parent survey asking for ideas/topics for parent activity nights. This survey will also ask parents what areas they need help assisting their children with learning and with parenting skills. Best days and times and barriers in attending will also be included.	
Assigned to:	Treva Thompson
Target Completion Date:	10/31/2016
Frequency:	once a year
Comments:	
4. After analyzing the data from the parent survey and PTO work session, we will establish and distribute a calendar of parent/family events for the 2016-2017 school year. Staff will select which events to attend and present information to parents. Staff will address the barriers for parents attending and make a diligent effort to personally invite all to come.	
Assigned to:	Jim Crist
Target Completion Date:	10/31/2016
Frequency:	once a year
Comments:	
5. Begin compiling materials for the parent resource section on the Ridgeview website.	
Assigned to:	Karen Babcock
Target Completion Date:	03/31/2017
Comments:	
6. By October 2018, parents will be invited to at least two parent education events as determined from the survey results.	
Assigned to:	Jim Crist
Target Completion Date:	10/31/2018
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:	Jim Crist	
	Target Date:	05/31/2017	
	How it will look when fully met:	<p>When this indicator is fully met Ridgeview Elementary will have in place a Comprehensive Achievement Planning (CAP) team that include parent representatives. Due to the unique nature of schedules, the Principal will work with Ridgeview PTO to develop an Executive Team of parent leaders to serve on the CAP team. This team will meet each Spring to discuss and develop the following for the upcoming school year:</p> <ol style="list-style-type: none"> 1) The development of plans to improve the professional growth of Ridgeview's staff; 2) The improvement of Ridgeview's instructional program, including school safety; 3) The administration of grants for professional development of teachers and classified district employees at Ridgeview. 4) Monitoring go the CAP objectives and tasks. 5) Completing task and adding new tasks. <p>During the school year, this team will meet each trimester to discuss plan development and progress. Following full implementation, the CAP team will share out communication as to the CAP through regularly held staff meetings and PTO meetings. Through the increase in shared decision making and communication Ridgeview will be more inviting and inclusive by helping family members become effective leaders within the school community. This will be measured annually through PTO survey data. That data will inform the CAP team's decision making and will inform training as necessary for the CAP team members. Data and information needed will include some or all of the following:</p> <ol style="list-style-type: none"> 1) Would you value an opportunity to participate in leading your child's school in the areas of budgeting, professional development, standards, curriculum design, district/school policy. 2) Do you feel that you lack qualifications to participate in this effort? What would you need to know more about? <ol style="list-style-type: none"> a. budgeting b. professional development c. curriculum and instruction d. district/school policy 5. What specifically would get in the way of your participating in such an effort? 	
Tasks:			
	<p>1. Share Indicator FC 3.6 with PTO leadership. Poll current PTO leadership using the following questions:</p> <p>1) Would you value an opportunity to participate in leading your child's school in the areas of budgeting, professional development, standards, curriculum design, district/school policy. 2) Do you feel that you lack qualifications to participate in this effort? What would you need to know more about? a. budgeting b. professional development c. curriculum and instruction d. district/school policy 5. What specifically would get in the way of your participating in such an effort?</p>		
	Assigned to:	Jim Crist	
	Target Completion Date:	09/30/2016	
	Frequency:	once a year	

	Comments:	Data from questions will be used yearly to guide CAP team in the inclusion process with parent leaders as well as gain information regarding the training that parents may need to become active members on the CAP team.
2. Develop calendar CAP team meeting calendar. Align CAP team meeting calendar with staff and PTO meetings for the purpose of monitoring and communicating out CAP progress.		
	Assigned to:	Jim Crist
	Target Completion Date:	09/09/2016
	Frequency:	once a year
	Comments:	CAP calendar and communication: Fall - communication should be centered around what work will be done for the year, includes when and how. Aligns with PTO calendar of events as well. Winter - communication should be centered around a mid year check in regarding what we've said we would do and where we are at in terms of getting that work done. This includes an analysis of pertinent achievement data. Spring - communication should be centered around end of year tasks and planning for the next school year. Includes an update of CAP team members and survey of parents.
3. Develop CAP team meeting calendar and agenda to monitor the cap objectives and tasks, celebrate completing of tasks, and adding new tasks..		
	Assigned to:	Jim Crist
	Target Completion Date:	06/15/2017
	Frequency:	three times a year
	Comments:	
Implement:	Percent Task Complete:	0%

FC3.8 -	School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)	
	Index:	9 (Priority Score x Opportunity Score)
Plan:	Assigned to:	Stephanie Lovdokken
	Target Date:	06/15/2017
	How it will look when fully met:	As a staff we will use a variety of tools to communicate with families including, newsletters, homework folders and or planners, and electronic communication as a means to give and receive information.
Tasks:		
1. Create a google form and send it out for staff to complete allowing us to get more information on what two-way communication forms are being used throughout the school.		
	Assigned to:	Stephanie Lovdokken
	Target Completion Date:	09/30/2016
	Frequency:	twice a year
	Comments:	The form will be used to see which forms of communication we start with and then look at what teachers add to their repertoire throughout the year.

2. Utilize a short amount of time at various staff meetings to share what forms of two way communication different teachers and/or grade levels are using in the classroom.	
Assigned to:	Jim Crist
Target Completion Date:	06/15/2017
Comments:	Staff members who use different forms of two way communication that are not being used by everyone throughout the school will share what they are using. They will give a brief demonstration of the two way communication form and share how it opens communication with the families in their classroom allowing teachers to take the new ideas back to their classroom community.
3. As a staff, decide on the top choices for two way communication by grade level and try to establish a routine for using these with families in our classroom.	
Assigned to:	Grade Level Leaders (changes yearly)
Target Completion Date:	06/15/2017
Frequency:	once a year
Comments:	Grade level teams can choose a variety of what two way communication forms work best for their grade level. They can choose two they will use as a team, but then also include more to individualize as a teacher.
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:	2	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Jim Crist
	Target Date:	06/15/2018
	How it will look when fully met:	Teachers will engage in grade level data team meetings to analyze the results of assessment(s) for two key purposes. First, to determine where common error patterns occurred so that instruction can focus on the specific areas of need. Second, to determine how to differentiate instruction to meet the needs of all learners. Teachers will continue to assess students and use the results of those assessments to adjust instruction accordingly. Teachers will give summative assessments to determine end of unit learning specific to standards. Using that data, teachers will determine which students need additional learning time to meet the standards.
Tasks:		
	1. Math - Choose a district wide math curriculum. The new curriculum should include diagnostic, formative and summative assessments that are aligned with common core.	
	Assigned to:	Larry Walker
	Target Completion Date:	06/15/2017
	Comments:	
	2. Teachers will participate in grade level team meetings that include specialists to analyze student data to appropriately place students in core interventions.	

	Assigned to:	Theresa Beach
	Target Completion Date:	06/15/2017
	Frequency:	monthly
	Comments:	
	3. Teachers will work to differentiate classroom core instruction during whole group instruction.	
	Assigned to:	Jim Crist
	Target Completion Date:	06/15/2017
	Comments:	
	4. ELA - Teachers will be trained in literacy formative assessments in the new curriculum.	
	Assigned to:	Jane West
	Target Completion Date:	06/15/2018
	Comments:	
	5. Create grade level "instructional planning" meetings. Plan will include gathering data, using formative assessments to create instruction in whole group instruction, small group instruction, and student placement in flexible groupings. Include SPED and LST in meetings.	
	Assigned to:	Theresa Beach
	Target Completion Date:	01/31/2018
	Comments:	
Implement:	Percent Task Complete:	0%