

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.

3/13/2017

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

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)		
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 the teams will be monitored.	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Objective Met 10/3/2016		
Assessment	Level of Development:	Initial: Limited Development 09/01/2015	
		Objective Met - 10/03/2016	
	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:	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:	12/16/2016	
	Tasks:		
	1. Request completed agendas and minutes for team meetings.		
	Assigned to:	Jennifer Almond	
	Added date:	09/01/2015	
	Target Completion Date:	12/18/2015	
	Comments:	These agendas will be saved in an online form to be uploaded for evidence.	
	Task Completed:	09/02/2016	
	2. Create a system where agendas and minutes will be easily shared with administrators from grade level PLC teams.		
	Assigned to:	Jennifer Almond	

	Added date:	03/15/2016
	Target Completion Date:	10/03/2016
	Comments:	These agendas will be saved in Google docs format or could be saved in PLC notebooks for administrators to view as needed.
	Task Completed:	10/03/2016
Implement	Percent Task Complete:	
	Objective Met:	10/3/2016
	Experience:	10/3/2016 We have provided grade level PLC agendas on a Google Document that will be shared to the ACSIP folder.
	Sustain:	10/3/2016 PLCs will take place as planned and information from agendas will continue to be shared.
	Evidence:	10/3/2016 Agendas will be uploaded to Indistar as evidence.
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)	
Status	Objective Met 10/3/2016	
Assessment	Level of Development:	Initial: Limited Development 09/01/2015
		Objective Met - 10/03/2016
	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:	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:	Jennifer Almond
	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:	

	Task Completed:	10/03/2016
	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.
	Task Completed:	10/03/2016
Implement	Percent Task Complete:	
	Objective Met:	10/3/2016
	Experience:	10/3/2016 The leadership team documented meeting dates in a year-long calendar, formed agendas, and typed minutes into Indistar forms.
	Sustain:	10/3/2016 The leadership team will continue to provide agendas and minutes from biweekly meetings.
	Evidence:	10/3/2016 Evidence is the minutes/agendas from biweekly meetings.

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)	
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 this time.
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)	
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 be 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)	
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			
Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)		
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:	3	(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:	Diane Lovell	
	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:	05/17/2019	
	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:	05/17/2019	
	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:	05/17/2019	
	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	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)		
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:	3/8/2016 Teacher cadet lists of placements at Caldwell.	
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)		
Status	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 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 curriculum mapping meeting agendas will show collaboration and planning of these units.
	Target Date:	05/17/2019
	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:	
	Task Completed:	11/30/2016
	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:	05/17/2019
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)
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)	
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		
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	
Status	Objective Met 2/14/2017	

Assessment	Level of Development:	Initial: Limited Development 09/01/2015
		Objective Met - 02/14/2017
	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 teacher's lesson plans that have standards linked to them and align with the maps.	
	Assigned to:	Diane Lovell
	Added date:	11/30/2016
	Target Completion Date:	05/05/2017
	Comments:	
	Task Completed:	02/10/2017
Implement	Percent Task Complete:	
	Objective Met:	2/14/2017
	Experience:	2/14/2017 In pursuing this objective, our teachers began using Planbook, an online lesson plan program building wide. This program allows administration to easily view lesson plans weekly and see that standards are attached to lessons.
	Sustain:	2/14/2017 Teachers building-wide will need to continue to use Planbook and ensure standards are attached to daily lesson plans.
	Evidence:	2/14/2017 Examples of teachers' lesson plans via Planbook will be uploaded as

evidence. Samples from each grade level will be included.

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator	FE04 - 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)	
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.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)	
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:	05/17/2019

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: 05/17/2019

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: 05/17/2019

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%)