

Comprehension Achievement Plan

Comprehensive Achievement Indicators

District and School Structure and Culture

Indicator	DSC1.2 - The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.(3162)	
	Describe current level of development:	<p>Our school vision statement is "Believe and Achieve," which was adopted by staff a few years ago. Our school improvement plan is mostly reflected through the Title Plan, which was written up by the principal through indirect input by various building teams (Literacy Team would lead staff through the district process of setting reading goals; the principal would set similar goals around math; PBIS team would set goals around behavior; the principal would set informal goals with PTA around parent involvement vision.</p> <p>The school mission statement hasn't been visited by staff for many years: our Riverbend school community provides a safe, caring and respectful environment that fosters learning as a way of life; encourages academic risk-taking and creative thinking; builds a strong foundation of literacy, mathematics, science and arts; where each day, learning creates opportunities to see the world through new eyes.</p>
Plan	Assigned to:	Principal Lange
	How it will look when fully met:	<p>Riverbend will have an effective and current mission statement that will be adopted by all stakeholders through a facilitated process by a third party consultant. This mission statement will reflect the collective values we established through guided process with the consultant; which will include the equity work, Skillful Teacher, and Eric Jensen professional development staff has partaken in.</p> <p>Once the mission and vision statements are complete we will post in every classroom and throughout the school. Staff will create a song and/or chant for our Monday Morning meeting that represents our Mission Statement. It will be referred to when given positive reinforcement and our community will be a living representation of our Mission Statement. This statement will be added to our Student Handbook/Calendar and school letterhead. It will be visible in our school's common areas for students, families and community members. It will be posted on our social media networks, shared at all school events to expose a broader range of stakeholders to our mission and vision statement.</p>
	Target Date:	09/01/2017
	Tasks:	
	1. Facilitate a process for staff to work together to create a mission statement.	
	Assigned to:	Principal Lange
	Added date:	06/23/2016
	Target Completion Date:	06/30/2017
	Comments:	I would recommend that a neutral person come in to facilitate this process.
	2. Find a consulting agency to facilitate this process.	
	Assigned to:	Principal Lange

	Added date:	09/26/2016
	Target Completion Date:	10/31/2016
	Comments:	Talk to Mike Donnelly and/or U of O for consultant. Chat with principle that have all ready taken on this task. Suzy is a great resource and Dave Collins. Talk to Marsha Moyer about resources and see if we can look at getting the fee reduced.
3. Song and/or chant created for Mission statement		
	Assigned to:	Bryan Reed/ Amy Danziger
	Added date:	09/26/2016
	Target Completion Date:	09/01/2017
	Comments:	Ask Bryan and/or Amy to come up with something special. This cannot happen until we complete this process.
4. Create posters for all classrooms and common places in the school.		
	Assigned to:	Crissy Buck
	Added date:	09/26/2016
	Target Completion Date:	09/01/2017
	Comments:	Crissy will reach out to other staff such as Sara Burgin and Alicia Cave create a PDF for posters and signs throughout the building.
5. Create a page in our student handbook about our mission and vision statement. Also add to letter head for the school.		
	Assigned to:	Terri Elliott
	Added date:	09/26/2016
	Target Completion Date:	06/30/2017
	Comments:	Ask Terri to place in the handbook so we can print this information on the calendar and letterhead.
6. Add to FB and social media. Add to our website.		
	Assigned to:	Bryan/Eva
	Added date:	09/26/2016
	Target Completion Date:	09/01/2016
	Comments:	Bryan FB and Eva website

Educator Effectiveness

Indicator	EE2.1 - All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167)	
Describe current level of development:	As a result of discussions about the effectiveness of collaboration, grade level teams plan together regularly. There is time set aside weekly in the schedule for teams to meet together. Our staff does feel that we need a better system for classroom teachers to align supports and standards with specialists. This step would require clear alignment through all teachers at each grade level. Time and trust is needed across the system for this to happen effectively. The area that needs the most improvement is around educational assistants. These individuals need systematic instruction centered around a variety of instructional modes. The Title I teacher is targeting this for the 2016-2017 school year. Teachers need to have time to collaborate with their educational assistants on a regular schedule.	

Plan	Assigned to:	Crissy Buck
	How it will look when fully met:	Grade level teams will meet on a weekly basis to ensure the alignment of curriculum and resources to meet the common core standards, vertical alignment, find or create formative assessments, and use common academic language. Once every 6 weeks grade levels will meet with specialist to look at data, discuss effective instruction and evaluate student growth, adjusting instruction and resources accordingly. Title teacher will observe and work with EA's improve instruction and support with group management. Teachers and Ea's will have common time to plan and discuss modes of instruction during building early release days.
	Target Date:	06/15/2017
	Tasks:	
	1. Re-establish clear norms for collaborative grade level planning and common planning template, including a meeting schedule and a clear way to share plans to all stakeholders.	
	Assigned to:	Crissy Buck
	Added date:	06/23/2016
	Target Completion Date:	09/30/2016
	Frequency:	twice a year
	Comments:	> Put weekly collaborative grade level planning time on the OWA staff calendar. > Get input from Specialists about which key components from shared lesson plans are helpful/useful/usable. > Get teacher/specialist input for how best to share their grade level plans (Google Docs, Dropbox, etc.), then establish ONE common system and structure to share out so that it is manageable for all stakeholders. > Establish expectations that grade level teams share out plans on a weekly basis, based on prior input. > Follow the GLT and RTI manual.
	2. Grade level teams who have Title support for targeted reading need to establish a routine for teachers to be able to meet and share plans with the push-in support staff.	
	Assigned to:	Tiffanie Blake
	Added date:	06/23/2016
	Target Completion Date:	11/01/2016
	Frequency:	once a year
	Comments:	> Give grade level teams time to discuss how best to structure time for teachers to meet with targeted reading support staff. > Grade level teams will need to share their plans with Title teacher, who can communicate this plan with the Title EAs.
	3. Support instructional growth (e.g. behavior management, engagement, curriculum support, best practices so curriculum is used with fidelity, clarity of objectives, formative assessment, etc.) for Educational Assistants by including them in professional growth opportunities, and district trainings.	
	Assigned to:	Tiffanie Blake
	Added date:	06/24/2016
	Target Completion Date:	01/31/2017
	Frequency:	monthly

Comments:	<p>> In an effort to support instructional growth, Instructional Coach, Title Teacher, Special Education Teachers, and Principal can all give verbal and/or written observational feedback to instructional Educational Assistants.</p> <p>> Principal needs to communicate appropriate/relevant/affordable PD opportunities to instructional EAs, giving them plenty of notice to increase the likelihood of their attendance/participation. These opportunities should be communicated through OWA Calendar invitations, and these dates/times/agendas should also be shared with Specialists so they can encourage them to attend and support their growth.</p> <p>> Defer to Life Skills Teacher regarding level of involvement for Life Skills EAs (some trainings may not be relevant)</p>
4. All available instructional staff will attend mandatory HMH trainings for our new reading curriculum and fully participate in its implementation.	
Assigned to:	Principal Lange
Added date:	09/26/2016
Target Completion Date:	06/16/2017
Comments:	Teachers will attend all district provided HMH trainings. Principal Lange will work with the title teacher and SPED staff to arrange for other instructional staff to receive trainings.
5. Teachers will participate in building level professional development around formative assessment.	
Assigned to:	Crissy Buck
Added date:	09/26/2016
Target Completion Date:	06/16/2017
Comments:	Building level professional development time will allotted throughout the year to work on formative assessment so that teachers have a common understanding of formative assessment and resources.
6. Ensure educational assistants who provide reading instruction receive professional feedback by setting aside funds for 3 professional development opportunities for EAs per year. Principal Lange will cover a 1/2 day sub to allow the title teacher to observe EAs and provide feedback.	
Assigned to:	Principal Lange
Added date:	09/26/2016
Target Completion Date:	06/16/2017
Frequency:	three times a year
Comments:	>Principal Lange and Tiffanie Blake will need to work together to schedule these opportunities. Principal Lange may also offer professional feedback.

Family and Community Involvement

Indicator	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)	
Describe current level of development:	Currently the compact and student handbook are given to parents each year in English and Spanish. The district and Riverbend's Facilitating Teacher updates these two documents each year.	
Plan	Assigned to:	Brittany Waters
How it will look when fully met:	Documents will be completed through a collaborative process with stakeholders, translated in Spanish, and available for staff and families	

		to access through various media (parent/teacher conferences, open house, mailings, website, Facebook).
	Target Date:	01/31/2017
	Tasks:	
	1. Translate documents to be disseminated to families.	
	Assigned to:	Rocio Sanchez
	Added date:	06/24/2016
	Target Completion Date:	06/15/2017
	Frequency:	monthly
	Comments:	<ul style="list-style-type: none"> > Rocio should check in with Principal once per month to see if there are any documents that need to be translated and/or created. > Rocio can call on Cathy Ramos for assistance, when necessary.
	2. Parents Teacher Association is a collaborative partner in revising the Comprehensive Achievement Plan.	
	Assigned to:	Principal Lange
	Added date:	06/24/2016
	Target Completion Date:	09/30/2016
	Frequency:	once a year
	Comments:	Principal should bring this CAP document to review at a fall PTA meeting to gather input, feedback, and ideas for improvement.
	3. Compacts reviewed and signed with parents.	
	Assigned to:	Amy Halley
	Added date:	06/24/2016
	Target Completion Date:	10/14/2016
	Frequency:	once a year
	Comments:	<ul style="list-style-type: none"> > Revise/update document so it is accurate and more concise. > Have document translated into Spanish. > Send revised document to print shop, with one side English, one side Spanish. Order one copy per student. > Distribute copies to teachers so that they can give to students. > Principal should review contents of document with parents at Curriculum Night, then teachers can have parents sign compact (and discuss with child) in the classroom that evening. > Principal is encouraged to give monthly reminders about content in the compact on Facebook, Remind, etc.
	4. Survey is developed and sent to families electronically.	
	Assigned to:	Brittany Waters
	Added date:	09/26/2016
	Target Completion Date:	04/30/2016
	Comments:	CAP team will discuss and develop survey to be completed electronically by Riverbend families. Brittany will make sure the data gets back to those responsible for the revisions of major documents.
	5. Compact and student/parent handbook to be revised and updated using various forms of feedback received.	
	Assigned to:	Principal Lange
	Added date:	09/26/2016

	Target Completion Date:	06/30/2017
	Frequency:	once a year
	Comments:	Deb, Crissy, Terri, and April will be involved in this process.
	6. Student/parent handbook and compact to be printed and dispersed to each family through classroom teacher.	
	Assigned to:	Principal Lange
	Added date:	09/26/2016
	Target Completion Date:	06/30/2017
	Frequency:	once a year
	Comments:	Deb, Crissy, Terri, and April will be involved in this process.
	7. School improvement plan, student/teacher handbook, and compact will be uploaded to the Riverbed website so they are accessible to all families.	
	Assigned to:	Bryan Reed, Eva LaMar, Collette Trotter
	Added date:	09/26/2016
	Target Completion Date:	06/30/2017
	Comments:	
Indicator	FC3.8 - School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)	
	Describe current level of development:	School staff use multiple forms of media to communicate with parents and families including: report cards, newsletters, bulletin boards/posters, reader board in front of the school, phone calls, Remind, Class Dojo, classroom websites, Facebook pages, Twitter, and auto dialer calls. Family Center Coordinator uses a stand up whiteboard in the entryway and center of the school before and after school. The Family Center Coordinator translates these messages into Spanish. Furthermore, our ELD Educational Assistant and Family Center Coordinator are both available to translate newsletters, autodialer messages, and conversations.
Plan	Assigned to:	Principal Lange/Crissy Buck
	How it will look when fully met:	Riverbend's staff works to facilitate communication with parents. Teachers communicate with parents at conferences. Teachers also provide three progress reports throughout the year on academic progress. Special education and Speech/Language teachers and the English Language Learners teachers also send out reports on progress toward individualized goals with the report cards. Staff use tools to keep two-way communication open. Examples of tools used by staff within the building include email, newsletters, direct phone calls, and texting apps. Often the staff encounters barriers to communicating with parents including chronically disconnected phone lines. Riverbend staff is constantly problem solving ways to maintain communication with hard-to-contact parents. Additionally, teachers make themselves available before and after school to meet with parents. There needs to be agreements, consistency, and a menu of media in which ALL certified staff will communicate with families.
	Target Date:	06/16/2017
	Tasks:	
	1. All classroom teachers will be utilizing Class Dojo, Facebook, Remind, or another electronic option to communicate feedback to families. Staff will have professional development on how to use it and get invitations out to families.	
	Assigned to:	Christine Ancell

	Added date:	06/24/2016
	Target Completion Date:	10/28/2016
	Comments:	<ul style="list-style-type: none"> > PD day scheduled > Parent/Guardian phone numbers from Synergy can be copied/pasted to invite them to various communication formats. > A challenge at Riverbend is to keep phone numbers current; this issue could be brought up at a PTA meeting in an effort to brainstorm a solution. > Reminders to parents to sign up for their classroom teacher's method of communication should be given out at every opportunity (Facebook, newsletters, Curriculum Night, conferences, etc.) > Teachers are encouraged to message parents about academic concerns prior to report cards showing that a student is performing below grade level.
2. Provide a volunteer orientation/training to Riverbend volunteers.		
	Assigned to:	Rocio Sanchez
	Added date:	06/24/2016
	Target Completion Date:	11/18/2016
	Frequency:	once a year
	Comments:	<ul style="list-style-type: none"> > Rocio would need to get input about content of training from PTA (September PTA meeting), teachers, principal. > Invitation to come to training could be promoted at Curriculum Night and on Facebook. > Volunteer forms should be distributed to teachers prior to Curriculum Night so they are ready to promote parent volunteers and the training.
3. Regularly update reader boards in front of building.		
	Assigned to:	Rocio Sanchez
	Added date:	06/24/2016
	Target Completion Date:	09/16/2016
	Frequency:	weekly
	Comments:	<ul style="list-style-type: none"> > Rocio should check OWA calendar and update manual reader board weekly to ensure that the information is timely. > Administrative secretary should set up and regularly update electronic reader board in office window.
4. Principal should send out Facebook reminders/messages at least weekly regarding school events, positive parenting tips, school support advice, names of Students of the Month (first names only), etc.		
	Assigned to:	Principal Principal
	Added date:	06/24/2016
	Target Completion Date:	08/31/2016
	Frequency:	twice weekly
	Comments:	<ul style="list-style-type: none"> > Check with Terri regarding students who have media restrictions. > Principal may want to set a OWA calendar reminder twice per week to help establish a routine.
5. Create and administer parent survey to gather input about multiple aspects of the school:		
<ul style="list-style-type: none"> > PBIS feedback > evening parent events (preferred types of events, times, etc.) 		

Assigned to:	Principal Lange
Added date:	06/24/2016
Target Completion Date:	12/16/2016
Comments:	<ul style="list-style-type: none"> > PBIS Team should create the PBIS portion of the survey. > PTA should have input on contents of survey. > Survey link can be shared out by classroom teachers, Principal, school Facebook page, etc.

Teaching and Learning

Indicator TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)

Describe current level of development:	Weekly team meetings used to plan collaboratively. Systematically we are not all using data in our discussions on a regular basis. Currently curriculum does not have assessments to fit the standards (with the exception of KG). Targeted small group reading time is a place where teachers often differentiate reading instruction for students.
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Plan Assigned to: Principal Lange

How it will look when fully met:	Grade level teams plan together weekly to establish common student learning objectives around reading, writing and math. Grade level teams also regularly use common formative assessments and discuss results. The formative assessments are part of the curriculum, designed by teams, and/or pulled from other sources, and they are based on the CCSS. Data from these assessments will be used to plan for and guide multi-tiered instruction.
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Target Date: 06/14/2018

Tasks:

1. Ensure that weekly collaboration time is scheduled and protected for grade level teams.

Assigned to: Principal Lange

Added date: 06/24/2016

Target Completion Date: 08/26/2016

Frequency: weekly

Comments: > Schedule weekly grade level team meetings on the staff OWA calendar.

2. Create a scope and sequence for professional development with developing formative assessments and using the data to guide multi-tiered instruction as the focus.

Assigned to: Crissy Buck

Added date: 09/27/2016

Target Completion Date: 10/31/2016

Comments: > Include specific dates on the OWA calendar
> Conduct a survey to see staff needs and/or wants
> Work closely with leadership team and/or instructional team to help create this calendar.

3. Grade level teams will be given guidance around what data they should bring to multi-tiered instructional meetings.

Assigned to: Tiffanie Blake

Added date: 06/24/2016

Target Completion Date: 05/22/2017

	Frequency:	four times a year
	Comments:	<ul style="list-style-type: none"> > For 2nd through 5th grade, it makes sense for teachers to bring data around 1 minute timings and yellow box assessments for guided reading levels. > For 1st grade, it makes sense for teachers to bring data for high frequency word assessments and/or yellow box word lists. > For kindergarten teachers, it makes sense for teachers to bring data for letter sounds, letter names, phoneme segmentation. > Teachers should bring student data for end of unit assessments for the core reading program. > Teachers should bring student data for math assessments. > Teachers can use assessment Vue.
4. Teachers need training on multi tiered systems.		
	Assigned to:	Crissy Buck
	Added date:	09/27/2016
	Target Completion Date:	05/29/2017
	Frequency:	four times a year
	Comments:	<ul style="list-style-type: none"> > What do multi tiered systems look like? > How are they used here at Riverbend? > How could they be used more effectively? > What does multi tiered instruction look like?
5. Professional development must be planned/designed to support teacher growth in the area of using/designing/finding common formative assessments and the resulting data.		
	Assigned to:	Crissy Buck
	Added date:	06/24/2016
	Target Completion Date:	06/14/2018
	Frequency:	monthly
	Comments:	<ul style="list-style-type: none"> > Instructional Leadership Team will take the lead in this PD opportunity. > There is time allocated for professional development. It is essential that there is a clear scope and sequence for the year 2016-2017. > LSTs will be a good resource during 2016-17 school year, as they will get regular information/support about the new HMH curriculum. > Resources for math formative assessments are linked on the Instruction page of the district Intranet. > Due to the reading curriculum adoption, it is recommended that the primary focus for 2016-17 common formative assessments be in the area of literacy. > It is critical to give teachers TIME to process, apply, and make use of new information during PD opportunities. > The instructional coach will be a resource to teachers.
Technical and Adaptive Leadership		
Indicator	LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)	
	Describe current level of development:	<p>Teams are continually evaluating and reflecting on learning data. Teams give input around data, which results in a SIP. Improvement needs to be made in the area of formalizing this process. CAP team has been created and will be meeting regularly.</p> <p>There is a need to recruit more participation from parents and</p>

		<p>community to be part of this process. However, staff are afforded an opportunity to review and approve the plan. Our school-wide plan is monitored and revised by our principal and Leadership Team. Our building teams look at fidelity and outcome data for our school-wide behavior efforts on a regular basis and use both to form an action plan for school improvement. For our literacy efforts, we look at student outcome data regularly through our RtI processes and model.</p> <p>Each year, school achievement data will be reviewed, and the Comprehensive Achievement Plan will be revised in response to this data.</p>
Plan	Assigned to:	Principal Lange
	How it will look when fully met:	A comprehensive checklist will be created or used from Indistar to monitor and evaluate the CAP plan. The CAP Team will meet regularly throughout the year to review tasks and status of goals. In the Spring of the school year we will meet to review collected data from all stakeholders to ensure that the implementation is successful. If progress is not being made, plans will be revised accordingly.
	Target Date:	06/30/2017
	Tasks:	
	1. Add monthly CAP meetings to the OWA staff calendar and invite team. If meetings are not necessary based on the timeline of included tasks, meetings will be canceled.	
	Assigned to:	Principal Lange
	Added date:	06/24/2016
	Target Completion Date:	09/02/2016
	Frequency:	monthly
	Comments:	> Review task timeline a week prior to the CAP meetings to ensure that meeting is necessary. Set agenda the week prior and send out to team.
	2. Create comprehensive checklist of tasks/dates related to Comprehensive Achievement Plan. Send out regular reminders to staff who have been assigned a role in the completion of these tasks.	
	Assigned to:	Principal Principal
	Added date:	06/24/2016
	Target Completion Date:	09/30/2016
	Frequency:	monthly
	Comments:	
	3. Budget for and schedule a May/June CAP team meeting for purposes of review and forward planning.	
	Assigned to:	Principal Principal
	Added date:	06/24/2016
	Target Completion Date:	03/03/2017
	Comments:	> Write proposal for use of collaboration grant funding to meet with CAP Team after school gets out. Budget use of funding for this cost. > Schedule meeting and send out calendar invitation of OWA.