

# 2012-2014 COMPREHENSIVE PLAN (DESI) 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
ACHIEVEMENT	ADV./AP/DUAL ENROLLMENT					N/A
	PALS pass rate	77%	76%	-1.3%	<span style="color: red;">●</span>	Year to Year: Red Light- 1% increase in failure rate ---New cohort, see strategies on slide 4
	SOLS (see page 2)	SEE SLIDE 4	SEE SLIDE 4			Dearington Elementary School for Innovation is currently accredited with warning in reading and math (Year 1). The school did not meet all AMOs in math for All Students, Gap Group 1, Gap Group 2, and Economically Disadvantaged students.  Datacation used to review 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

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BEHAVIOR	STUDENT ATTENDANCE	14%	12%	14 % decrease	<span style="color: green;">●</span>	<b>10% goal exceeded</b> -Elementary security/truancy clerk addressing concerns with families -Recognition for attendance -School social worker supports attendance concerns
	SUSPENSION	17%	11%	35% decrease	<span style="color: green;">●</span>	<b>5% goal exceeded</b> - PBIS team looks at data and develops plans to address referrals/ suspensions: - Focus on highlighting the positive behaviors: - 'Dolphins' - FINS Leadership - Anonymous, positively stated, behavior charts and goals - Behavioral contracts






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CULTURE	STAFF ATTENDANCE	189.5	229.5	40 day increase	●	<ul style="list-style-type: none"> <li>- Addressing attendance with individual teachers as needed</li> <li>- Offering incentives for perfect attendance</li> <li>- Ask the board to look for incentives</li> </ul>
	PARENT INVOLVEMENT	107	444	315% increase	●	<p>Give Me Five Initiative                      Parental Involvement Activities:                      PTO, Principal's Parent Advisory, Supt. Parent Advisory                      Volunteer Hours</p> <p>What's New: Raptor System                      Give Me Five for Students and Community</p>

# 2012-2014 COMPREHENSIVE PLAN | (DESI) REPORT *SOL data*

INDICATOR	2011-2012	2012-2013	DIFFERENCE		NOTES
<b>MATH</b> (new test 2012)	41%	42%	+1%		<ul style="list-style-type: none"> <li>- Intervention time built into schedule</li> <li>- Iready diagnostic &amp; monitoring/interactive achievement</li> <li>- ST Math</li> <li>- Title 1 Math Instructional support</li> <li>- Dolphin Academy</li> </ul>
<b>READING</b> (new test 2013)	82%	52%	-30%		<ul style="list-style-type: none"> <li>- New Reading SOL Test</li> <li>- New Harcourt Reading Series</li> <li>- Benchmark Guided Reading</li> <li>- In-Depth PD with reading series trainers</li> <li>- Parent academies with Harcourt</li> <li>- LLI intervention for Title I and SPED</li> </ul>
<b>SCIENCE</b> (new test 2013)	82%	42%	-40%		<ul style="list-style-type: none"> <li>- New Science Test</li> <li>- Hands on Science kits</li> <li>- Interactive Achievement</li> <li>- Gifted Teachers to support instruction</li> <li>- STEM weekly built into schedule for ALL</li> </ul>
<b>SOCIAL STUDIES</b> (new test 2011)	85%	64%	-21%		<ul style="list-style-type: none"> <li>- New Social Studies textbooks were adopted and used</li> <li>- Ask Board for further instructional support for materials to teach social studies. Possibly kits similar to science.</li> </ul>

## 2012-2014 COMPREHENSIVE PLAN | (DESI) REPORT *strategies*

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<b>ACHIEVEMENT</b>  TA01-Identification (mandatory)	<ul style="list-style-type: none"> <li>- PALS</li> <li>- 2012-13 SOL Results</li> <li>- iReady (Math and Reading)</li> <li>- Interactive Achievement (Math and Reading, Science, SS)</li> <li>- Kindergarten nine weeks assessment</li> <li>- Grades</li> <li>- Teacher Assistance Team (TAT)</li> <li>- Child Study Team</li> </ul>	<p>The tasks outlined as a part of the achievement indicator TA01 are aligned directly to the division's comprehensive plan to identify student in need of instructional support.</p>
	<ul style="list-style-type: none"> <li>- ST Math (Tier 2)</li> <li>- Small group guided reading using Benchmark and Houghton Mifflin Harcourt leveled readers (Tier 1)</li> <li>- LLI (Tier 2)</li> <li>- EIRI (Tier 2)</li> <li>- Partnerships with teacher candidate programs (Tier 2)</li> <li>- Dolphin Academy (Reading &amp; Math)</li> <li>- iReady Math/Reading instructional program (Tier 3)</li> <li>- Title 1 Math small group instruction (Tier 2)</li> </ul>	<p>The tasks outlined as a part of the achievement indicator TA02 relates directly to the division's comprehensive plan as it provides tiered interventions for students who need additional support.</p>
	<ul style="list-style-type: none"> <li>- Weekly PLC data meetings</li> <li>- Datacation</li> <li>- ST Math reports</li> <li>- LLI progress monitoring reports</li> <li>- Report Cards</li> <li>- iReady reports for reading and math</li> <li>- Pre and post assessments using Interactive Achievement</li> <li>- Formative assessment data using Interactive Achievement</li> </ul>	<p>The tasks outlined as a part of the achievement indicator TA03 relates directly to the division's comprehensive plan as it allows for the 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>III C10 All teachers will reinforce classroom rules and procedures by positively teaching them.</b></p>	<ul style="list-style-type: none"> <li>- ‘DOLPHINS’ for positive reinforcement</li> <li>- FINS Leadership Program</li> <li>- Implementation of behavior contracts</li> <li>- Implementation of PBIS</li> <li>- Addition of attendance and security clerk</li> </ul>	<p>The tasks outlined as a part of the indicator for behavior relates directly to the division’s comprehensive plan as it supports achievement, behavior, and culture. This is accomplished through a new school-wide behavior plan which supports a proactive approach designed to recognize positive student behaviors; therefore, reducing student referrals and increases instructional time.</p>

**BEHAVIOR**

# 2012-2014 COMPREHENSIVE PLAN | (DESI) REPORT *strategies*



	INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
CULTURE	<b>VD01: Programs that engage and support family members are provided.</b>	<ul style="list-style-type: none"> <li>- Students will complete culture survey</li> <li>- Staff will complete poverty simulation training</li> <li>- FINS Leadership luncheon</li> <li>- Student Give Me 5 Initiative</li> <li>- Parent Power classes</li> <li>- Partnerships providing resources</li> <li>- Weekly communication with opportunities for involvement</li> </ul>	<p>The tasks outlined as a part of this indicator relates directly to the division's comprehensive plan as it supports culture and behavior. This is completed within the building through student involvement, recognition, forming connections between students and staff members, and providing opportunities for parents to be involved in activities at school.</p>