

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

Ringgold Elementary School NCES - 50296000067

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

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)(All Schools,Focus,Priority)		
Status	Objective Met 9/28/2015 10/21/2015		
Assessment	Level of Development:	Initial: Limited Development 09/01/2015	
		Objective Met - 09/28/2015 10/21/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(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:	<ul style="list-style-type: none"> - Team members chosen - First meeting date set for Sep 15 - Collaboration sent through Drive 	
Plan	Assigned to:	Beverly Overturf-Mayfield	
	How it will look when fully met:	<ul style="list-style-type: none"> -Teams will have dates planned to meet -Teams will be assigned 	
	Target Date:	09/01/2015	
	Tasks:		
	1. Teams will be chosen		
	Assigned to:	Beverly Overturf-Mayfield	
	Added date:	09/01/2015	
	Target Completion Date:	09/15/2015	
	Comments:	<p>Grade-level teams were established during summer PD.</p> <p>Leadership teams were picked on 9/1/15</p> <p>Members will be notified soon by Overturf that they are on the Leadership team</p>	
	Task Completed:	09/01/2015	
	2. Dates for meetings will be set for each team.		
	Assigned to:	Beverly Overturf-Mayfield	
	Added date:	09/01/2015	
	Target Completion Date:	09/15/2015	

	Comments:	Grade-level team times are already established. Leadership team meeting dates will be set by 9/15/15
	Task Completed:	09/11/2015
Implement	Percent Task Complete:	
	Objective Met:	9/28/2015 10/21/2015
	Experience:	9/28/2015 Teams were determined within Ringgold. Teams meet weekly on set days.
	Sustain:	9/28/2015 Team minutes and agendas will be kept.
	Evidence:	9/28/2015 Minutes & agendas
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)	
Status	Tasks completed: 3 of 4 (75%)	
Assessment	Level of Development:	Initial: Limited Development 09/01/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (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:	-agenda provided for monthly meetings -minutes kept during grade-level meeting and leadership meetings -parent meeting agendas
Plan	Assigned to:	Beverly Overturf-Mayfield
	How it will look when fully met:	Meetings will have agendas and norms that will be followed for every meeting and given ahead of time within 48 hours. Evidence: Example of agendas from grade-level meetings, staff meetings, and leadership meetings Feedback will be gathered on what works well and needs improvement. Give agendas within 48 hours.
	Target Date:	12/20/2015
	Tasks:	
	1. ACSIP leaders, building leaders, and grade-level leaders will train and provide format	
	Assigned to:	Beverly Overturf-Mayfield
	Added date:	09/01/2015
	Target Completion Date:	09/15/2015
	Comments:	This was discussed in our previous meeting. All team leaders were given paper format for agenda and shared in Google Drive. All team members were given table top roles to share at grade-level PLC.
	Task Completed:	09/16/2015
	2. Upload agenda format to Google Drive and Word for grade-levels to use and for leadership to use.	
	Assigned to:	Ima Greer

	Added date:	09/01/2015
	Target Completion Date:	09/15/2015
	Comments:	Beverly will send Ima the electronic form by Sept 4th Ima will upload by Sept 7th
	Task Completed:	09/07/2015
3. Monitor and lead the model implementation in 3rd grade		
	Assigned to:	Victoria Mercing
	Added date:	09/01/2015
	Target Completion Date:	09/22/2015
	Comments:	Victoria will create the agenda for the 3rd grade PLC meetings by Sept 20th to be used on Sept 22nd.
	Task Completed:	09/22/2015
4. Re-evaluate the process used during meetings.		
	Assigned to:	Beverly Overturf-Mayfield
	Added date:	09/01/2015
	Target Completion Date:	01/15/2016
	Comments:	what do teachers like? what needs to be tweaked or done differently?
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
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	No decision has been made Tasks completed: 2 of 2 (100%)	
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 members will be chosen First team meeting set for September 15
Plan	Assigned to:	Rhonda Redmond
	How it will look when fully met:	Meetings will have agendas and norms that will be followed for every meeting and given ahead of time within 48 hours of meeting. Evidence: example of agendas from grade-level meetings, staff meetings, and leadership meetings. feedback on what works well and needs improvement give agendas within 48 hour window
	Target Date:	12/20/2015
	Tasks:	

Tasks:	
1. Upload agenda format to Google Drive and Word for grade-levels to use.	
Assigned to:	Ima Greer
Added date:	09/01/2015
Target Completion Date:	09/07/2015
Comments:	Beverly will send Ima the electronic form by September 4th.
Task Completed:	09/07/2015
2. Monitor and lead the model implementation in 3rd grade.	
Assigned to:	Victoria Mercing
Added date:	09/01/2015
Target Completion Date:	09/22/2015
Comments:	Victoria will create the agenda for the 3rd grade PLC meeting by September 20th and will use the agenda on September 22.
Task Completed:	09/22/2015
Implement	Percent Task Complete: Tasks completed: 2 of 2 (100%)

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	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 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 development:	Leadership team looked through classroom observations and tallied each domains that were observed. Lowest observations were noted and principal will discuss PD offerings and plan for next year.	
Plan	Assigned to:	Beverly Overturf-Mayfield	
	How it will look when fully met:	Principals will create a review with data to share with leadership team. A list of PD offerings will be given for staff to focus on areas with most needs. List of needs will be sent to specialists for PD options.	
	Target Date:	05/31/2016	

Tasks:	
1. Principals will gather data for observations	
Assigned to:	Beverly Overturf-Mayfield
Added date:	03/08/2016
Target Completion Date:	02/08/2016
Frequency:	once a year
Comments:	gathering data from classroom observations is limited currently. The

	Comments:	district is going to meet with principals to either develop something through Bloomboard or Google Forms.	
	2. After looking at data, principals will meet with specialist about needed PD opportunities.		
	Assigned to:	Rhonda Redmond	
	Added date:	03/08/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
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 01/20/2016	
	Evidence:	Every teacher is required to have a professional growth plan which correlates with their professional development based on observations made by principal and assistant principal. (TESS)	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 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:	Literacy and math specialist provide PD that aligns with the vision of the district; however, PD does not necessarily align with specific teacher's needs.	
Plan	Assigned to:	Beverly Overturf-Mayfield	
	How it will look when fully met:	-- differentiated offerings will be given -- options during school PD -- teacher surveys with specific needs will guide offerings	
	Target Date:	05/31/2016	
	Tasks:		
	1. Develop a survey for specific grade-level needs		
	Assigned to:	Kathryn McCoy	
	Added date:	03/08/2016	
	Target Completion Date:	04/07/2016	
	Frequency:	once a year	
	Comments:	Kathryn and Lisa will develop a survey for teachers to provide specific feedback for PD offerings. This can be discussed at our next meeting.	
	2. Data will be analyzed by leadership team and feedback will be sent to specialists.		
	Assigned to:	Victoria Mercing	
	Added date:	03/08/2016	
	Target Completion Date:	04/19/2016	
	Comments:	Victoria will follow up on data and bring the survey results to leadership	

Comments: team.

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

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

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** 12/14/2015

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:
- summer school (pre-test and post-test)
- ASPIRE academy (pre-test and post-test) if funding allows
- Intervention (use data from math and ELA assessment)
- Waterford, Reflex, Scootpad

--Intervention: Are all students receiving intervention and/ or enrichment?
A more cohesive vision needs to be communicated across the district. No model has been put in place for teachers to follow. A schedule that fits better to involve all teachers is needed.

Plan Assigned to: Beverly Overturf-Mayfield

How it will look when fully met:
- copies of pre-test and post-tests
- copies of extended curriculum
- assessment data from Math and ELA assessments
- data from Waterford and Scoot pad

Target Date: 05/31/2016

Tasks:

1. School teams will research effective models and/or tour other schools with successful intervention blocks

Assigned to: Beverly Overturf-Mayfield

Added date: 12/14/2015

Target Completion Date: 04/01/2016

Comments: Teachers feel there is not much guidance given with intervention. There has not been a model given to them. Also, they keep getting different communication from different leaders and are confused about what they need to do. It's difficult to shuffle so many kids around during intervention, too, and a schedule that helps pull in more support is needed if possible. Hill Farm and Eldorado was mentioned as having good schedules that can be used as a model.

2. District team needs to develop a mode and/or provide training on an intervention model that works

Assigned to: Beverly Overturf-Mayfield

Added date: 12/14/2015

Target Completion Date: 05/31/2016

Comments:

Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
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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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/08/2016	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Currently, jobs are posted with pay scale and qualifications, teachers are on hiring committees, superintendents attend job fairs.	
Plan	Assigned to:	Not yet assigned	

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 03/08/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(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:	Ringgold hosts student cadets, career research projects in 2nd grade (Ms. Lea), Ms. Sparks may have lessons she does with 5th grade.	
Plan	Assigned to:	Rhonda Redmond	
	How it will look when fully met:	A career curriculum and fair will provide ALL students with opportunities to learn about different careers. Guest speakers will talk with students about different careers and students will take fields trips to St. Vincent or other businesses/ organizations.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Teachers and Ms. Sparks will collaborate about a careers unit.		
	Assigned to:	Kim Hathcote	
	Added date:	03/08/2016	
	Target Completion Date:	12/31/2016	
	Comments:	Hathcote and Sparks will come up with a week to do this. Hathcote will report to leadership team, who will then work to develop their grade-level unit.	
	2. Sparks will work with Dischinger to arrange guest speakers, field trips, and a career fair.		
	Assigned to:	Rhonda Redmond	
	Added date:	03/08/2016	

	Target Completion Date:	05/01/2017
	Frequency:	once a year
	Comments:	This can be a really exciting event for students if all members of school and parents work together to make a week-long unit about careers. An aligned curriculum may benefit students and teachers.
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 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/30/2015	
	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:	<p>-- math team, ELA team, writing team, and report card team meets as a district to create and align curriculum to standards on a district-level</p> <p>-- math, ELA, and writing team meet once a nine weeks</p> <p>-- report card team meets twice and year</p> <p>-- science and social studies do not have district teams but state standards are followed</p>	
Plan	Assigned to:	Kathryn McCoy	
	How it will look when fully met:	<p>-- curriculum map per grade level</p> <p>-- standards based report cards</p> <p>-- links to standards, curriculum, instruction, and assessment</p> <p>Science and SS:</p> <p>-- at the school level, teachers will work to plan one common unit each nine weeks, starting with the 4th nine weeks.</p>	
	Target Date:	05/31/2016	
	Tasks:		
	1. As a team, each grade-level will choose a chair for science and SS. (Victoria and Kathryn will oversee this in 3rd and 4th)		
	Assigned to:	Victoria Mercing	
	Added date:	11/30/2015	
	Target Completion Date:	01/31/2016	
	Comments:	Pick a team member that is not currently on a curriculum committee to be the chair for science and ss.	
	2. The chair will lead the grade-level team for developing a unit for both science and ss (this will be discussed and developed in grade-level meetings.		
	Kathryn and Victoria will make sure the new chair does this.		
	Assigned to:	Victoria Mercing	

	Added date:	11/30/2015
	Target Completion Date:	02/15/2016
	Comments:	By Feb 15th, the chair will need to start discussing with grade-level team.

3. Teach the newly developed unit

	Assigned to:	Kathryn McCoy
	Added date:	11/30/2015
	Target Completion Date:	05/15/2016
	Comments:	By mid-may the unit needs to have been taught and discussed among the grade-level

4. Decide which units will be taught for a common unit for each nine weeks for the 2016-2017 school year.

	Assigned to:	Victoria Mercing
	Added date:	11/30/2015
	Target Completion Date:	05/31/2016
	Comments:	

Implement Percent Task Complete: Tasks completed: 0 of 4 (0%)

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 Tasks completed: 0 of 1 (0%)

Assessment	Level of Development:	Initial: Limited Development 11/30/2015	
	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: -- Scoot Pad was being used at the beginning and replaced TLI; however, this is no longer being used because of technology difficulties.
--In place: Dibels, DRA, Orbitz, Beginning of the Year math assessments, Kindergarten pre assessments, K Round up, Reflex...

Plan	Assigned to:	Victoria Mercing
	How it will look when fully met:	Currently literacy uses a variety of tests to assess students; however, there are not any tests being used school-wide or district-wide for math. Teachers need tests that assess the standards and provide data for intervention
	Target Date:	05/31/2016

Tasks:

0. Victoria, Darla, and Kathryn will research standards-aligned tests and report to the math specialists.

	Assigned to:	Darla Brimhall
	Added date:	11/30/2015
	Target Completion Date:	05/31/2016

Comments:	Because of Scoot Pad's technology issues there are not any formative assessments being used in math. A district decision has not been made about a testing tool to replace it. The three teachers mentioned above will work on this throughout the school year.
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Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
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Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)	
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Status	Tasks completed: 0 of 2 (0%)	
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Assessment	Level of Development:	Initial: Limited Development 03/08/2016
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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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)
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	Describe current level of development:	Teachers use curriculum guides and work closely with specialists to develop plans and assessments.
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Plan	Assigned to:	Beverly Overturf-Mayfield
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	How it will look when fully met:	Teachers will work with specialists on development of curriculum and common assessments.
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	Target Date:	05/31/2017
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Tasks:

1. Pull out teachers will need to provide curriculum and assessments used.

	Assigned to:	Ima Greer
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	Added date:	03/08/2016
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	Target Completion Date:	08/01/2016
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	Comments:	This requires school-wide, but right now, support teachers may not have aligned curriculum and assessments.
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2. Social Studies and Science curriculum is guided by the state's curriculum, but there is no assessments

	Assigned to:	Victoria Mercing
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	Added date:	03/08/2016
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	Target Completion Date:	05/31/2017
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	Comments:	Social studies and science teachers do not have common assesments, but there will be science units started next year.
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Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
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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)	
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Status	Full Implementation	
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Assessment	Level of Development:	Initial: Full Implementation 09/29/2015
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Evidence:

Evidence:

School Compact is available on the school website
Parent Involvement Committee meets and determines the School Compact - this committee includes parents and faculty