

Comprehensive Plan Report

Activity in the last 3 months

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

9/25/2015

PORTLAND ELEMENTARY SCHOOL NCES - 50004201282

Hamburg School District

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/10/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school incorporates teams, but I can't find where it is official policy. We have Student Support Teams that meet every other Wednesday to discuss Tier II students, student health issues, behavior, RTI, etc. Our School Community Council does not have a scheduled time to meet.	
Plan	Assigned to:	Sarah Sabbatini	
	How it will look when fully met:	When this objective is fully met, our School Community Council will be meeting on a regular, scheduled basis. The council will develop a mission statement and will conduct monthly meetings to further the mission. The personnel policy committee will develop a policy for required teams and team structure to present to the school board. Evidence will be the board policy and minutes of the School Community Council meetings.	
	Target Date:	05/13/2016	
	Tasks:		
	1. Discuss a need for a policy with other district administrators at a scheduled administrators meeting.		
	Assigned to:	Cristy West	
	Added date:	09/10/2015	
	Target Completion Date:	09/11/2015	
	Comments:	Administrators will discuss need for policy at Admin meeting.	
	2. Survey community members and parents to determine an optimal meeting time and schedule.		
	Assigned to:	Sarah Sabbatini	
	Added date:	09/10/2015	
	Target Completion Date:	10/16/2015	
	Comments:	Survey parents as to who would be interested in serving on council and best time to meet.	
	3. Develop a schedule for School Community Council meetings and distribute to council members.		

	Assigned to:	Sarah Sabbatini
	Added date:	09/10/2015
	Target Completion Date:	10/30/2015
	Comments:	Schedule according to parent survey results.
4. Hold School Community Council meetings as scheduled, and keep minutes.		
	Assigned to:	Sarah Sabbatini
	Added date:	09/10/2015
	Target Completion Date:	12/18/2015
	Comments:	Develop agenda for SCC meetings, sign in sheet, and keep minutes.
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator	IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)(Focus)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/10/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Open door policy, but people sometimes come in to report someone else's concern. They choose a spokesperson instead of talking to me personally.	
Plan	Assigned to:	Cristy West	
	How it will look when fully met:	A Comment box will be placed in a general location. Parents and teachers will be aware of the opportunity and will be reminded during special building activities like PTO, assemblies, conferences, etc. Comments/ideas/.concerns will be reviewed and addressed/answered. The objective will be met, when the box is being utilized.	
	Target Date:	12/18/2015	
	Tasks:		
	1. Get a box and designate as comment/concern/idea box.		
	Assigned to:	Charlotte Lassiter	
	Added date:	09/10/2015	
	Target Completion Date:	09/25/2015	
	Comments:	Use small treasure chest from West's office.	
	2. Send a parent letter explaining the purpose and location of the treasure chest. Remind parents at PTO meetings, assemblies, conferences, etc.		
	Assigned to:	Cristy West	
	Added date:	09/10/2015	
	Target Completion Date:	09/24/2015	
	Comments:	Send letter and put up fliers for Parent/Teacher conference.	

3. Check the treasure chest every Friday and/or immediately following events when parents have been in the building. Read comments/ideas and reply in a timely appropriate manner. Reply on school webpage when appropriate.

Assigned to:	Cristy West
Added date:	09/10/2015
Target Completion Date:	05/20/2016
Frequency:	weekly
Comments:	Check the comments box weekly.

Implement Percent Task Complete: Tasks completed: 0 of 3 (0%)

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/10/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We haven't used observation data to help develop PD.

Plan	Assigned to:	Cristy West
	How it will look when fully met:	Multiple observations will be conducted and data collected. The team will analyze the data and discuss Professional Development options. When pertinent, PD will reflect the need shown in the data.
	Target Date:	05/13/2016

Tasks:

1. Principal will do classroom walk throughs or peek ins using the google document created for walk through data collection.

Assigned to:	Cristy West
Added date:	09/14/2015
Target Completion Date:	05/06/2016
Frequency:	weekly
Comments:	Use the google doc for recording walk through data.

2. Team will meet to look at the data collected and discuss PD options and needs.

Assigned to:	Brandi Poole
Added date:	09/14/2015
Target Completion Date:	05/20/2016
Comments:	Print spreadsheet of data for the team. Provide escweb catalog of professional development offerings.

3. Certified staff will register for professional development that reflects needs identified in TESS observations and walk throughs.

Assigned to:	Sarah Sabbatini
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	Added date:	09/14/2015
	Target Completion Date:	05/24/2016
	Comments:	Esc registration is required for professional development in our district.
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/10/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers participate in professional development that is partially governed by the district and state or to implement a new program. Therefore, some of the PD attended is not directly tied to classroom observations. PGP goals are to be developed with Professional Development built in to help achieve the goals.
Plan	Assigned to:	Cristy West
	How it will look when fully met:	The principal will review PGP goals and professional development documentation to monitor correlation between the two. Classroom observation data will be used in the PGP development for the following year.
	Target Date:	09/30/2016
	Tasks:	
	1. Principal observes in classes and documents student activity and teacher activity.	
	Assigned to:	Cristy West
	Added date:	09/10/2015
	Target Completion Date:	05/20/2016
	Frequency:	weekly
	Comments:	Observations will be conducted weekly using Bloomboard or Google document.
	2. Observation data will be compiled for individual teachers and for the building. Data will be analyzed to identify professional development needs.	
	Assigned to:	Cristy West
	Added date:	09/10/2015
	Target Completion Date:	05/13/2016
	Comments:	Look at data to see if PD needs are noted.
	3. Conduct End-of-Year review and discuss Professional Development plans with each individual based on the data results from observations.	
	Assigned to:	Cristy West
	Added date:	09/10/2015
	Target Completion Date:	05/27/2015
	Comments:	Teachers must have professional development plans before school ends and they go home for the summer. PD is based on PGP goals.

4. Teachers attend planned PD that was cleared with the administrator.		
	Assigned to:	Cristy West
	Added date:	09/10/2015
	Target Completion Date:	09/01/2016
	Comments:	Check PD documentation for individual teachers in August 2016.
5. Principal verifies attendance at PD.		
	Assigned to:	Cristy West
	Added date:	09/10/2015
	Target Completion Date:	09/16/2016
	Comments:	Have teachers print of ESC shoebox transcripts or provide certificates/proof of attendance for those offerings not provided on ESC registration.
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Tasks completed: 5 of 6 (83%)		
Assessment	Level of Development:	Initial: Limited Development 10/17/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have 375 minutes of instruction in our daily schedule. Each class has a scheduled remediation/extension period daily. Teachers design the remediation/extension using results from formative assessments and based on AIPs, IRIs, and DIBELS.	
Plan	Assigned to:	Cristy West	
	How it will look when fully met:	The daily schedule will have a block for remediation/extension. Teachers will keep a binder of completed work for each child's remediation record and/or a remediation log. Materials will be purchased to address/practice skills assessed through DIBELS and for math skills. Staff who DIBEL will be provided additional training.	
	Target Date:	01/04/2016	

Tasks:

1. Review student achievement data from IOWA, DI testing, and Engage New York assessments..		
	Assigned to:	Laquinda Toney
	Added date:	03/30/2015
	Target Completion Date:	05/13/2016
	Frequency:	daily
	Comments:	Teachers will review the data during Student Support Team meetings and will develop AIPs, IRIs, and Response to Intervention.
	Task Completed:	08/29/2014
2. Training will be provided on dyslexia screening and DIBELS.		

	Assigned to:	grace Perry
	Added date:	03/30/2015
	Target Completion Date:	09/11/2015
	Comments:	Have Thea Capps from the co-op provide on-campus training on dyslexia screening and DIBELS.
	Task Completed:	10/30/2014
3. K-2 teachers will administer DIBELS and other dyslexia screenings to develop remediation list.		
	Assigned to:	Marsha Dalton
	Added date:	03/30/2015
	Target Completion Date:	10/02/2015
	Comments:	Amplify Mclass will be purchased so DIBELS can be completed on-line.
	Task Completed:	11/07/2014
4. Materials will be purchased to practice skills for reading and math.		
	Assigned to:	Meagan Moyers
	Added date:	03/30/2015
	Target Completion Date:	12/11/2015
	Comments:	Teachers will provide a list of needed materials to be ordered.
	Task Completed:	03/13/2015
5. Teachers will remediate students according to AIPs, IRIs, or DIBELS during the scheduled block.		
	Assigned to:	Marsha Dalton
	Added date:	03/30/2015
	Target Completion Date:	12/04/2015
	Frequency:	daily
	Comments:	Remediation block will be built into the daily schedule. Teachers will document it.
	Task Completed:	11/14/2014
6. Interim assessments will be given. Teachers will remediate daily accordingly using purchased materials and MobyMax and IXL.		
	Assigned to:	Cristy West
	Added date:	03/30/2015
	Target Completion Date:	05/29/2015
	Frequency:	four times a year
	Comments:	Teachers will administer assessments and provide remediation.
Implement	Percent Task Complete:	Tasks completed: 5 of 6 (83%)

Opportunity to Learn

Post-Secondary School Options

Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2015
	Evidence:	As an elementary school, we provide the Smart Core Curriculum in our elementary handbooks. The counselor does career activities with the

students and we have a career day each year for upper elementary students where speakers come in and talk about requirements for their career/profession and responsibilities. There is a question and answer session.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/10/2015	
	Evidence:	Teachers develop units of study that are aligned with Common Core State Standards. They are required to identify the standard/s in weekly lesson plans.	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/14/2015	
	Evidence:	Interim testing is administered at least 3 times a year. Interim assessments test standard-based objectives.	

Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)(Focus)		
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Status	Tasks completed: 4 of 6 (67%)		
Assessment	Level of Development:	Initial: Limited Development 10/16/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We are administering interim tests using Insight. The results are showing strengths and weaknesses. Teachers look at the data and use it, to a degree, to develop remediation.	
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Plan	Assigned to:	Janet Stapp	
	How it will look when fully met:	Teachers will ensure students are completing tutorials on MobyMax and IXL and will also use the data from these programs to develop further student remediation activities. Student achievement will increase. DI rate and accuracy and mastery tests will be administered on the individual program schedule. Added structure will be added for students having difficulty and an end-of-year reading placement test will be given.	
	Target Date:	05/13/2016	

Tasks:			
	1. Complete Response to Intervention training on IDEAS and attend training on characteristics of Dyslexia with Thea Capps.		
	Assigned to:	grace Perry	

	Added date:	10/31/2014
	Target Completion Date:	10/09/2015
	Comments:	Complete RTI on IDEAS. Register on esc for the session. Attend the session. Share the information with the rest of the staff.
	Task Completed:	11/05/2014
2. Identify students with characteristics of dyslexia using the formula/questions provided in the cooperative's training session.		
	Assigned to:	Meagan Moyers
	Added date:	10/31/2014
	Target Completion Date:	12/18/2015
	Frequency:	three times a year
	Comments:	Schedule a Student Support Team meeting to record and review the data.
	Task Completed:	11/21/2014
3. Meet with Student Support Team to share strategies for determining and documenting Response to Intervention.		
	Assigned to:	Marsha Dalton
	Added date:	10/31/2014
	Target Completion Date:	12/18/2015
	Frequency:	twice monthly
	Comments:	Copy recording sheets for staff members. Show them how to complete the sheets. Discuss the process.
	Task Completed:	11/21/2014
4. Purchase DIBELS materials for K-2 including foundational skills literacy centers and comprehension literacy centers.		
	Assigned to:	Cristy West
	Added date:	03/16/2015
	Target Completion Date:	12/04/2015
	Comments:	Teachers picked out student materials for skills practice from Really Good Stuff. The materials will be purchased.
	Task Completed:	02/20/2015
5. Provide Response to Intervention during the scheduled remediation block and document it. This will include DIBELS for identified students in grades K-5.		
	Assigned to:	Meagan Moyers
	Added date:	10/31/2014
	Target Completion Date:	12/18/2015
	Frequency:	twice weekly
	Comments:	Using the results of data collection, the teacher will provide remediation for identified students.
6. Progress monitor for student achievement growth.		
	Assigned to:	Debbie Polk

	Added date:	10/31/2014
	Target Completion Date:	05/06/2016
	Frequency:	weekly
	Comments:	Progress monitor using DIBELS, DI testing, MobyMax, IXL, and classroom assessments.
Implement	Percent Task Complete:	Tasks completed: 4 of 6 (67%)

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Tasks completed: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 10/10/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	District grade-level teams collaborate to develop curriculum maps and share resource information before the school year begins. The maps and resources listed in the maps are then compiled and shared. This takes place in one of our three elementary buildings, and all district teachers K-5 are asked to participate. Interim assessments are created by math and literacy coaches using the maps and Insight Measuring Up.	
Plan	Assigned to:	Meagan Moyers	
	How it will look when fully met:	All elementary administrators took part in the math mapping using Engage New York. Having it in a general location engaged all teachers and administrators. Currently, teachers use the maps to develop weekly lesson plans. The principal has copies of the maps and teachers submit the lesson plans electronically. Plans are monitored and compared to the Engage New York curriculum map. When the principal determines maps, lesson plans, and classroom observations match, then this objective will be fully met.	
	Target Date:	12/11/2015	
	Tasks:		
	1. Administrators schedule and organize mapping session in a general location for all teachers before the 2015-16 school year.		
	Assigned to:	Cristy West	
	Added date:	10/10/2014	
	Target Completion Date:	05/15/2015	
	Comments:	Administrators will collaborate to organize and schedule a mapping session for all elementary teachers. Share the date and session requirements with the teachers. Reserve the space. Set up tables & chairs. Have tech provide wireless capability, projector, etc.	
	Task Completed:	03/13/2015	
	2. Administer interim/module tests from Engage New York.		

Assigned to:	Laquinda Toney
Added date:	10/10/2014
Target Completion Date:	12/18/2015
Frequency:	four times a year
Comments:	Counselor and teachers will help administer the interim tests.
Task Completed:	03/16/2015

3. Principal compares lesson plans, maps, and classroom observations.

Assigned to:	Cristy West
Added date:	10/10/2014
Target Completion Date:	12/11/2015
Frequency:	twice monthly
Comments:	Teachers can place a note at the bottom of their weekly lesson plan stating they are on target, off within a day or two, or way off the mapping. Principal will monitor for the statement on lesson plans and will compare the map, lesson plans, and complete a classroom observation to confirm the map is being implemented fully twice a month.
Task Completed:	03/13/2015

4. Teachers and principal will review the data from the interim tests and develop math remediation plans.

Assigned to:	Debbie Polk
Added date:	10/10/2014
Target Completion Date:	12/04/2015
Frequency:	four times a year
Comments:	Schedule time to have all teachers together to review the interim data, soon after the administration of the test. Teachers will complete data review process and note remediation plans.

Implement Percent Task Complete: Tasks completed: 3 of 4 (75%)

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/17/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school's Compact includes parental responsibilities which are helpful, but not necessarily curriculum based.	

	Describe current level of development:	It doesn't mention specific curriculum or strategies that would enhance the child's education. They are more parenting type responsibilities, such as getting plenty of rest, getting to school on time, having good attendance, etc.
Plan	Assigned to:	Sarah Sabbatini
	How it will look when fully met:	The school's Compact will have the parenting component plus curriculum resources and strategies that enhance the child's education. Resources may include Engage New York, ACT Aspire website, etc. Evidence will be the new compact for parent signature which will include curriculum of the home.
	Target Date:	05/15/2015
	Tasks:	
	1. Have a committee of parents and teachers review the current Compact. The committee will discuss what should be included in the curriculum of the home.	
	Assigned to:	Christa Aycock
	Added date:	10/27/2014
	Target Completion Date:	05/15/2015
	Comments:	Print off the current compact from the handbook. Schedule a parent/teacher committee meeting to discuss Compact. Facilitate the meeting & take notes.
	Task Completed:	09/16/2014
	2. Revise the current Compact according to the committee notes to include the curriculum of the home.	
	Assigned to:	Brandi Poole
	Added date:	10/27/2014
	Target Completion Date:	12/11/2015
	Frequency:	weekly
	Comments:	Take the current Compact and revise it using the committee notes. Copy for parents. Curriculum of the home will be sent to parents on a weekly basis or teachers will reference material already sent home. Examples: DI reading stories for younger groups, spelling lists, Engage New York information.
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)