

# 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

Howard Perrin Elementary School NCES - 50296000066

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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/01/2015	
	Evidence:	A leadership team was established in June 2015 comprised of 1 person from each grade level and special teachers.  <a href="https://drive.google.com/a/bentonschools.org/folderview?id=0B9jUCKabfp65NUZPSGQtYmNNHc&amp;usp=sharing">https://drive.google.com/a/bentonschools.org/folderview?id=0B9jUCKabfp65NUZPSGQtYmNNHc&amp;usp=sharing</a>	
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 10/21/2015 3/8/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/01/2015	
		<b>Objective Met</b> - 10/21/2015 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:	Kelly Keene will develop a template for grade-level PLC agendas on Google Drive. One component will be items for Leadership Team agenda. These will then be added to the Indistar agendas.  <a href="https://drive.google.com/a/bentonschools.org/folderview?id=0B9jUCKabfp65Nk54NzJacExoSms&amp;usp=sharing">https://drive.google.com/a/bentonschools.org/folderview?id=0B9jUCKabfp65Nk54NzJacExoSms&amp;usp=sharing</a>	
<b>Plan</b>	Assigned to:	Lori Peden	
	How it will look when fully met:	Kelly Keene developed an agenda template for all PLC's to use and is the administrator of these on Google Drive. All agendas are in the ACSIP - Howard Perrin Google folder. We are now fully implemented in this indicator.  <a href="https://drive.google.com/a/bentonschools.org/folderview?id=0B9jUCKabfp65Nk54NzJacExoSms&amp;usp=sharing">https://drive.google.com/a/bentonschools.org/folderview?id=0B9jUCKabfp65Nk54NzJacExoSms&amp;usp=sharing</a>	
	Target Date:	09/29/2015	
	<b>Tasks:</b>		
	1. Create an agenda template and manage the agenda files on Google Drive. This is now fully implemented.		
	Assigned to:	Lori Peden	

	Added date:	09/01/2015
	Target Completion Date:	09/29/2015
	Frequency:	monthly
	Comments:	Kelly Keene created a template and folder in Google Drive to collect all grade-level PLC, Leadership team and faculty meeting agendas.
	<b>Task Completed:</b>	<b>10/21/2015</b>

2. Complete leadership team agendas in Indistar.

	Assigned to:	Lori Peden
	Added date:	09/01/2015
	Target Completion Date:	09/30/2015
	Frequency:	twice monthly
	Comments:	Lori Peden completes agendas in Indistar for all Leadership team meetings and faculty meetings.
	<b>Task Completed:</b>	<b>10/21/2015</b>

<b>Implement</b>	Percent Task Complete:	
	Objective Met:	10/21/2015 3/8/2016
	Experience:	10/21/2015 Folders and procedures for collecting agendas are in place per grade-level, for Leadership team and district.
	Sustain:	10/21/2015 Documents must be uploaded monthly for grade-level agendas and bimonthly for Leadership agendas.
	Evidence:	10/21/2015 Google file ID04 has been created and shared with district ACSIP coordinator, Angie Dischinger. Agendas are uploaded regularly.

**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 Full Implementation**

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/21/2015
	Evidence:	Leadership team rosters, calendar of team meeting dates and agendas are located in an HP Google Drive ACSIP file. The file is shared with our district ACSIP coordinator, Angie Dischinger.

**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 In Plan / No Tasks Created**

<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 03/08/2016
	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	Bloomboard offers a reporting system that would allow administrators

	development:	access to data on teacher evaluations that could be shared with teachers. The data is anonymous and would help implement this indicator. Administrators are looking into the ability to purchase this product.
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/01/2015
	Evidence:	All teachers and certified staff members developed and submitted a PGP on Aug. 11, 2015 and uploaded to Bloomboard.
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2016
	Evidence:	Monthly PD at faculty meetings, attendance of Leadership team at PLC training by Richard DuFour from Solution Tree, R180NG training, Sondag System training and ACT Aspire training are just a few of the PD offerings we have had this year.

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2016
	Evidence:	School-wide intervention takes place for an hour each day and all students participate in this. Students may be involved in one or more of the following programs: enrichment, R180, S44, Dibels, Orton Gillingham, and Accelerated Reader. These programs and ongoing and grouping is flexible.

### School Leadership and Decision Making

#### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2016
	Evidence:	The district sends representation to area job fairs, we post positions online and get hundreds of applicants for 1 opening. We also participate in the Teacher Cadet program with Benton High School students, as well as buddy and mentor teaching within our school.

### Opportunity to Learn

#### Post-Secondary School Options

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 03/11/2016
	Explain why not a Priority or Interest:	Referring to the Wise Ways, this indicator seems to pertain more to

high school, rather than elementary schools. The district requires elementary parents to be aware of the Core requirements and parents must sign documentation that they've been made aware of said Core requirements. Additionally, our guidance counselor does provide some career instruction to our students during her classroom sessions.

**Curriculum, Assessment, and Instructional Planning**

**Engaging teachers in aligning instruction with standards and benchmarks**

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/01/2015
	Evidence:	State and district frameworks and curriculum maps are used by each teacher. Grade-level PLC's also developed Essential Skills for their grade-level to drive intervention.

**Curriculum, Assessment, and Instructional Planning**

**Assessing student learning frequently with standards-based assessments**

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 3/8/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/03/2015	
		<b>Objective Met</b> - 03/08/2016	
	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:	Screeners have been administered K-5 at the beginning of the year to determine intervention groups in every grade-level. (K-2 Dibels, 3-5 SRI, Star and K-5 district math screener). Grade-level teams have developed essential skills for developing common formative assessments. CFA's are in the process of being developed by grade-level teams. CFA's will be used to assess, monitor and adjust instructional groups.	
<b>Plan</b>	Assigned to:	Stacye Shelnut	
	How it will look when fully met:	When fully implemented, each grade-level will develop common formative assessments (CFA's) that will be used to progress monitor students and determine mastery of standards. The CFA's will be developed from the essential skills that each grade-level PLC determines. Data from the CFA's will be tracked and teacher instruction will be modified during intervention based on the data, as well as student grouping. CFA's will be turned into building administration and added to a Google Doc. Data will be tracked and kept in a data notebook by each teacher. Grade-level PLC's will meet weekly to develop CFA's, analyze data, review instruction and modify student groups. This will be ongoing throughout the school year.	
	Target Date:	01/01/2016	
	<b>Tasks:</b>		

1. Grade-level PLC's will meet to determine essential skills and determine which essential will be used for

developing a common formative assessment (CFA).	
Assigned to:	All of the leadership team
Added date:	11/04/2015
Target Completion Date:	01/01/2016
Frequency:	weekly
Comments:	Using criteria on page 65 in the text Learn By Doing, PLC's will develop essential skills for their grade-level. These essential skills will be used to develop CFA's for monitoring student mastery of standards and driving intervention instruction and student groups. All grade-level teams have developed CFA's and have administered them and analyzed the data.
<b>Task Completed:</b>	<b>03/07/2016</b>

2. A CFA will be developed and administered during intervention at each grade-level. Data from the CFA will be tracked and discussed at grade-level PLC's over a 6 week period. Based on CFA data, instructional groups will be modified for intervention and instruction.

Assigned to:	Leadership team
Added date:	11/04/2015
Target Completion Date:	11/01/2016
Frequency:	monthly
Comments:	Progress monitoring of the CFA standard will occur over a 6 week period of time for data collection and student mastery. After 6 weeks, data will be brought to grade-level PLC's to be analyzed. Any adjustments to student intervention groups or instruction, based on data, will be made and implemented during intervention.  This process is in place and being used regularly at all grade-levels in our building.
<b>Task Completed:</b>	<b>03/07/2016</b>

<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/8/2016
	Experience:	3/8/2016 Both leadership PLC's and grade-level PLC's met and decided upon essential skills for each grade. Those essential skills were prioritized and used to for CFA's by grade-level PLC's. CFA's are regularly given and data is analyzed to monitor and adjust instruction.
	Sustain:	3/8/2016 Continually administering CFA's for assess and inform instruction.
	Evidence:	3/8/2016 Copies of CFA's are located in a Google Drive folder.

### Classroom Instruction

#### Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)</b>
<b>Status</b>	<b>Full Implementation</b>

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/01/2015	
	Evidence:	Teachers use the State and District curriculum maps. Grade-levels also have established grade-level/content area Essential Skills. They are used to drive instruction, intervention and assessment.	
<b>Family Community Engagement</b>			
<b>Defining the purpose, policies, and practices of a school community</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/11/2016	
	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:	Our school has an implemented parent involvement plan that is in our school handbook. Grade-level parent newsletters are sent home weekly with updates about curriculum and helpful tips for home. Howard Perrin also has a WatchDog Dad program that involves a Dad volunteering for an entire day at the school.	
<b>Plan</b>	Assigned to:	Stacye Shelnut	
	How it will look when fully met:	Parent involvement newsletters will be sent home monthly. Grade-level documentation of parent involvement will be collected in a Google folder.	
	Target Date:	01/01/2016	
	<b>Tasks:</b>		
	1. Create and distribute a monthly parent involvement newsletter.		
	Assigned to:	Kelly Keene	
	Added date:	03/11/2016	
	Target Completion Date:	01/06/2017	
	Comments:	Kelly Keene will research parent involvement tips and create a newsletter to be sent home to parents monthly.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	