

Comprehensive Plan Report

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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.

2/17/2017

Wilson Elem NCES - 410804000441

Medford SD 549C

Comprehensive Achievement Indicators

Key Indicators are shown in RED.

Comprehensive Achievement Indicators

District and School Structure and Culture

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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/16/2013	
	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>Currently our staff uses student data to group students for differentiated groups for instruction in reading and math. We have intervention instruction in place. We have 40 minutes for reading intervention/enrichment and 30 minutes of math intervention/enrichment. The SLT (Student Level Team) Referral process is in place and is used to look at possible further evaluations for students who continue to struggle in making desired growth. The SST (Student Study Team) meets to provide support for teachers and students.</p> <p>The items above provide support for our struggling students will get additional assistance in a timely manner so as to help students achieve standards.</p>	
Plan	Assigned to:	Barbara Low	
	How it will look when fully met:	<p>Our goal is to increase the resources (time, staff, interventions) for those students who are struggling in math and/or reading so they are better able to make academic progress.</p> <p>SMART Goal/Action Plan: Wilson staff will continue to identify students who need additional learning time to meet standards and provide timely and effective programs of assistance.</p>	
	Target Date:	06/14/2019	
	Tasks:		
	1. Student Study Team meets to review student data, review teacher student concerns, revise Double Dose schedule as needed		
	Assigned to:	Barbara Low	
	Added date:	12/11/2013	
	Target Completion Date:	06/14/2018	

	Frequency:	monthly
	Comments:	<p>A week before the meeting our Title 1 Specialist will email our classroom teachers and request that if they have any student concerns (academic or behavior) to contact her with specifics.</p> <p>On April 7th we reviewed this task and decided that we are on track to complete this task.</p> <p>On June 18th we reviewed this task - we decided that we want to continue this task for next year. We will work on improving communication of what actually occurs at our meetings with our classroom teachers. Notes/minutes will be emailed to classroom teachers after the meetings.</p> <p>On June 3, 2015 - we feel that this task is accomplished within current policy and budget conditions</p> <p>April 7, 2016 -- it would be helpful to receive notes from SST and SLT team for students referred.</p> <p>May 25, 2016 - we want to make some possible changes and try to get more classroom teacher input into this team. We have put together a plan and will implement it next year.</p> <p>October 2016 - this year we are having teachers attend three of our SST meetings as a grade level. This will allow the teachers to have more direct input into the process and provide the specialists the opportunity to provide the needed support for our students and our teachers.</p>
	<p>2. School Level Team - this team meets to specifically look at targeted students who are being looked at for referral - either speech, academic or behavior.</p> <p>The SLT Referral Process will be reviewed twice a year. We are moving to do all paperwork electronically.</p>	
	Assigned to:	Barbara Low
	Added date:	12/11/2013
	Target Completion Date:	06/14/2018
	Comments:	<p>SLT meets as needed. Meeting is scheduled and the following people are invited - parent, teacher, Title 1 Specialist, Principal, Resource teacher.</p> <p>On April 7th we reviewed this task and decided that we are on track to complete this task.</p> <p>On June 18th we reviewed this task. This year's process worked better. We need to continue to train the staff on the School Level Team Referral process and the Title 1 Specialist will be a resource for the teachers in working through the process and completing the paperwork. She will also schedule the parent meetings.</p> <p>On June 3, 2015 - we feel that this task is accomplished within current policy and budget conditions</p> <p>October 2016 - the SLT Referral Process was reviewed at our October staff meeting. The district is slowly moving to doing all paperwork in this process electronically. Right now all Academic referrals are to be done electronically.</p>

	3. Full implementation of Additional Targeted Instruction for math and reading. This will provide differentiated time - 4 days a weeks for either re-teaching or enrichment based on student data.	
	Assigned to:	Gerry Flock
	Added date:	12/07/2016
	Target Completion Date:	06/14/2018
	Comments:	October 2016 -- Wilson has been doing differentiated instruction for reading for the past several years. We are wanting to continue that Additional Targeted Instruction in reading but also do an additional time for math. Our student data shows that we need to do more differentiated math instruction to help support our students who are struggling in math.
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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)(SIG)	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/29/2013
	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>We understand this goal to mean that we have a procedure in place which integrates services and programs with the aim of optimizing the entire educational program to improve student learning.</p> <p>Our current level of implementation is that our Title 1 program provides intervention for students who are struggling with reading and/or math in grades kindergarten through 6th grade. We provide ELL, SPED, TAG, Maslow, Kindergarten Assistants, Title Support Staff (TSS), Kids Unlimited After School Program, Title 1 Support Staff (Behavior Coach), Title 1 services to students, Central High School Mentors, Behavior Support Team, Behavior Councilor, SMART Readers for targeted Kindergarten students, Kids Unlimited basketball and Soccer programs.</p>
Plan	Assigned to:	Barbara Low
	How it will look when fully met:	<p>All support services will align with school goals to ensure all students grow and are successful.</p> <p>SMART Goal/Action Plan 2016-19: Wilson Staff will research possible trainings in regards to behavior management in the areas of mental health and trauma (ACES training). This research will be presented to the staff to allow discussion over possible implementation and training for certified and classified staff.</p>
	Target Date:	06/14/2017
	Tasks:	
	1. Title 1 will provide and schedule staff to work with students who are struggling in reading and/or math - either in a pull-out situation or in a push-in situation. This will be done based on student data and needs.	

Assigned to:	Barbara Low
Added date:	11/13/2013
Target Completion Date:	06/14/2018
Frequency:	four times a year
Comments:	<p>Each quarter the schedules will be reviewed and changes made as needed to meet the needs of our students. Input will be gathered from teachers as to how things are working and any suggestions that they would have to improve what we are doing.</p> <p>On April 7th we reviewed this task and decided that we are on track to complete this task.</p> <p>On June 18th we reviewed this task. In looking at our end of year data, we decided that we needed to try something different concerning our use of Classroom Literacy Assistants and ERI Assistants. This coming year we will do a flood in model for the ERI curriculum instruction for kindergarten students. This will ensure that one lesson a day is taught during the 30 minute planned time - four days a week. This will mean that we will need to have three of our CLAs scheduled to help with the instruction both for the morning and afternoon classes. CLAs will also be scheduled to help with Double Dose instruction in the Title 1 room and for small group instruction in the classrooms (specifically grades 1-3 and if possible grades 4-6).</p> <p>October 2, 2014 -- we have decided to our walk to Double Dose - WIN (What I Need) for grades 1-6. For kindergarten we are calling it ERI Flood-In time.</p> <p>Nov. 7, 2014 -- we made the change from ERI Assistants to EIS Assistants</p> <p>Jan. 28, 2015 -- ERI and CLA's are scheduled and one is being replaced and a new one is being hired.</p> <p>On June 3, 2015 - we feel that this task is accomplished within current policy and budget conditions</p> <p>October 15,2015 -- with the changes to the classified contract our ERI Assistants and CLA's are now called TSS (Title Support Staff).</p> <p>March 9, 2016 -- task is in the process to be completed and revised as needed.</p> <p>October 2017 -- our staff decided to make this task more inclusive of what we are currently doing at our school. We have added a Math Enrich/Reteach time - 4 days a week - 30 minutes a day. We want to work to more effectively have all programs work together to help support our students to be successful.</p>
2. Fruit and Vegetable Grant - booklets are available to anyone to review (they are located in cafeteria, Media Center, school office, and Title 1 Specialist Room)	
Assigned to:	Barbara Low
Added date:	12/11/2013
Target Completion Date:	06/14/2017

Comments:	<p>have article in school newsletter making parents aware of this grant and what it provides</p> <p>We will discuss the implementation requirements for this grant with our staff.</p> <p>On April 7th we reviewed this task and decided that we are on track to complete this task.</p> <p>On June 18th we reviewed this task. As long as we have the grant, we will continue this task for next year.</p> <p>Jan. 28, 2015 -- Fruit and vegetable program is going great and ongoing.</p> <p>On June 3, 2015 - we feel that this task is accomplished within current policy and budget conditions</p> <p>March 9, 2016 -- this task is nearly completed for this school year</p> <p>October 2016 -- we are continuing with this task for another year. It has been very beneficial for our students.</p>
3. Title 1 Specialist will provide trainings for our TSSs (Title 1 Support Staff) and Kindergarten Assistants	
Assigned to:	Barbara Low
Added date:	12/11/2013
Target Completion Date:	06/14/2019
Comments:	<p>Title 1 Specialist will request input from teachers, principal and office manager on what should be included on training agendas</p> <p>On April 7th we reviewed this task and decided that we are on track to complete this task.</p> <p>On June 18th we reviewed this task. These trainings were completed and went well. We will plan on continuing this again next year.</p> <p>Jan. 28, 2015 -- CLA's and ERI's are getting training quarterly with input from classroom teachers.</p> <p>On June 3, 2015 - we feel that this task is accomplished within current policy and budget conditions. Teachers are contacted concerning their input on what should be covered in the trainings.</p> <p>October 15, 2015 -- to better meet the staff development needs of our TSS (Title Support Staff)our Title 1 Specialist with work with other Title 1 Specialists in our District to offer a variety of trainings at 3 TSS Academies this year. This is able to occur because of the changes made to the classified contract which includes having TSS working on non-student days - which is when these TSS Academies will happen.</p> <p>March 9, 2016 -- this task is in the process of completion. In addition to the 3 TSS Academies there is a monthly TSS Training.</p> <p>May 25, 2016 - this is part of our culture and we can continue to do it with our budget.</p>

		October 2016 -- We will continue to provide the TSS Academy for classified staff to have professional development opportunities.
	4. We have a grant which provides for PE specialist to work with our students to increase physical activities during the day. Our PE Specialist will meet with our Site Council to report on progress and results of physical activities assessments during the year.	
	Assigned to:	Lyndsey.Thomas@medford.k12.or.us
	Added date:	11/25/2014
	Target Completion Date:	06/14/2017
	Comments:	<p>Nov. 7, 2014 meeting - Lindsey Thomas- our PE Specialist - has been working with our students and collaborating with our teachers. She has completed her first round of assessments and will be able to report those results at our next meeting.</p> <p>Jan. 28, 2015 -- Lindsey is completing the 2nd round of testing. She will collate the data and submit it to Terri Dahl at District Office.</p> <p>On June 3, 2015 - we feel that this task is accomplished within current policy and budget conditions - which is a PE Grant</p> <p>March 9, 2016 -- this task in the process of completion for this school year.</p> <p>October 2016 -- we are continuing with this task again this year</p>
	5. We will create a committee to do the research into possible trainings in regards to behavior management in the areas of mental health and trauma. This research will be presented to the staff to allow discussion over possible implementation and training for next year.	
	Assigned to:	Gerry Flock
	Added date:	12/07/2016
	Target Completion Date:	04/14/2017
	Comments:	October 2016 - Wilson Staff feels that there is a real need for this training so that we can be better able to provide the support for our students who are struggling with their behavior. We are finding that more and more of our students are needing this specific support.
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

Comprehensive Achievement Indicators

Educator Effectiveness

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	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/26/2013	
	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>We understand this goal to mean that our teams, such as PLC, SST, ELL, use data to base their instructional decisions. Data is used to assess the strengths and weaknesses of our curriculum and make changes as needed on the student data.</p> <p>Our current level of implementation includes our teams using the</p>	

		following student data: DIBELS, ELPA, Phonics Decoding Screener, Smarter Balance, I-Ready, MI, journeys tests, Bridges Tests, CMP2 Tests, Collections tests, pre/post tests, formative assessments, exit tasks, SWIS, etc. There is a new teachers Data Warehouse site which will be available in January which will give teachers easy access to most student data.
Plan	Assigned to:	Gerry Flock
	How it will look when fully met:	Our goal is to continue and refine our effective use of data to inform our instruction and our use of curriculum to better meet the needs of our students. SMART Goal/Action Plan: Wilson teachers will access the student data from current assessment at least biannually within the PLC to make necessary additions or adjustments to curriculum.
	Target Date:	06/14/2017
	Tasks:	
	1. PLC Teams will analyze student data and make adjustments to instruction based on that data. They will work to create common formative assessments.	
	Assigned to:	Gerry Flock
	Added date:	12/12/2013
	Target Completion Date:	06/14/2018
	Comments:	PLC teams will review their student data to determine if their instruction is meeting their student needs. They will decide how to adjust their instruction as needed and to monitor their students' progress. On April 7th we reviewed this task and decided that we are on track to complete this task. On June 18th we reviewed this task and we will be continuing this task next year. On June 3, 2015 - We meet in PLCs weekly, we collect and use data from listed sources to make decisions about instruction. This task was completed and will resume next year. It can be accomplished within current policy and budget conditions. October 2016 -- We will continue to use student data in our PLC meetings and work on creating common formative assessments. This data will be used to differentiate instruction in reading and math.
	2. Student Study Team data review	
	Assigned to:	Barbara Low
	Added date:	12/12/2013
	Target Completion Date:	06/14/2017
	Frequency:	monthly
	Comments:	Student Study Team will meet monthly to review student data - specifically those students who are needing extra support. Before each meeting, the Title 1 Specialist will send an email to classroom teachers asking if they have any specific student concerns. At this time the Title 1 Double Dose schedule may be revised to better meet the students' needs. The School Level Team updates are

	<p>reviewed.</p> <p>On April 7th we reviewed this task and decided that we are on track to complete this task.</p> <p>On June 18th we reviewed this task and decided that this process is working well but we need to include emailing notes/minutes of the meeting to our classroom teachers.</p> <p>On June 3, 2015 - this task was completed and will resume next year. It can be accomplished within current policy and budget conditions.</p> <p>October 2016 - we have revised our SST meeting schedule to include Grade level teachers at three of our meetings during the year. This will help to provide more opportunity for teachers to provide input and for the specialists to provide support.</p>
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3. Since we are having more students who are struggling with their behavior, we will have a PBIS (Positive Behavior Instructional Support) meeting with our Behavior Coach, Principal, and a targeted grade level. Teachers from that targeted grade level will be invited to attend this meeting.

Assigned to:	Cathy Winans
Added date:	12/07/2016
Target Completion Date:	06/12/2017
Comments:	October 2016 -- the staff discussed the need to communicate more often concerning students who are struggling with their behavior and are on Check-In Check-out. This new structure is an attempt to meet that need.

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

Family and Community Involvement

Indicator FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/29/2013	
	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>We currently have several community organizations who we work with during the year (1) Head Start - 2 classes on campus (2) Coats Four Kids - Television channel 12 (KDRV) (3) SMART Program (4) Maslow Project - providing support for homeless students (5) Kid Spree - through the Jackson County Consortium to provide school clothing and school supplies for needy students (6) Happy Smiles Program - which comes to our campus to provide dental care (7) Kid Unlimited After School Program (8) Business partnership with StarBucks (9) Good News program (10) PTO Meetings (11) PTO Facebook (12) School Family Nights (13) Junior Achievement (14) Rogue Art Gallery (15) Science Works (16) VIMS (Volunteers in Medford Schools) (17) Foster Grandparents (18) School Holiday Craft Fair (19) Bobbios Pizza (20) Fountain Plaza, (21) Rotary Dictionaries and Rotary Recognitions (22) Dr. Bennion - toothbrushes, (23) School Resource Office. We want to</p>
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		maintain our current level of implementation and strive to always improve communication between us and the organizations.
Plan	Assigned to:	Gerry Flock
	How it will look when fully met:	<p>We will continue to work with the organizations that we have worked with in the past year and strive to improve communication between our school and the above listed organizations. We will also make sure that our staff members are aware of these organizations and what they can do for us, our students and their families.</p> <p>Nov. 7, 2014 - we are adding Bobbios to our list of community supporters.</p> <p>October 2016 -- Wilson staff discussed that we need to tap all available resources in our neighborhood.</p> <p>SMART Goal/Action Plan: We will maintain current connections with our community partners. By the end of June 2017 we will reach out to others schools and our own PTO to explore possible resource avenues with our neighborhood communities. We want to explore looking into having Providence Hospital, Dairy Queen, and the Banner Bank be possible partners.</p>
	Target Date:	06/14/2017
	Tasks:	
	2. To make sure that our school staff and parents are aware of the services that these organizations can provide	
	Assigned to:	Gerry Flock
	Added date:	10/29/2013
	Target Completion Date:	06/14/2017
	Frequency:	twice a year
	Comments:	<p>We want to make sure that our staff and parents are aware of the services that these organizations can provide for them and their students.</p> <p>April 7th we reviewed this task and decided that we are on the way to complete it.</p> <p>June 18th we reviewed this task and decided that we did complete it. We also decided that we want to continue it for next year.</p> <p>On June 3, 2015 -- We have a process in place for working with these organizations. We can accomplish this task within our current policy and budget conditions</p> <p>March 16, 2016 -- this task has been completed</p> <p>October 2016 - we feel that this is vital so that we can help our students' parents in finding the resources which they may need. We need to continue to make this a standard piece of information which our staff has at their finger tips.</p>
	6. Parent Involvement Family Nights are an opportunity to build connections with parents and community members to support student learning.	
	Assigned to:	Gerry Flock
	Added date:	12/12/2013

	Target Completion Date:	06/13/2019
	Comments:	<p>Leadership Teams who are responsible for specified Family Nights will make sure to get information out to parents in a timely manner. They will also make sure to get parent input on how the events went and any suggestions on how to improve them.</p> <p>These include - Open House, ELL Family Night, Winter Celebration, Multicultural Night, Reading and Donuts, One School One Book Project, Math/Science Night, Family Literacy Night, Celebration of Learning, Night of Notables, Science Fair</p> <p>April 7th we reviewed this task and decided that we are on the way to complete it.</p> <p>June 18th we reviewed this task and decided that we did complete it. We also decided that we want to continue it for next year.</p> <p>On June 3, 2015 -- We have a process in place for doing our Parent Involvement Family Nights. We are continuing to refine these and make them more of a learning experience for our parents.</p> <p>October 15, 2015 - we will continue to update and revise our Family Nights so as to meet our families needs</p> <p>March 16, 2016 -- this task is in the process of completion</p> <p>May 25, 2016 - we have completed our family nights. This was done and we want to continue to revise our family events to best meet their needs.</p> <p>October 2016 -- are Parent Involvement Nights and activities are well attended. This is a great way to make connections with our students families and to help them support their children.</p>
	8. A Community Action Team/committee will be formed to reach out to successful schools to find out what systems they use to promote community partnerships in conjunction with our PTO. They will report back to the staff by May 2017 so that we can implement a plan for more effectively communication with our community.	
	Assigned to:	Gerry Flock
	Added date:	12/07/2016
	Target Completion Date:	06/14/2017
	Comments:	October 2016 -- Our staff sees the need to increasing our community partners so that we can work together to support our students and their parents.
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)