

Comprehensive Plan Report

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.

6/11/2015

Falls City Elementary NCES - 410000301061

Falls City SD 57

Comprehensive Achievement Indicators

Key Indicators are shown in RED.

Comprehensive Achievement Indicators

District and School Structure and Culture

Indicator	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)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	August inservice trainings provide opportunity for consistent implementation of rules and expectations. Bi-monthly staff meetings provide ongoing support for discussion about school safety and PBIS enrichment. Beginning school year 2014-2015, we are holding monthly PBIS staff training provided by LBL ESD. All K12 math and reading curriculum are aligned with common core.	
Plan	Assigned to:	Not yet assigned	
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)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 06/11/2014	
	Evidence:	MISSION STATEMENT Falls City Elementary School provides well-rounded opportunities for students to become productive positive citizens and life-long learners. GUIDING PRINCIPLE Meet kids where they are and inspire them to reach their full potential. VISION "Smaller class size and highly qualified, committed staff make the difference in student learning and achievement!" GOALS 1. Meet staff where they are and inspire them to reach their full potential 2. Empower kids to reach their full potential 3. Provide classroom configurations most conducive to learning 4. Budget to align district curriculum to state standards and return to adoption schedule 5. Increase certified staffing to support special education 6. Provide supports for Positive Behavior Intervention and Supports	

		(PBIS)
		FACES After School Program
		1. Provide no cost tutoring and academic assistant to all students grades K-12 2. Provide monthly forums for parent and community input and parent/community education concerning topics directly related to public education 3. Provide monthly free meals during community outreach forums
Indicator	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)	
Status	Tasks completed: 1 of 2 (50%)	
Assessment	Level of Development:	Initial: Limited Development 06/11/2014
	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:	<p>Currently, our classroom teachers invite parents/family members into their classrooms in September for back-to-school night. Teachers use this time to educate parents on how they can support their child's education, invite parents to become classroom/school volunteers, and provide information on local resources. Parent volunteers are welcome and thoughtfully utilized by teachers.</p> <p>Additional professional development is planned for teachers through PBIS trainings each month for 2014-2015.</p>
Plan	Assigned to:	Art Houghtaling
	How it will look when fully met:	<p>Plans will be developed to provide opportunities for parents and community members to participate in school activities, such as "Math Night" and "Literacy Night."</p> <p>The after school program sponsors a monthly family education and outreach event, providing a meal and learning activities for parents and students.</p> <p>We will have full implementation when classroom teachers are participating in parent outreach events.</p>
	Target Date:	03/31/2016
	Tasks:	
	1. Plan and schedule PBIS training with Patty Parnell (LBL ESD).	
	Assigned to:	Jack Thompson
	Added date:	06/23/2014
	Target Completion Date:	08/28/2014
	Comments:	Training for August 2014 in-service is scheduled, along with three additional in-service dates during the next school year.
	Task Completed:	08/25/2014
	2. Schedule monthly family nights with parent training and student activities, along with meals. Schedule one family night in coordination with science or math night.	

	Assigned to:	Bethany Walton	
	Added date:	06/23/2014	
	Target Completion Date:	10/12/2015	
	Frequency:	once a year	
	Comments:	Please see school calendar for schedule of events. During the spring planning session for the next school year, we will recruit teachers to be in charge of one academic night (K-4 teachers will be asked to be in charge of literacy and 5-8 teachers math).	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	
Indicator	DSC1.4 - School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	A Care Team consisting of classroom teachers, administrator, special education teacher, and the student support specialist meet twice monthly to discuss students who are struggling with academics and/or behavior and make special education referrals, when needed. Students who are below benchmark in reading receive interventions from the reading specialist. RTI meetings are also held twice monthly between the reading specialist and each classroom teacher to discuss students who struggle with reading and adjust interventions and/or classroom instruction. All K12 students have access to daily, free after school tutoring during the FACES program.	
Plan	Assigned to:	Art Houghtaling	
	How it will look when fully met:	We would like to have a math intervention specialist to provide interventions for students who are below grade level.	
	Target Date:	08/20/2018	
	Tasks:		
	1. Re-prioritize funding allocations within current funding parameters.		
	Assigned to:	Jack Thompson	
	Added date:	04/03/2015	
	Target Completion Date:	06/06/2016	
	Comments:	The district budget will be negotiated for 2016-2018 in June 2016.	
	2. Hire a math specialist.		
	Assigned to:	Jack Thompson	
	Added date:	04/03/2015	
	Target Completion Date:	06/04/2018	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	DSC1.5 - School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middle school to high school, and high school to		

	post-secondary.(3165)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	<p>Falls City Elementary School provides low-cost (or no-cost to families in need) preschool as part of our elementary school program. A Kindergarten Academy transitions preschool students into Kindergarten by providing four additional weeks of instruction prior to the beginning of the school year.</p> <p>As a PreK-8 building, transition from elementary level classrooms to middle level classroom is seamless and students are provided many opportunities to feel comfortable with other teachers within the building. Common expectations exist throughout the building.</p> <p>When students are transitioning from middle to high school, parents and students are invited to an informational meeting (step-up day) when they meet high school teachers and administration to discuss expectations, rules, activities, athletics, and curriculum offerings.</p> <p>Our high school students are able to participate in the Willamette Promise program which will provide them opportunities to earn college credit while taking high school classes. A fifth year option is available to students wishing to attend Chemeketa Community College at no cost to the student (tuition and books are paid for by the district). A field trip is taken to at least one college campus each year - available to all high school students. Students meet regularly with their class advisors to discuss scholarship opportunities and post-high school plans.</p>	
Plan	Assigned to:	Art Houghtaling	
	How it will look when fully met:	<p>We will have a robust "step-up" day for eighth grade students transitioning to high school. Eighth grade students should begin to develop a four-year plan for high school and a six year outlook.</p> <p>Continue to develop our careers class around guest speakers providing the students with opportunities to be exposed to different careers, and job opportunities.</p>	
	Target Date:	05/01/2017	
	Tasks:		
	1. Create a plan for eighth grade transitions including: high school tour (eighth grade students will visit high school classes for a day), parent meeting, and forecasting for high school and beyond.		
	Assigned to:	Art Houghtaling	
	Added date:	04/03/2015	
	Target Completion Date:	04/04/2016	
	Comments:	We will do a pilot of this in May 2015, and formalize the process for the 2015-2016 school year.	
	2. Continue to develop partnerships with outside agencies in order to assist students in transitioning to post-secondary options. Partners will include HALO, Willamette Promise, Chemeketa Community College, and our new Career and Technical Education program.		

	Assigned to:	Art Houghtaling	
	Added date:	04/03/2015	
	Target Completion Date:	04/03/2017	
	Comments:	Currently we have HALO working with our careers class and a fifth year option is available to all of our students. The district recently hired a CTE coordinator to develop a program with community partners.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	DSC1.6 - School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.(3166)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	All staff provide input into the building schedules allowing for optimization of staff and resources. Staff members reconvene regularly to make revisions as needs arise. The services of a student support specialist is contracted through Polk County Mental Health Services to provide support to students and families. Coordination of Dallas School District, Perrydale School District, Central School District, and Falls City School District in accepting a P3 Grant to provide parent support and student support from prenatal to third grade. Our students and families do not have access to routine healthcare available in Falls City via a mobile health clinic or onsite health clinic.	
Plan	Assigned to:	Not yet assigned	

Comprehensive Achievement Indicators

Educator Effectiveness

Indicator	EE2.1 - All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	<p>Regular inservice and teacher collaboration is provided to teachers around utilizing mobile device technology (iPads) in enhancing instruction and providing a variety of instructional modes. Outside instruction, along with staff with personal expertise, are selected to lead these inservice seminars.</p> <p>Ideally we would have allocated funds for teachers to attend offsite workshop/trainings on a variety of instructional modes.</p>	
Plan	Assigned to:		

Plan	Assigned to:		Not yet assigned	
Indicator	EE2.2 - 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)			
Status	In Plan / No Tasks Created			
Assessment	Level of Development:		Initial: Limited Development 06/11/2014	
	Index:		1	(Priority Score x Opportunity Score)
	Priority Score:		1	(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:		Research-based curriculum has been adopted by the district and implemented in classrooms and is taught with fidelity. Building schedules are created to optimize learning quantity and quality. Instructional time in core subjects is arranged to allow for specialized instruction from learning specialists to meet the needs of low-achieving students, and challenging high-achieving students and challenging students. Our TAG program needs to be formalized. Teachers need to receive training and resources for meeting the needs of TAG students.	
Plan	Assigned to:		Not yet assigned	
Indicator	EE2.3 - Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169)			
Status	Tasks completed: 1 of 2 (50%)			
Assessment	Level of Development:		Initial: Limited Development 06/11/2014	
	Index:		2	(Priority Score x Opportunity Score)
	Priority Score:		2	(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:		Principals and teachers are provided with ongoing professional development around curriculum and alternative instructional practices using mobile devices (iPads). Currently, limited access to inservice materials are provided for paraprofessionals. Additional inservice time will need to be included in future years.	
Plan	Assigned to:		Art Houghtaling	
	How it will look when fully met:		Paraprofessionals will have access to their own iPad which can be used to supplement effective instructional practices. Paraprofessionals will be included in in-service opportunities.	
	Target Date:		05/01/2017	
	Tasks:			
	1. Purchase additional iPads for each paraprofessional.			
	Assigned to:		Jack Thompson	
	Added date:		06/23/2014	
	Target Completion Date:		08/29/2016	

	Comments:	Billie has an iPad already. We have allocated iPads for Bryan, Susan, and Vonda. We need to purchase an iPad for Bethany.	
	Task Completed:	01/21/2015	
	2. Schedule educational assistants to attend in-service trainings.		
	Assigned to:	Jack Thompson	
	Added date:	06/23/2014	
	Target Completion Date:	05/29/2015	
	Comments:	Need to include additional 2 hours for educational assistants on one Friday per month.	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	
Indicator	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)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	A Care Team consisting of classroom teachers, administrator, special education teacher, and the student support specialist meet twice monthly to discuss students who are struggling with academics and/or behavior and make special education referrals, when needed. RTI meetings are also held twice monthly between the reading specialist and each classroom teacher to discuss students who struggle with reading and adjust interventions and/or classroom instruction. A variety of data is used including, but not limited to: state test scores, DIBELS, and class assessments. Full implementation will require a math specialist.	
Plan	Assigned to:	Not yet assigned	
Indicator	EE2.5 - All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.(3171)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
		Objective Met - 03/13/2015	
	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:	Professional development will be provided throughout the 2014-2015 school year to all staff involving Positive Behavior Intervention Supports (PBIS) program. Mentoring is available to instructors who struggle in this area. Mentoring will be provided in house and through LBL ESD.	
Plan	Assigned to:	Jack Thompson	

	How it will look when fully met:	<p>All instructional and support staff will have a shared vision of PBIS and understand how to implement it on a daily basis. Art Houghtaling will move to a full-time vice principal position and will be available to provide mentoring to instructors who struggle in this area.</p> <p>When this is fully met, trainings will have been provided and there will be improvement in classroom management practices.</p>
	Target Date:	05/29/2015
	Tasks:	
	1. Hire Art Houghtaling to be a full time administrator.	
	Assigned to:	Jack Thompson
	Added date:	06/23/2014
	Target Completion Date:	07/01/2014
	Comments:	
	Task Completed:	07/01/2014
	2. Schedule Patty Parnell to provide PBIS training four times during the school year.	
	Assigned to:	Jack Thompson
	Added date:	06/23/2014
	Target Completion Date:	08/28/2014
	Frequency:	four times a year
	Comments:	Already scheduled.
	Task Completed:	08/18/2014
	3. Train new staff members on PBIS philosophy and practices.	
	Assigned to:	Art Houghtaling
	Added date:	04/03/2015
	Target Completion Date:	08/24/2015
	Frequency:	once a year
	Comments:	The assistant principal will train and mentor new staff members on our PBIS practices and procedures.
Implement	Percent Task Complete:	
	Objective Met:	3/13/2015
	Experience:	<p>3/13/2015</p> <p>Finances were secured through the district to create the full-time administrative position for Mr. Houghtaling. Mr. Houghtaling has increased his presence by spending approximately 90% of his time at the elementary school.</p> <p>With the help and training provided by Patty Parnell, the PBIS team developed Expectation loop, teaching and reteaching methods (common language), Correction system, Data driven decision making. The entire staff has received multiple in-service trainings from Patty and the local PBIS team.</p>
	Sustain:	3/13/2015

		<p>Financial commitment from the district to continue with the full-time administrative position and stabilized enrollment to provide funding for the position.</p> <p>Financial commitment from the district to continue PBIS training through LBL/ESD and continued financial assistant toward staff training and student rewards system.</p>
	Evidence:	<p>3/13/2015</p> <p>Finances were secured through the district to create the full-time administrative position for Mr. Houghtaling. Mr. Houghtaling has increased his presence by spending approximately 90% of his time at the elementary school.</p> <p>With the help and training provided by Patty Parnell, the PBIS team developed Expectation loop, teaching and reteaching methods (common language), Correction system, Data driven decision making. The entire staff has received multiple in-service trainings from Patty and the local PBIS team.</p>

Indicator	EE2.6 - Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.(3172)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	<p>All educator evaluation systems are aligned with Oregon standards and were created collaboratively and have been approved by the Department of Education. Peer review panel through WESD evaluates process when directed by ODE.</p> <p>Current year's evaluation provided recommendations for improvements to the evaluation framework. Ongoing full-time.</p>	
Plan	Assigned to:	Jack Thompson	
	How it will look when fully met:	All educator evaluation systems are aligned with Oregon standards and were created collaboratively. They have been approved by the Department of Education's Peer review panel through Willamette Education Service District in November 2014	
	Target Date:	10/01/2015	

Comprehensive Achievement Indicators

Family and Community Involvement

Indicator	FC3.1 - School staff create and maintain a welcoming environment for all families and community members.(3173)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within

	Opportunity Score:		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All families to invited to open house and parent teacher conferences. Monthly FACES activities providing food and education to parents and community members are available to everyone. Everyone entering the building is greeted by office staff and provided with a visitor badge so they are welcomed throughout the building. Although our policies invite parent involvement, we have a low percentage of parents actually involved in the school. We would like to increase this number. In order to have academic-themed community nights, we would need to budget for additional payroll expenses.	
Plan	Assigned to:	Not yet assigned	
Indicator	FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	FACES homework time provides an opportunity for volunteers to assist students in their academic achievements. This program provides instruction by community members in topic areas outside of the regular educational curriculum (e.g., auto mechanics, jewelry making, etc.). The parent group provides extra opportunities for volunteering and supports extra activities such as field day and school dances. Although there are many opportunities for family involvement, we would like to increase the number of parents who provide input and participate in the school community. This would require payroll expenses and incentives for the community to be involved.	
Plan	Assigned to:	Not yet assigned	
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)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	The schoolwide plan is presented to parents through the parent group each fall and parents are surveyed in the spring to solicit evaluation and revision input. The parent involvement plan, compact, and student/parent handbooks are provided to parents each year at registration. Input is welcomed at any time. Documents are translated as needed.	

		We had some key personnel changes in 2013 and the SWP submission process changed to Indistar in 2013-2014, so we are working to update our processes and ensure we are in compliance with all of the state's requirements. We will have to add payroll expenses to have a part-time Title 1 Coordinator beginning in the 2014-2105 school year.	
Plan	Assigned to:	Not yet assigned	
Indicator	FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Parent education is provided through FACES family nights. Monthly parent newsletters will be implemented for 2015-2016. We have two academic themed parent nights planned for the 2015-2016 school year to support Math and Literacy.	
Plan	Assigned to:	Art Houghtaling	
	How it will look when fully met:	Parent education is provided through FACES family nights. Monthly parent newsletters will be implemented for 2015-2016. We have two academic themed parent nights planned for the 2015-2016 school year to support Math and Literacy. We will provide a monthly newsletter to parents and have it available on our website.	
	Target Date:	09/30/2015	
	Tasks:		
	1. Place order for "Parents" newsletter.		
	Assigned to:	Judy Scheet	
	Added date:	06/23/2014	
	Target Completion Date:	08/10/2015	
	Frequency:	once a year	
	Comments:	Order one subscription. Make copies and distribute monthly to parents and electronically to our webmaster.	
	2. Plan, coordinate, and schedule academic nights.		
	Assigned to:	Bethany Walton	
	Added date:	06/23/2014	
	Target Completion Date:	10/30/2015	
	Frequency:	twice a year	
	Comments:	Schedule parent nights on master calendar and get input from teaching staff on topic ideas for parent instruction.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)		
Status	In Plan / No Tasks Created		

Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	<p>Volunteer opportunities are available during the school day, after school through the FACES program, during field trips, school dances, and athletics.</p> <p>Information about these opportunities is provided at registration and during FACES nights throughout the year. Teachers communicate information and opportunities for involvement on a regular basis.</p> <p>We would like to increase parent involvement.</p>	
Plan	Assigned to:	Not yet assigned	
Indicator	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)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	<p>Parent and community input is solicited during the development of schoolwide plan. Access to policy, curriculum, budget, and safety is available to all parents and community members. Parents and community members are invited to attend budget committee meetings. Training is provided on budgetary process and reform. All school policies are provided at public board meetings. Any changes to policy are discussed at public board meetings and prior notice of discussion is provided with board meeting notices.</p>	
Plan	Assigned to:	Not yet assigned	
Indicator	FC3.7 - School staff involves parents and students in setting student goals and preparing the student for post-secondary education and careers. (3179)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	<p>Career Information Systems curriculum is integrated into our middle school instruction. Educational and post-secondary opportunities are provided to all parents of special education students through the IEP (individual educational program) process and meetings. This goal is</p>	

		continued as students transition to the high school and attend Careers 1 and Careers 2 classes in their junior year.	
		Our student goals that we set collaborate with parents on are aligned with Common Career standards. Some teachers are inviting parents to set written goals for their child during parent-teacher conferences. Ideally, all teachers will use a stream-lined goal-setting process that follows the student from grade-to-grade.	
Plan	Assigned to:	Not yet assigned	
Indicator	FC3.8 - School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	All parents are provided with a login to access their child's grades online through the parent portal system. The parent portal system can provide parents with emails concerning students' grades and attendance. This can be setup in whatever intervals is desired by the parents. Teachers communicate concerns or celebrations with phone calls, email messages, face-to-face conversation, and on social media.	
Plan	Assigned to:	Not yet assigned	
Comprehensive Achievement Indicators			
Teaching and Learning			
Indicator	TL4.1 - All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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:	Instructional staff are part of the decision making process when adopting research-based curriculum that is aligned to state standards. Local assessments such as DIBELS and EasyCBM are used to inform instruction and alignment to state standards.	
Plan	Assigned to:	Not yet assigned	
Indicator	TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)		
Status	Objective Met 10/7/2014		
Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
		Objective Met - 10/07/2014	

	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:	DIBELS testing is provided to at-risk students weekly and results are discussed bi-monthly through the RTI team to make changes in interventions or educational strategies. EasyCBM assessments are given monthly to at-risk 7/8th grade students and three times per year for the rest of the students. Staff will be instructed to provide EasyCBM math assessments every 6 weeks to all K8 students beginning school year 2014-2015.	
Plan	Assigned to:	Art Houghtaling	
	How it will look when fully met:	DIBELS testing is provided to at-risk students weekly and results are discussed bi-monthly through the RTI team to make changes in interventions or educational strategies. EasyCBM assessments are given monthly to at-risk 7/8th grade students and three times per year for the rest of the students. Staff will be instructed to provide EasyCBM math assessments monthly to all K8 students beginning school year 2014-2015.	
	Target Date:	08/28/2014	
	Tasks:		
	1. An two-hour inservice training will be provided on using EasyCBM.		
	Assigned to:	Katie Waugh	
	Added date:	06/23/2014	
	Target Completion Date:	08/28/2014	
	Comments:	Katie Waugh provided staff in-service training on how to access measures, set up student tests, and monitor results. All elementary teachers attended this training.	
	Task Completed:	08/26/2014	
	2. Staff will be instructed to provide EasyCBM math assessments monthly to all K8 students beginning school year 2014-2015.		
	Assigned to:	Art Houghtaling	
	Added date:	06/23/2014	
	Target Completion Date:	09/30/2014	
	Frequency:	monthly	
	Comments:	Direction was given to classroom teachers during in-service week to do EasyCBM testing for math with their student every 6 weeks.	
	Task Completed:	08/27/2014	
Implement	Percent Task Complete:		
	Objective Met:	10/7/2014	
	Experience:	10/7/2014 Mr. Houghtaling informed classroom teachers on August 28, 2014 that they were expected to have each of their students take a monthly	

		EasyCBM test effective at the beginning of the school year.
	Sustain:	10/7/2014 Teachers will need to continue administering monthly math tests on EasyCBM
	Evidence:	10/7/2014 All students were given their initial EasyCBM math tests during the first week of the school year (September 2014), and are currently taking their second monthly round of tests.

Indicator **TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)**

Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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: Academic assessment tools and implementation of assessments are discussed at bimonthly staff meetings as needed. Input into decisions about assessments are always welcome.

Plan Assigned to: Not yet assigned

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

Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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: Teachers use data from preassessments in determining instructional strategies and intervention strategies. Strand data from state and local assessments are used in planning for differentiating instruction. Data is discussed during team meetings, RTI meetings, and staff meetings.

Plan Assigned to: Not yet assigned

Comprehensive Achievement Indicators

Technical and Adaptive Leadership

Indicator **LDR5.1 - A distributed leadership process is used to build the capacity of others in the school. (3185)**

Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 06/11/2014	
	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

	Opportunity Score:		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our leadership gives autonomy to members of the staff to become experts in their subjects and grade levels. Staff members are invited to share their unique knowledge and expertise with others as mentors and coleaders. We are still working on a structure to allow all staff members to attend staff meetings and give input. The school has an informal mentoring process, but we would benefit from a more formalized program.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.2 - School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs.(3186)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/13/2014	
	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:	School leaders (principals) use teacher evaluation rubrics during observations. Based on the observations, individual teachers and administrators develop goals and potential professional development opportunities to meet the goals of the educator. Teachers are required to submit professional development goals annually, and these are used in evaluations.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.3 - School leadership has established team structures with clear and specific duties.(3187)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/13/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Team structures consist of care team, which involves all staff including administration, special education staff and behavior support staff; RTI team consists of teaching staff, special education, specialists, and administration; planned on-going staff meetings are scheduled providing opportunities for input from all staff. Parents and community are provided opportunity for input through the site council/parent group. Due to having only one teacher at each grade level, grade level teams and subject area teams do not exist by grade level, but by building level. The district is working on moving forward with a PBIS program and will create and train a PBIS team during the 2014-2015 school year.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)		

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/13/2014	
	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:	The school building principal is also the district superintendent and therefore has the authority to make decisions that result in increased learning opportunities and outcomes. Examples being the addition of a reading specialist and a behavior specialist for the 2013-2014 year and the addition of a music teacher for the 2014-2015 school year. The adoption of new curriculum is streamlined through a committee of teachers and the superintendent with opportunities for community and board input. In 2014-2015, we will have a full-time assistant principal and develop a collaborative leadership approach.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.5 - School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (3189)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 06/13/2014	
	Evidence:	The Falls City School District guiding principle is to "Meet kids where they are and inspire them to reach their full potential" exemplifies the district's commitment to providing a quality education to students of all ethnicities, socio-economic status, religion, and culture. An annual training is required of all staff on educational equity.	
Indicator	LDR5.6 - The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.(3190)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 06/13/2014	
	Evidence:	Our school principal/superintendent has fifteen years of successful teaching experience, nine years of successful administrative experience, and he uses a collaborative leadership style allowing input and ownership when making changes in the direction or goals for the building. An annual evaluation of his leadership is done by the five-member school board. He attends continuing professional development activities providing by the Confederation of Oregon School Administrators.	
Indicator	LDR5.7 - The principal ensures that all teachers are highly qualified in their assignment.(3191)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 06/13/2014	
	Evidence:	During the hiring process, administrators check with TSPC to ensure that all potential hires are highly qualified in the area that they are going to be instructing students. Our district gives hiring process to educators with multiple endorsements and offers financial reimbursement for teachers who chose to pursue additional endorsements.	
Indicator	LDR5.8 - School leadership has a plan to recruit and retain highly qualified staff.(3192)		
Status			

Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 06/13/2014	
	Evidence:	School administrators make connections with teacher preparation programs, attend educator job fairs, and utilize recruiting websites such as edzapp and talented to attract highly qualified staff members. Teacher and staff retention is achieved through a significant salary increase once the teacher becomes contract (rather than probationary). A process has been put in place for the continued adoption of up-to-date, research-based, common-core-focused curriculum. Teachers are being provided with inservice instruction in using the new curriculum.	
Indicator	LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 06/13/2014	
	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:	Input into the school improvement plan was invited by all stakeholders in spring of 2014. The school wide improvement plan committee needs to develop a clearly defined process for the monitoring, review, and revision of the plan.	
Plan	Assigned to:	Not yet assigned	
Indicator	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)		
Status	Objective Met 3/13/2015		
Assessment	Level of Development:	Initial: Limited Development 06/13/2014	
		Objective Met - 03/13/2015	
	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:	While each of these components are currently considered in decision-making, there is no formal needs assessment process in place.	
Plan	Assigned to:	Suzi Spencer	
	How it will look when fully met:	Our team will evaluate student achievement by looking at state test scores and local assessments (DIBELS and easyCBM). We will also look at subgroups of TAG, homeless, minorities, special education, and gender. We evaluated our grading system (standards-based), and we compared our state test scores with other similar schools in Oregon. When looking at our district and school structure and culture, we will review student behavior trends by analyzing student referrals (times, months, type of incidents, etc), enrollment trends, and attendance and tardies.	

		<p>In the area of teaching and learning we will evaluate the qualifications of our teachers, longevity of employment, quality of curriculum, availability of technology, and how we use our Title One paraprofessionals.</p> <p>In the area of educator effectiveness and professional development we evaluated the qualifications of teachers and paraprofessionals, our professional development scope and sequence, and the ways we support new staff members.</p> <p>We also looked at family and community involvement by assessing the ways parents are involved in decision making, parent surveys, opportunities for parents to evaluate/give feedback, and parent volunteerism. We also evaluated our community partnerships and afterschool program.</p>
	Target Date:	02/27/2015
	Tasks:	
	1. Create a Title One team including representatives from each category: parent, teacher, title one teacher, paraprofessional, administrator, and district staff.	
	Assigned to:	Suzi Spencer
	Added date:	03/13/2015
	Target Completion Date:	08/28/2014
	Comments:	<p>Team includes:</p> <p>Sara Schneider, Teacher Suzi Spencer, Title One Teacher Susan Christensen, Paraprofessional Jack Thompson, Superintendent (district staff) Art Houghtaling, Assistant-Principal Judy Scheet, Parent Corrine Symolon, Homeless Liaison</p>
	Task Completed:	08/28/2014
	2. Meet with the Title One team monthly to complete the needs assessment.	
	Assigned to:	Suzi Spencer
	Added date:	03/13/2015
	Target Completion Date:	09/12/2014
	Comments:	<p>The Title One planning team met on:</p> <p>September 12, 2014 October 10, 2014 January 9, 2015</p> <p>to develop the comprehensive needs assessment document. The document was updated in February 2015 and sent out to the team for approval/comments.</p>
	Task Completed:	02/27/2015
Implement	Percent Task Complete:	
	Objective Met:	3/13/2015
	Experience:	

		<p>3/13/2015</p> <p>The Title One planning team was recruited in August 2014 and includes: Sara Schneider (teacher), Suzi Spencer (Title One teacher), Susan Christensen (paraprofessional), Jack Thompson (Superintendent/district staff), Art Houghtaling (assistant-principal), Judy Scheet (parent), and Corrine Symolon (homeless liaison).</p> <p>The planning team met on September 12, 2014; October 10, 2014; and January 9, 2015 to develop a comprehensive needs assessment document.</p>
	Sustain:	<p>3/13/2015</p> <p>We will refer back to the needs assessment document as we review our progress throughout the school year.</p>
	Evidence:	<p>3/13/2015</p> <p>The Title One planning team was recruited in August 2014 and includes: Sara Schneider (teacher), Suzi Spencer (Title One teacher), Susan Christensen (paraprofessional), Jack Thompson (Superintendent/district staff), Art Houghtaling (assistant-principal), Judy Scheet (parent), and Corrine Symolon (homeless liaison).</p> <p>The planning team met on September 12, 2014; October 10, 2014; and January 9, 2015 to develop a comprehensive needs assessment document.</p>