






# 2012-2014 COMPREHENSIVE PLAN SANDUSKY ELEMENTARY REPORT *data*



● GOAL MET     
 ● GOAL NOT MET/PROGRESS     
 ● GOAL NOT MET/NO PROGRESS




INDICATOR		2011-2012	2012-2013	% Change	<span style="color: green;">●</span> <span style="color: yellow;">●</span> <span style="color: red;">●</span>	NOTES
ACHIEVEMENT	ADV./AP/DUAL ENROLLMENT	N/A	N/A			
	PALS pass rate	94%	86%	-8.5%	●	-EIRI services -LLI Instruction -Title 1 Assistant services
	SOLS (see pages 2-3)	SEE PAGES 2-3	SEE PAGES 2-3		●	Sandusky Elementary continues to be fully accredited while meeting all Annual Measurable Objectives for all gap groups.  -Datacation used to review individual and group data -PLCs to review data -School Improvement Team -School Improvement Plan -Academic Coaching -Gifted teachers to support instruction -Updated pacing guides correlated to new SOLs -Laptop initiative for teachers

# 2012-2014 COMPREHENSIVE PLAN | SANDUSKY ELEMENTARY REPORT *SOL data*

INDICATOR	2011-2012	2012-2013	DIFFERENCE	  	NOTES												
MATH (new test 2012)	64%	70%	+6%		Gap Group Performance: <table border="1"> <thead> <tr> <th><u>2011-2102</u></th> <th><u>2012-2013</u></th> <th><u>AMO Target</u></th> </tr> </thead> <tbody> <tr> <td>GG1 – 55%</td> <td>63%</td> <td>52%</td> </tr> <tr> <td>GG2 – 45%</td> <td>45%</td> <td>51% met by 3 year average of 61%</td> </tr> <tr> <td>GG3 – 75%</td> <td>82%</td> <td>56%</td> </tr> </tbody> </table>	<u>2011-2102</u>	<u>2012-2013</u>	<u>AMO Target</u>	GG1 – 55%	63%	52%	GG2 – 45%	45%	51% met by 3 year average of 61%	GG3 – 75%	82%	56%
					<u>2011-2102</u>	<u>2012-2013</u>	<u>AMO Target</u>										
GG1 – 55%	63%	52%															
GG2 – 45%	45%	51% met by 3 year average of 61%															
GG3 – 75%	82%	56%															
2013-2014 - Creative scheduling - Remediation and enrichment blocks for 30 minutes daily - ST Math - i-Ready diagnostic & Monitoring - Interactive Achievement - Recommendation for Math kits to be developed																	
READING (new test 2013)	87%	70%	-17%		Met Accreditation with 3 year Average of 82 Gap Group Performance: New Reading SOL Test  <table border="1"> <thead> <tr> <th><u>2011-2102</u></th> <th><u>2012-2013</u></th> <th><u>AMO Target</u></th> </tr> </thead> <tbody> <tr> <td>GG1 – 82%</td> <td>66%</td> <td>52%</td> </tr> <tr> <td>GG2 – 72%</td> <td>52%</td> <td>49%</td> </tr> <tr> <td>GG3 – 88%</td> <td>83%</td> <td>53%</td> </tr> </tbody> </table>	<u>2011-2102</u>	<u>2012-2013</u>	<u>AMO Target</u>	GG1 – 82%	66%	52%	GG2 – 72%	52%	49%	GG3 – 88%	83%	53%
					<u>2011-2102</u>	<u>2012-2013</u>	<u>AMO Target</u>										
GG1 – 82%	66%	52%															
GG2 – 72%	52%	49%															
GG3 – 88%	83%	53%															
2013 - 2014 - New Harcourt Reading adoption - In-depth training with Harcourt Training - Parent Academies for New Reading adoption - Continue LLI Intervention - New i-Ready diagnostic and instruction - Use of Interactive Achievement																	

# 2012-2014 COMPREHENSIVE PLAN | SANDUSKY ELEMENTARY REPORT *SOL data*



INDICATOR	2011-2012	2012-2013	DIFFERENCE		NOTES
<b>SCIENCE</b> (new test 2013)	87%	77%	-10%		-New Science Test  2013-2014 -Continue development and use of Hands-on Science Kits - -Interactive Achievement
<b>SOCIAL STUDIES</b> (new test 2011)	90%	89%	-1%		- New Social Studies textbooks were adopted and used  2013-2014 - Interactive Achievement - Recommendation for Social Studies kits to be developed

# 2012-2014 COMPREHENSIVE PLAN SANDUSKY ELEMENTARY REPORT *data*



● GOAL MET     
 ● GOAL NOT MET/PROGRESS     
 ● GOAL NOT MET/NO PROGRESS

INDICATOR		2011-2012	2012-2013	% Change	<div style="display: flex; flex-direction: column; align-items: center;"> <span style="color: green;">●</span> <span style="color: yellow;">●</span> <span style="color: red;">●</span> </div>	NOTES
BEHAVIOR	STUDENT ATTENDANCE	10%	8%	20% decrease	●	New Attendance Policy  2013-2014 - Elementary attendance/security clerk - PLC meetings with attendance clerk to examine tardies and absences - Social Worker - Quarterly Incentives for perfect attendance
	SUSPENSION	11%	6%	45% decrease	●	-continued focus on relationship building and teaching appropriate behaviors throughout the school year  2013 -14 - PBIS team developed to: 1. look at data and guide the SES staff in developing a school wide discipline model 2. look at data and discuss means to address referrals/suspensions

# 2012-2014 COMPREHENSIVE PLAN | SANDUSKY ELEMENTARY REPORT *data*



● GOAL MET

● GOAL NOT MET/PROGRESS

● GOAL NOT MET/NO PROGRESS

INDICATOR		2011-2012	2012-2013	% Change	<span style="color: green;">●</span> <span style="color: yellow;">●</span> <span style="color: red;">●</span>	NOTES
CULTURE	STAFF ATTENDANCE	331	434	103 day increase	<span style="color: red;">●</span>	54.4 – Leave w/ Pay 44 – Family Medical  - Addressing attendance with individual teachers - Offering incentives for perfect attendance (building level) - Encourage the division to look at offering incentives
	PARENT INVOLVEMENT	154	94	39% decrease	<span style="color: red;">●</span>	-include additional parent involvement activities -encourage parents to sign in as volunteers as opposed to visitors when they enter the building to volunteer so that volunteers are appropriately accounted for -provide parents with a survey to include all volunteer hours (inside and outside of school) as all volunteer hours were not accounted for during the 2012-2013 school year

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ACHIEVEMENT</b></p> <p>TA01 - The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.</p> <p><b>TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).</b></p> <p>TA03- The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.</p>	<ul style="list-style-type: none"> <li>-All students not meeting proficiency in Math and/or Reading will be identified.</li> <li>-Review ZSOL data from Spring 2013.</li> <li>-Administer PALS to 3<sup>rd</sup> grade students who did not meet Spring benchmark or who are new to VA.</li> <li>-Administer Fall, Mid-year and Spring PALS to students K-2<sup>nd</sup> grade.</li> <li>-Administer i-Ready Math and Reading Assessment to students in grades K-5 in September, January, and April.</li> </ul>	<p>The tasks outlined as a part of the achievement indicator TA01 relate directly to the division's comprehensive plan as they address programs which identify students needing additional support.</p>
	<ul style="list-style-type: none"> <li>-Title 1 identified students will receive an additional 2 ½ hours of Tier 2 remediation instruction.</li> <li>-Students will receive ST Math instruction 40-45 minutes twice each week.</li> <li>-Identified students will receive i-Ready instructional remediation.</li> <li>-Identified students in grades 2-5 will participate in after-school Math and Reading remediation.</li> <li>-Remediation block included in teacher schedules.</li> </ul>	<p>The tasks outlined as a part of the achievement indicator TA02 relate directly to the division's comprehensive plan as they outline tiered interventions for students who need additional support.</p>
	<ul style="list-style-type: none"> <li>-Develop a Teacher Assistance Team to discuss student interventions.</li> <li>-Title 1 teachers monitor LLI students using online management.</li> <li>-Students identified through i-Ready will be given progress monitoring diagnostic.</li> <li>-Datacation used to review student grades, attendance, and discipline.</li> <li>-Interactive Achievement used for common Assessments (3-5)</li> <li>-Review mid-year and end of year PALS data</li> </ul>	<p>The tasks outlined as a part of the achievement indicator TA03 relate directly to the division's comprehensive plan as they address monitoring of the tiered interventions.</p>

INDICATOR	Tasks	How they relate to division’s Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p><b>IIIIC10</b></p> <p>All teachers will reinforce classroom rules and procedures by positively teaching them.</p> <p><b>BEHAVIOR</b></p>	<ul style="list-style-type: none"> <li>-Create a PBIS (Positive Behavioral Intervention Supports) team to:                             <ul style="list-style-type: none"> <li>*guide the staff in implementing PBIS (identify expectations, develop a matrix for expectations in areas throughout the building</li> <li>*disaggregate monthly discipline data</li> </ul> </li> <li>-Classroom teachers will implement “Bucket Fillers” with a focus on the six character traits.</li> <li>-Present students with guidance lesson on the 6 character traits: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.</li> <li>-Classroom teachers will post classroom rules.</li> </ul>	<p>The tasks outlined as a part of the indicator for behavior relate directly to the division’s comprehensive plan as they support achievement, behavior, and culture. This is accomplished through beginning implementation of a new school-wide behavior plan which supports a proactive approach designed to teach and recognize positive student behaviors, thus reducing student referrals.</p>
<p><b>IVD06</b></p> <p>The school will sponsor all-school events (e.g., family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning (e.g., learning standards, Compact, homework policy, "curriculum of the home").</p> <p><b>CULTURE</b></p>	<ul style="list-style-type: none"> <li>-Sandusky Elementary will present parents and families with the following opportunities to be involved and volunteer:                             <ul style="list-style-type: none"> <li>*Open House Night</li> <li>*Family Fun n’ Fit Night</li> <li>*Parent/Teacher Conference Nights</li> <li>*Muffins w/ Moms</li> <li>*Doughnuts w/ Dads</li> <li>*Feast On A Good Book</li> <li>*LLI Parent Dinner</li> <li>*Book Fair Dinner/Reading Night</li> <li>*Field Day</li> <li>*Spartan Sprint</li> <li>*Ready, Set, Goal Calendar Challenge</li> <li>*Ready, Set, Goal Carnival</li> </ul> </li> <li>-Parents will be provided with a survey to indicate volunteer hours and school events in which they participated.</li> </ul>	<p>The tasks outlined as a part of the indicator for culture relate directly to the division’s comprehensive plan as they support the divisions goal to increase parental involvement. This will be accomplished through providing parents with multiple opportunities to participate in and volunteer for school events.</p>