

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.

5/18/2016

Caldwell Elementary School NCES - 50296000064

Benton School District

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

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

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| Indicator | ID01 - A team structure is officially incorporated into the school governance policy.(36)(All Schools,Focus,Priority) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 09/01/2015 | |
| | Evidence: | Our school will specify the team structure. It will include a description of the teams' purposes and how they are constituted. New school leaders will be apprised of this expectation. The effectiveness of your teams determined and monitored. | |

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| Indicator | ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority) | | |
| Status | Tasks completed: 0 of 2 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 09/01/2015 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Team norms are due on 9/18/15 Agendas are due on 9/18/15 | |
| Plan | Assigned to: | Jennifer Almond | |
| | How it will look when fully met: | All teams will provide prepared agendas prior to their meetings. Teams will operate with agendas, keep minutes, stay focused, and follow through with the plans they make. | |
| | Target Date: | 12/09/2016 | |

Tasks:

1. Request completed agendas and minutes for team meetings

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| Assigned to: | Jennifer Almond |
| Added date: | 09/01/2015 |
| Target Completion Date: | 12/18/2015 |
| Frequency: | four times a year |
| Comments: | These agendas will be saved in an online form to be uploaded for evidence |

2. Create a system where agendas and minutes will be easily shared with administrators from grade level PLC teams.

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| Assigned to: | Jennifer Almond |
| Added date: | 03/15/2016 |
| Target Completion Date: | |

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| | Target Completion Date: | 12/09/2016 |
| | Comments: | These agendas will be saved in Google docs format or could be saved in PLC notebooks for administrators to view as needed. |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) |
| Indicator | ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority) | |
| Status | Tasks completed: 0 of 2 (0%) | |
| Assessment | Level of Development: | Initial: Limited Development 09/01/2015 |
| | 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: | As a school we are working towards scheduling meetings to meet this criteria. The school leadership team is evaluating scheduling and implementation of twice monthly meetings. |
| Plan | Assigned to: | Diane Lovell |
| | How it will look when fully met: | Upon full implementation, our school leadership team will meet twice a month each month of the school year for at least one hour. The team will consist of the principal and teachers in the building who lead instructional teams for each grade level. |
| | Target Date: | 12/16/2016 |
| | Tasks: | |
| | 1. The principal will appoint teachers to the leadership team to ensure each grade level is represented. | |
| | Assigned to: | Diane Lovell |
| | Added date: | 03/15/2016 |
| | Target Completion Date: | 09/30/2016 |
| | Comments: | |
| | 2. The leadership team will be scheduled to meet twice monthly. | |
| | Assigned to: | Diane Lovell |
| | Added date: | 03/15/2016 |
| | Target Completion Date: | 12/16/2016 |
| | Comments: | Evidence could be a calendar or spreadsheet showing the scheduled meetings for the year. |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) |
| School Leadership and Decision Making | | |
| Aligning classroom observations with evaluation criteria and professional development | | |
| Indicator | IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)(All Schools,Focus,Priority) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 10/21/2015 |
| | Explain why not a Priority or Interest: | Although principals and assistant principals conduct classroom observations on a regular basis and include coaching in follow-up discussions, the leadership team will not be performing these duties at |

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| | | this time. |
| Indicator | IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 09/01/2015 |
| | Evidence: | Every teacher in the building will submit a professional development plan that will monitored throughout the year through observations and meetings with teachers. |
| Indicator | IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 09/01/2015 |
| | Evidence: | High quality, ongoing, job-embedded, and differentiated professional development is provided by our district for staff members. |

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

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| Indicator | IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority) | | |
| Status | Tasks completed: 0 of 2 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 09/01/2015 | |
| | 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: | Students receive additional support from instructors during the school day through intervention times as scheduled by grade level. | |
| Plan | Assigned to: | Jennifer Almond | |
| | How it will look when fully met: | Professional Development may be given to teachers to advise them on how to best structure learning opportunities during the school day. Schedules will reflect intervention time blocks in every grade level. AIP data and RTI data may be used to monitor effectiveness. | |
| | Target Date: | 05/12/2017 | |
| | Tasks: | | |
| | 1. Professional development opportunities with a focus of RTI strategies and/or dyslexia training will be offered to teachers. | | |
| | Assigned to: | Diane Lovell | |
| | Added date: | 03/15/2016 | |
| | Target Completion Date: | 05/12/2017 | |
| | Comments: | These could also happen through meetings with instructional facilitators by grade level. | |
| | 2. Each grade level will create daily schedules that incorporate time for intervention and reflect the best use of scheduling to ensure that more time is given for instructional opportunities by way of intervention blocks. | | |
| | Assigned to: | Diane Lovell | |
| | Added date: | 03/15/2016 | |
| | Target Completion Date: | | |

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| | Target Completion Date: | 05/12/2017 |
| | Comments: | Schedules could be used as evidence |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) |
| School Leadership and Decision Making | | |
| Ensuring High Quality Staff - Recruitment, Evaluation, and Retention | | |
| Indicator | IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority) | |
| Status | Objective Met 3/8/2016 | |
| Assessment | Level of Development: | Initial: Limited Development 10/21/2015 |
| | | Objective Met - 03/08/2016 |
| | 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: | Currently our school works with the district to retain highly qualified teachers by implementing mentors and buddy teachers for novice teachers. Teacher cadets come from our high school. We utilize student teachers from local universities. |
| Plan | Assigned to: | Diane Lovell |
| | How it will look when fully met: | School personnel will attend college job fairs to recruit highly qualified teachers. The school will continue to participate in the teacher cadet program with the high school. The school will continue to provide necessary support and education to retain highly qualified teachers by providing a mentor for novice teachers. We will use TESS evaluation data as evidence. |
| | Target Date: | 03/08/2016 |
| | Tasks: | |
| | 1. We will participate in Teacher Cadet program with BHS. | |
| | Assigned to: | Diane Lovell |
| | Added date: | 03/08/2016 |
| | Target Completion Date: | 03/08/2016 |
| | Comments: | collaborate with Paula Long from BHS |
| | Task Completed: | 03/08/2016 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 3/8/2016 |
| | Experience: | 3/8/2016 We collaborated with the Teacher Cadet program to place cadets in various classrooms. |
| | Sustain: | 3/8/2016 Continue to partner with the high school to provide cadets. |
| | Evidence: | |

Evidence:

3/8/2016

Teacher cadet lists of placements at Caldwell.

Opportunity to Learn

Post-Secondary School Options

Indicator VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development: Initial: **Limited Development** 09/01/2015

Index: 3 (Priority Score x Opportunity Score)

Priority Score: 1 (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: Our school counselor discusses career options with our students. Our kindergarten teachers focus on career development through their "Community Helpers" unit and will submit evidence from this unit. Our second graders do a unit on careers and will submit evidence of this unit. Third through fifth grade students will take the ACT Aspire test to help prepare them for the ACT.

Plan Assigned to: Jennifer Almond

How it will look when fully met: Every grade level will incorporate career lessons and career development education into their curriculum.

Target Date: 05/12/2017

Tasks:

1. The school counselor will assist teachers who do not currently teach career lessons by adding them to her lessons when she visits their classrooms when possible.

Assigned to: Alayna Ambort

Added date: 03/15/2016

Target Completion Date: 05/12/2017

Comments: We will need to find out what grade levels already cover this material with the counselor.

2. The teachers who do not currently teach career lessons or career development will incorporate these types of lessons into their teaching through Watch Dog dad share experiences or mini-lessons.

Assigned to: Jennifer Almond

Added date: 03/15/2016

Target Completion Date: 05/12/2017

Comments: We found many lessons online and have also brainstormed several possible ways to incorporate careers and career development.

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development:

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|---|---|---|
| Assessment | Level of Development: | Initial: Limited Development 09/01/2015 |
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| | 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: | Curriculum facilitators are working with teachers to align curriculum and instruction standards for math and literacy for all grade levels. |
| Plan | Assigned to: | Diane Lovell |
| | How it will look when fully met: | Teacher instructional teams will be organized by grade level and will develop standards-aligned units of instruction for each subject and grade-level. Evidence of this will include a list of the instructional teams. Evidence will also include units/lesson plans that align with the curriculum maps provided by the district. Instructional team's PLC meeting minutes will show collaboration and planning of these units. |
| | Target Date: | 05/19/2017 |
| | Tasks: | |
| | 1. Instructional teams will be created by the principal to include teachers from every grade level. | |
| | Assigned to: | Diane Lovell |
| | Added date: | 03/15/2016 |
| | Target Completion Date: | 09/30/2016 |
| | Comments: | |
| | 2. Instructional teams from each grade level will upload PLC agendas/minutes that document the planning of standards-aligned units of instruction for each grade level. | |
| | Assigned to: | Diane Lovell |
| | Added date: | 03/15/2016 |
| | Target Completion Date: | 05/19/2017 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) |
| Indicator | IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 10/21/2015 |
| | Explain why not a Priority or Interest: | This indicator is not required for our building. |
| Curriculum, Assessment, and Instructional Planning | | |
| Assessing student learning frequently with standards-based assessments | | |
| Indicator | IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 10/21/2015 |
| | Evidence: | Students in grades K-5 are assessed at least three times a year to determine progress toward standards-based objectives. These assessments will be differentiated and appropriate for each grade level. Evidence could include copies of these assessments and/or data collected from them. |
| Classroom Instruction | | |

Expecting and monitoring sound instruction in a variety of modes

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| Indicator | IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority) | | |
| Status | Add a Task Tasks completed: 1 of 2 (50%) | | |
| Assessment | Level of Development: | Initial: Limited Development 09/01/2015 | |
| | 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: | Curriculum maps are in the process of being designed to align standards, curriculum, instruction, and assessment at the district level. | |
| Plan | Assigned to: | Jennifer Almond | |
| | How it will look when fully met: | Curriculum maps will be provided to grade-level teachers K-5 by the district. Teachers in grades K-5 will show evidence of curriculum alignment through their lesson plans. These plans will be shared with the building principal and will show links to grade-level standards and the district curriculum map. | |
| | Target Date: | 05/19/2017 | |
| | Tasks: | | |
| | 1. The district will provide grade-level curriculum maps for grades K-5. | | |
| | Assigned to: | Karla Neathery | |
| | Added date: | 03/15/2016 | |
| | Target Completion Date: | 03/15/2016 | |
| | Frequency: | once a year | |
| | Comments: | Each year the district will continue to provide curriculum maps for each grade-level. | |
| | Task Completed: | 03/15/2016 | |
| | 2. Teachers will plan instruction and create lessons that are guided by curriculum maps that align standards by grade-level. Evidence of this will be shown by teachers' lesson plans that have standards linked to them and align with the curriculum maps. | | |
| | Assigned to: | Diane Lovell | |
| | Added date: | 03/15/2016 | |
| | Target Completion Date: | 05/19/2017 | |
| | Comments: | In Leadership Team meetings, the team will brainstorm possible digital lesson plans options. One idea is to use www.planbook.com. | |
| Implement | Percent Task Complete: | Tasks completed: 1 of 2 (50%) | |
| Family Community Engagement | | | |
| Defining the purpose, policies, and practices of a school community | | | |
| Indicator | IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 09/01/2015 | |

Evidence:

We have a comprehensive parent involvement plan that includes suggestions for ways parents can support their student at home. It's on our website.