

# 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.

June 26, 2017

**Thurston Elementary School** NCES - 411167000587

Springfield SD 19

Comprehensive Achievement Indicators

Key Indicators are shown in **RED**

<b>Comprehensive Achievement Indicators</b>	
<b>District and School Structure and Culture</b>	
<b>DSC1.1 -</b>	<b>The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)</b>
	Index: 9 (Priority Score x Opportunity Score)
<b>Plan:</b>	Assigned to: Nicki Gorham
	Target Date: 01/08/2018
	How it will look when fully met: When fully implemented, Thurston Elementary will have a school environment in which all students feel welcome and safe. Thurston Elementary School will establish a clear, consistent, and effective approach to address the social/emotional needs of all students using a culturally inclusive lens. 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 at 80% fidelity at

all three tiers of implementation.

Tasks:

1. Teachers will attend and fully participate in district equity trainings and implement culturally competent practices.

Assigned to: Nicki Gorham

Target Completion Date: 06/15/2017

Comments:

2. PBIS Team will review Tier 1 universal supports with all staff during Inservice week. A Fall teaching schedule will be created for teachers to review school rules and playground expectations.

Assigned to: PBIS Team

Target Completion Date: 09/30/2016

Comments: School wide expectations for computer use will be added to the behavior matrix.

Task Completed: 09/30/2016

3. Institute Tier 2 CICO tenets. These tenets include: identification of Tier 2 students that are reinforced by adult attention, implementation of school-wide CICO point card, fidelity of implementation of marking the point card, institution of data collection system and process for phasing students off of CICO when ready.

Assigned to: Katie Stiles/Nola Kari

Target Completion Date: 06/15/2017

Comments:

Task Completed: 12/16/2016

4. The Tier 3 team will implement the tenets of Tier 3 Intensive supports for Tier 3 students. These tenets will include: creation of Tier 3 support team, identification of Tier 3 students, development of behavior support plans for Tier 3 students, behavior plan implementation, and data collection system for monitoring.

Assigned to: Tier 3 Team

Target Completion Date: 06/16/2017

Comments:

5. Determine level of Universal features for Tier 1, 2 & 3 (TFI) and create a plan for 80% implementation of all three tiers

Assigned to: PBIS team

Target Completion Date: 06/16/2017

	Comments:	May 11, 2016 Tier 1 93% Tier 2 92% Tier 3 82%
		Feb. 13, 2017 Tier 3 54%
	Task Completed:	02/15/2016
Implement:	Percent Task Complete:	60%

## Comprehensive Achievement Indicators

### Educator Effectiveness

<b>EE2.2 -</b>	<b>All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.(3168)(SIG)</b>		
	Index:	9	(Priority Score x Opportunity Score)
<b>Plan:</b>	Assigned to:	Apyl Smith	
	Target Date:	06/15/2017	
	How it will look when fully met:	When fully implemented, TES will adhere to a comprehensive research based core reading and math program. The components of Oregon's K-12 Literacy Framework will serve as the focus of literacy instruction. Best practices pertaining to math will be implemented building wide. Through ongoing professional development, teachers will have deepened and expanded their repertoire of instructional strategies, including those learned during Red Book training.	
<b>Tasks:</b>			
	1. Red Book training for ALL certified staff members		
	Assigned to:	Nicki Gorham	
	Target Completion Date:	06/08/2017	

	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>06/08/2017</b>
	2. All teachers will complete the 3 district level training days focused on the Journeys curriculum.	
	Assigned to:	All certified staff members
	Target Completion Date:	06/15/2017
	Comments:	Small group Whole group Assessment  Will be completed May 12, 2017
	<b>Task Completed:</b>	<b>05/12/2017</b>
	3. Grade level team collaboration regarding the critical features of literacy instruction found within the Journeys curriculum.	
	Assigned to:	Grade level teams
	Target Completion Date:	06/15/2017
	Frequency:	four times a year
	Comments:	Early Release and/or Building Collaboration days can be used to complete this task.
	<b>Task Completed:</b>	<b>06/08/2017</b>
	4. Institute RTI grade level team meeting protocol K-5.	
	Assigned to:	Nola Kari
	Target Completion Date:	12/15/2017
	Comments:	
	<b>Task Completed:</b>	<b>04/11/2017</b>
	5. 2016-2017 master schedule that allows for 90 min. of literacy instruction per day for all students. Students who are not at benchmark will receive an additional 30 min. of intervention.	
	Assigned to:	Nicki Gorham, with scheduling team
	Target Completion Date:	09/07/2016
	Comments:	
	<b>Task Completed:</b>	<b>10/24/2016</b>

6. Grade level RTI meetings will determine the needs of intensive and strategic students, with regard to the Core Curriculum and intervention supports.		
Assigned to:		Nola Kari, Sandy Nelson, and Nicki Gorham
Target Completion Date:		06/15/2017
Frequency:		weekly
Comments:		Grade Level RTI meetings will occur on a 6 week rotation cycle
Task Completed:		04/11/2017
7. Utilize grade level pacing guides to ensure consistency, alignment and communication of practice.		
Assigned to:		grade level teams
Target Completion Date:		06/15/2018
Frequency:		twice a year
Comments:		
8. Complete the Reading Tiered Fidelity Inventory (RTFI). Develop an action plan for implementing improvements.		
Assigned to:		Nicki Gorham
Target Completion Date:		06/15/2016
Comments:		
Task Completed:		04/10/2017
Implement:	Percent Task Complete:	88%

<b>EE2.5 - All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.(3171)</b>		
Index:		6 (Priority Score x Opportunity Score)
<b>Plan:</b>	Assigned to:	Roseann Coe
	Target Date:	06/16/2017
	How it will look when fully met:	When fully implemented, classroom teachers have aligned class-wide management strategies to school-wide expectations and PBIS systems that encourage consistency and reduce confusion for all learners. All teachers have established what specific student expectations look like for various student routines (e.g., transitions, signaling for student responses, small group instruction, learning centers). Additionally, both acknowledgement and correction systems apply to classroom and non-classroom settings. Teachers have a range of

correction procedures to discourage student problem behavior that are linked to the school-wide discipline system and teachers have a range of opportunities to celebrate academic and behavioral successes. Teachers utilize effective engagements strategies and students are engaged in learning at high levels.

Tasks:

1. PBIS will review the school-wide plan for school expectations and universal supports with all staff during Inservice week. Teachers will develop classroom rules and expectations that align to school-wide rules. Correction systems are developed in each classroom.

Assigned to:	PBIS Team
Target Completion Date:	12/15/2016
Comments:	See previous years' notes/handouts
<b>Task Completed:</b>	<b>12/16/2016</b>

2. Individual classroom teachers will identify effective behavior management strategies and share them with other staff members, creating a repertoire of strategies used school-wide.

Assigned to:	Nicki Gorham
Target Completion Date:	12/15/2017
Comments:	

3. Grade level teams will determine the scope, sequence, and scheduling of whichever program has been assigned to their grade (ie Kelso Choices, Steps to Respect, etc.) and implement with fidelity.

Assigned to:	Katie Stiles
Target Completion Date:	12/15/2017
Comments:	Kelso K-4

4. Principal will allot explicit time for Certified teachers to train EAs on effective engagement strategies.

Assigned to:	Nola Kari
Target Completion Date:	06/16/2017
Frequency:	monthly
Comments:	Nola meets with EAs every Friday and during Early Release.
<b>Task Completed:</b>	<b>04/19/2017</b>

		5. Professional Development aligned to effective behavior management strategies will be developed, and Classified staff will attend this training.	
		Assigned to:	Nicki Gorham
		Target Completion Date:	12/15/2017
		Frequency:	once a year
		Comments:	<p>The above task will be conducted during an EA meeting on an Early Release day.</p> <p>-Confidence in Crisis Training w/Janet.          -Some EAs went to District Level PD on early release          -Beginning of the year all staff PBIS training          -Eric/Alison met with Kinder EAs to provide training</p> <p>Continued Need:          Active Supervision on playground.</p>
<b>Implement:</b>	Percent Task Complete:		40%

**Comprehensive Achievement Indicators**

**Family and Community Involvement**

<b>FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)(SIG)</b>			
	Index:	9	(Priority Score x Opportunity Score)
<b>Plan:</b>	Assigned to:	Jocelyn Mendelsohn	
	Target Date:	06/15/2018	
	How it will look when fully met:	<p>When fully implemented, TES will have developed strong relationships between parents and the school community. Parents will be integrated into the school and personal relationships will be built between parents and teachers. As our community and population are changing, we will provide outreach to bilingual families to encourage their participation by translating communications and offering multi-cultural opportunities. High levels of parent involvement will be present. Communication with the TES community as a whole will be regular and in multiple forms (i.e. electronic, flyers, reader board, etc.).</p>	
<b>Tasks:</b>			

1. School-wide communication will be provided to families in their first language. Interpreting services will be utilized when necessary.		
	Assigned to:	ELD Teacher/District support
	Target Completion Date:	12/15/2017
	Frequency:	monthly
	Comments:	ELD teacher will need the parent newsletter from Kathy Laird each month.
2. Incentive will be used to motivate parents to attend Family Involvement events (Parent Group Meetings, Curriculum Night, etc.)		
	Assigned to:	Nicki Gorham
	Target Completion Date:	12/15/2017
	Frequency:	monthly
	Comments:	We need to solicit donations or see what we already have available for incentives.
3. TES Parent Group meeting notifications will be in multiple forms: fliers, emails, Synervoice call, reader board, monthly newsletter.		
	Assigned to:	Kathy Laird, with Parent Group President
	Target Completion Date:	06/15/2017
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>04/19/2017</b>
4. Provide information/trainings to help all families understand child and adolescent development and establish home environments that support children as students.		
	Assigned to:	Nicki Gorham
	Target Completion Date:	06/15/2017
	Frequency:	monthly
	Comments:	
5. Design and conduct effective two-way communication about school programs and children's progress.		
	Assigned to:	Nicki Gorham
	Target Completion Date:	06/15/2017



	Comments:	Class Dojo email K-2 Daily folders Remind app
	Task Completed:	04/19/2017
	6. Recruit and organize help and support for school programs and student activities.	
	Assigned to:	Parent Teacher Group
	Target Completion Date:	06/15/2017
	Comments:	
	Task Completed:	04/19/2017
	7. Include parents in school decisions and develop parent leaders. A parent representative will be included on the School Improvement Team. Attendance of parents at Parent Group meetings will be bolstered.	
	Assigned to:	Nicki Gorham
	Target Completion Date:	12/15/2017
	Comments:	
	8. Identify and integrate resources and services from the community to strengthen and support schools, students, and their families.	
	Assigned to:	Nicki Gorham
	Target Completion Date:	06/16/2017
	Frequency:	three times a year
	Comments:	Springfield School Health Center Options Counseling Presentation to staff March 17, 2017 Brattain House Thanksgiving baskets Food drives Socktober
	Task Completed:	04/19/2017
Implement:	Percent Task Complete:	50%

## Comprehensive Achievement Indicators

### Technical and Adaptive Leadership

**LDR5.3 - School leadership has established team structures with clear and specific duties. (3187)**

	Index:	6	(Priority Score x Opportunity Score)
<b>Plan:</b>	Assigned to:	Nicki Gorham	
	Target Date:	06/16/2017	
	How it will look when fully met:	When fully implemented, Thurston Elementary School has established collaborative leadership teams of staff (including administrator, teachers, and specialists) that focus on planning and implementing critical school-wide initiatives. Each team uses effective team operating procedures, including regular meetings, agenda, minutes, defined roles, and a current action plan. Additionally, leadership teams assign individual members with specific roles and articulate those responsibilities within the roles through team agreements.	
<b>Tasks:</b>			
	1. At the beginning of the year, all teachers will receive a master schedule of all team meetings.		
	Assigned to:	Nicki Gorham	
	Target Completion Date:	09/30/2016	
	Frequency:	once a year	
	Comments:	See Brooke's master meeting schedule from 2015-6.	
	<b>Task Completed:</b>	<b>09/16/2016</b>	
	2. Principal will create a list of teams, descriptors, and members for all certified staff to have as a resource, in case of teacher questions or concerns.		
	Assigned to:	Nicki Gorham	
	Target Completion Date:	09/30/2016	
	Frequency:	once a year	
	Comments:	See Brooke's master list from 2015-16.	
	<b>Task Completed:</b>	<b>09/16/2016</b>	
	3. During the first team meeting of the year, the team's responsibilities will be explicitly reviewed, including the task of sharing with grade level team members. Also during this first meeting, roles will be defined and assigned.		
	Assigned to:	Nicki Gorham	
	Target Completion Date:	09/30/2016	
	Frequency:	once a year	
	Comments:		

	4. At the beginning of each team meeting, either an agenda will be provided or an objective shared, to focus the team's work.	
	Assigned to:	Nicki Gorham
	Target Completion Date:	06/16/2016
	Frequency:	monthly
	Comments:	
	Task Completed:	04/19/2017
Implement:	Percent Task Complete:	75%

### Comprehensive Achievement Indicators

#### Teaching and Learning

<b>TL4.4 -</b>	<b>All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)(SIG)</b>	
	Index:	6 (Priority Score x Opportunity Score)
<b>Plan:</b>	Assigned to:	Cheri Westerkamp
	Target Date:	06/15/2018
	How it will look when fully met:	<p>Through the implementation of multi-tiered systems of support and instruction, when fully implemented Thurston Elementary delivers effective instruction to all students, while understanding that some students will still struggle to learn the content and need additional support to master content and skills. We have established school-wide, grade level, and intervention-focused Leadership Teams that: (1) meet regularly and adhere to effective meeting processes, (2) plan instruction, (3) examine valid and reliable data to make important decisions about students, (4) ensure students have timely access to highly effective supplemental and intervention programs, and (5) monitor fidelity of systems and instructional program implementation and make adjustments when needed.</p> <p>The Building Literacy Team is responsible for:          Creating a school-wide reading plan that supports students' mastery of the Big Ideas of reading and common core state standards. The plan uses multiple data sources including high stakes summative data, universal screening, and fidelity data. The school-wide reading plan also includes specific activities to achieve SMART goals: including how to deliver effective</p>

instruction during whole group, and differentiated small group instruction within the 90 minute core reading block; as well as specific plans for assigning and monitoring students in intervention.

Grade Level Teams are responsible for:  
 An Instructional Plan is developed at each grade level and includes the following: grade-level instructional goals that are aligned with the Big Ideas of Reading and state standards. Teachers also attend to whole and small-group differentiation of core reading curriculum materials to address students with a continuum of reading skills

**Tasks:**

1. Grade level data team meetings will take place every 6 weeks, with an emphasis on looking at EasyCBM progress monitoring data and in-program assessments.

Assigned to: Nola Kari, Sandra Nelson, and Nicki Gorham

Target Completion Date: 06/15/2017

Frequency: weekly

Comments:

2. Principal will allot explicit time for Certified teachers to meet with Classified EAs to discuss academic progress and adjusting instructional strategies.

Assigned to: Nicki Gorham

Target Completion Date: 06/16/2017

Frequency: monthly

Comments:

**Task Completed:** 04/19/2017

3. Reading specialist and general education teachers will progress monitor students at an instructional level regardless of grade level.

Assigned to: Nola Kari/Grade Level Teachers

Target Completion Date: 06/15/2017

Frequency: twice monthly

Comments:

**Task Completed:** 04/19/2017

4. Progress monitor intensive students every 1-2 weeks and strategic students every 3-4 weeks.		
Assigned to:		Nola Kari/Grade Level Teachers
Target Completion Date:		06/16/2017
Comments:		
5. All teachers will teach all areas of reading with focused instruction on the targeted area/skill.		
Assigned to:		Nola Kari/Grade Level Teachers
Target Completion Date:		06/16/2017
Comments:		
6. Move students from different measures when they have mastered the skill set.		
Assigned to:		Nola Kari/Grade Level Teachers
Target Completion Date:		06/16/2017
	Frequency:	monthly
Comments:		
7. Progress monitor students using probes from basic to complex:		
o Initial Sound Fluency (DIBELS)		
o Phoneme Segmentation		
o Letter Sounds		
o Nonsense Word Fluency (DIBELS)		
o Word Reading		
o Passage Fluency		
o Comprehension		
Assigned to:		Nola Kari/Grade Level Teachers
Target Completion Date:		06/16/2017
	Frequency:	monthly
Comments:		
Task Completed:		04/19/2017
Implement:	Percent Task Complete:	43%