

# 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.

5/31/2017

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)</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=0B9jUCKabfp65NUZPSGQtYmNNNHc&amp;usp=sharing">https://drive.google.com/a/bentonschools.org/folderview?id=0B9jUCKabfp65NUZPSGQtYmNNNHc&amp;usp=sharing</a>	
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</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:	Sara Ward	
	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)**

**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**

**Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction**

**Indicator** **IE11 - The principal provides incentives for teacher and student accomplishment.(62)**

**Status** Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/13/2017
	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:	As part of our selection process our leadership team reviewed and discussed all eight nine indicators in the Indistar portal to select the

		<p>best focus for our school. We selected IE11- the principal provides incentives for teacher and student accomplishment and FE06-The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).</p> <p>We have implemented monthly assemblies lead by our building administration. These assemblies recognize and reward student behavior and attendance. Each month there is a featured class that presents. We plan to add recognition for students based on i-ready data.</p>
<b>Plan</b>	Assigned to:	Kelly Keene
	How it will look when fully met:	As part of our selection process our leadership team reviewed and discussed all eighty-nine indicators in the Indistar portal to select the best focus for our school. We selected IE11- the principal provides incentives for teacher and student accomplishments. We have implemented monthly assemblies led by our building administration. These assemblies recognize and reward student behavior and attendance. Each month there is a featured class that presents. We plan to add recognition for students based on i-ready data. Full implementation of this indicator will encompass all three components (academic, attendance and behavior) to meet RTI goals. We believe this will increase student motivation and generate positive staff morale.
	Target Date:	05/31/2018
	<b>Tasks:</b>	
	1. Add student achievement component to monthly assemblies, measured by I-Ready student data.	
	Assigned to:	Kelly Keene
	Added date:	03/13/2017
	Target Completion Date:	04/28/2017
	Frequency:	monthly
	Comments:	
	2. The leadership team needs to determine the criteria to recognize students academically based on the I-Ready data in the monthly assemblies.	
	Assigned to:	Leadership Team
	Added date:	03/13/2017
	Target Completion Date:	03/28/2017
	Comments:	During our next leadership meeting we will discuss what guidelines to use in selecting students to recognize. Choice to consider for recognition on time on task, lessons completed and/or lessons passed.
	3. Create a system for teacher recognition.	
	Assigned to:	Stacye Shelnut
	Added date:	03/13/2017
	Target Completion Date:	09/30/2017
	Comments:	According to wise ways full implementation of this component will include incentives for teacher accomplishments.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 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:	Bloomboard offers a reporting system that would allow administrators 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)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 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)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 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>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 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>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 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.

**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)</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)</b>		
<b>Status</b>	<b>Objective Met</b> 3/8/2016 3/13/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/03/2015	
		<b>Objective Met</b> - 03/08/2016 03/13/2017	
	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:	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 3/13/2017
	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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 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.
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### Family Engagement in a School Community

#### Explain and communicate the purpose and practices of the school community

<b>Indicator</b>	<b>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)</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:	<p>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 Watch Dog Dad program that involves a Dad volunteering for an entire day at the school.</p> <p>Based on flexibility provided by ADE for the 2016-2017 school year our school focused on two new indicators to meet student needs.</p>	
<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:	09/01/2017	
	<b>Tasks:</b>		
	1. Create and distribute a monthly parent involvement newsletter.		
	Assigned to:	Kelly Keene	
	Added date:	03/11/2016	
	Target Completion Date:	09/01/2017	
	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%)	

### Family Engagement in a School Community

#### Provide two-way, school-home communication linked to learning

<b>Indicator</b>	<b>FE06 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/13/2017	
	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:	<p>As a part of our selection process our Leadership team reviewed and discussed all eighty-nine indicators in the Indistar portal to select the best focus for our school. We selected FE06-The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).</p> <p>Currently, our school sends home weekly newsletters and a Howard Perrin folder containing notes and graded work. We hosted a grandparent muffin breakfast for our kindergarten grandparents with the fall book fair, to promote at home reading and reading aloud to grandchildren. In March we hosted Camp Tech, which provides parents with information about online math resources to show new strategies, educational apps, internet safety, and social and emotional needs resources, this was paired with the Spring book fair.</p>
<b>Plan</b>	Assigned to:	Kelly Keene
	How it will look when fully met:	<p>At full implementation all weekly newsletters will include a school/home connection providing parents with suggestions of what they can do outside of school to encourage their child's academic success. We will continue to have family involvement activities in conjunction with the book fair.</p> <p>There will be a weekly update on our school's Facebook page, including academic/parenting suggestions.</p>
	Target Date:	09/30/2017
	<b>Tasks:</b>	
	1. The Howard Perrin Facebook page will be updated weekly and provide parenting and academic tips.	
	Assigned to:	Stacye Shelnut
	Added date:	03/13/2017
	Target Completion Date:	04/24/2017
	Frequency:	weekly
	Comments:	
	2. Teachers will include in their weekly newsletter the importance of the curriculum of the home (what parents can do to support their children's learning).	
	Assigned to:	Howard Perrin Staff
	Added date:	03/13/2017
	Target Completion Date:	09/01/2017
	Frequency:	weekly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>High School: Opportunity to Learn</b>		
<b>Ensure content mastery and graduation</b>		
<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 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.