

Comprehensive Plan Report

Activity in the last 6 months

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.

9/24/2015

CENTRAL ELEMENTARY SCHOOL-FORREST CITY NCES - 50627001425

Forrest City 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	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Objective Met 4/22/2015		
Assessment	Level of Development:	Initial: Limited Development 12/05/2012	
		Objective Met - 04/22/2015	
	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:	Agendas are made for each meeting for the Leadership and Instructional teams. The School Community Council does not currently make agendas.	
Plan	Assigned to:	Sharon Council	
	How it will look when fully met:	Each team will create an agenda for each meeting. The chair person for each team will be responsible for placing the agendas in a notebook for documentation. The notebook will be placed in the Principal's office for all agendas.	
	Target Date:	05/29/2015	
	Tasks:		
	1. New committees will be formed and a chair person will be selected.		
	Assigned to:	Tammie Moore	
	Added date:	05/16/2013	
	Target Completion Date:	10/01/2013	
	Comments:	Task Complete	
	Task Completed:	08/19/2013	
	2. The new chair person will be charged with creating an agenda and placing it in the binder in the principal's office.		
	Assigned to:	Susan Hughes	
	Added date:	05/16/2013	
	Target Completion Date:	10/01/2013	
	Frequency:	weekly	
	Comments:	Chair person will be reminded to turn in agendas.	

	Task Completed:	04/01/2014
Implement	Percent Task Complete:	
	Objective Met:	4/22/2015
	Experience:	4/22/2015 Agendas are made for each meeting.
	Sustain:	4/22/2015 Agendas will continue to be made and submitted to the office.
	Evidence:	4/22/2015 Agendas for PLC, Grade Meetings, and other meetings on file
Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	
Status	Objective Met 4/22/2015	
Assessment	Level of Development:	Initial: Limited Development 12/19/2012
		Objective Met - 04/22/2015
	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:	At this time, minutes from the leadership team meeting are e-mailed to all faculty members including classified and certified by the instructional facilitators. A communication tool has been developed by the principal; however it has not been introduced to the faculty and staff.
Plan	Assigned to:	Chantil Newmon
	How it will look when fully met:	Communication between the leadership team and the faculty and staff will be a two-way system. Communication tools will be made and distributed to all staff members. The tool will include a section for praise, concerns, suggestions, and needs. All tools will be discussed among the leadership team and responses and notes will be made and e-mailed to staff. Minutes of the leadership team will be e-mailed to all faculty and staff in an effort to keep everyone updated on the TIP.
	Target Date:	05/29/2015
	Tasks:	
	1. Create a communication tool that includes praise, concerns, suggestions, and needs.	
	Assigned to:	Laura E2E
	Added date:	04/21/2014
	Target Completion Date:	04/21/2014
	Comments:	
	Task Completed:	10/15/2014
	2. Assign a place and time for communication tool collection.	
	Assigned to:	Chantil Newmon
	Added date:	04/21/2014
	Target Completion Date:	04/21/2014
	Comments:	
	Task Completed:	

Task Completed: 10/15/2014

3. The leadership team will discuss and report on collected tools.

Assigned to: Chantil Newmon

Added date: 04/21/2014

Target Completion Date: 05/29/2015

Frequency: twice monthly

Comments:

Task Completed: 10/15/2014

Implement	Percent Task Complete:	
	Objective Met:	4/22/2015
	Experience:	4/22/2015 The leadership team developed the communication tool and shared the tool with the staff during PLC and the tools were e-mailed to the staff.
	Sustain:	4/22/2015 We will add this to our teacher handbook and continue to use this form to improve our school.
	Evidence:	4/22/2015 Communication tool Communication tool reports and feedback

School Leadership and Decision Making

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

Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)		
Status	Objective Met 4/29/2015		
Assessment	Level of Development:	Initial: Limited Development 12/19/2012	
		Objective Met - 04/29/2015	
	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:	The principal spends time working directly and indirectly with teacher (s) to improve instruction. The principal reads and approves lesson plans, participates in classroom observations, classroom walk throughs, and conducts professional learning communities.	
Plan	Assigned to:	Sharon Council	
	How it will look when fully met:	The principal will spend at least 50% of her time working directly with teachers to improve instruction, including classroom observations. The schedule of the principal will allow for high visibility within the school, provide time for individual coaching and counseling, and informal and formal observations. Evidence: classroom walk through, schedule, informal and formal observations, professional learning communities, individual coaching and counseling (new teacher evaluation), feedback form, assessment data review, use of response bucket to randomly select the informal	

		observation order of faculty each day, drop-in form notebook.
	Target Date:	05/29/2014
	Tasks:	
	1. Create a flexible schedule that will allow for high visibility within the school, provide time for individual coaching and counseling, and informal and formal observations.	
	Assigned to:	Tammie Moore
	Added date:	01/30/2013
	Target Completion Date:	05/15/2013
	Comments:	-Classroom walk through schedule and reports -Leadership Meeting minutes, schedule, protocols -Leading and/or facilitating Professional Learning Communities weekly -Informal and Formal Observations log -Response buckets/sticks -Conduct drop-in visits
	Task Completed:	10/01/2013
	2. The principal will create an informal drop-in form to observe and offer feedback for classroom instruction. The principal will implement a drop-in procedure to observe classroom instruction. A copy of the completed form will be signed by the teacher, return to the principal, and stored in a drop-in notebook. The principal will analyze the feedback forms to plan upcoming PLCs.	
	Assigned to:	Tammie Moore
	Added date:	01/31/2013
	Target Completion Date:	03/25/2013
	Comments:	-create a drop-in form that allows for feedback related to classroom instruction
	Task Completed:	10/01/2013
	3. The principal will protect instruction time by limiting the amount of classroom interruptions. An intercom policy will be established and written into the teacher handbook.	
	Assigned to:	Floye Smith
	Added date:	02/01/2013
	Target Completion Date:	02/04/2013
	Comments:	-teacher handbook addition- Newmon
	Task Completed:	08/19/2013
	4. The principal will log activities for the day to discover how much time is dedicated to instruction for base-line data.	
	Assigned to:	Tammie Moore
	Added date:	02/25/2013
	Target Completion Date:	03/25/2013
	Comments:	The base line data will then be used to adjust the schedule of the principal to ensure that 50% of the time will be spent working directly to improve instruction.
	Task Completed:	12/19/2013
Implement	Percent Task Complete:	
	Objective Met:	4/29/2015
	Experience:	4/29/2015 The administrators have set meetings with parents and teachers

		individually to discuss classroom behavior and improving instruction. The addition of TESS has created more opportunities to conduct formal and informal observations. Action plans were created and monitored by administrators to ensure quality instruction.
	Sustain:	4/29/2015 Action plans, focus walks, daily meeting with teachers, communicating with parents about their child's academic standing and ways in which they can help, monitoring Bloom Board, and daily observations will be necessary to ensure that this objective will continue to be met.
	Evidence:	4/29/2015 Bloom Board Focus Walk Data Action Plans Data Binders Parent Communication Logs E-mails AIP Contracts
Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)	
Status	Objective Met 4/22/2015	
Assessment	Level of Development:	Initial: Limited Development 05/14/2013
		Objective Met - 04/22/2015
	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:	Classroom walk-throughs are utilized to gather data, which is analyzed to guide the educational direction of the building. If a general need is indicated, steps are taken to address the need. In 2012-2013, a need for a phonics program was identified. Phonetic Connections was put in place to address this need. If an individual need is identified, the instructional facilitators are there to support and coach individual needs. Coaching is documented in lesson plans of the instructional facilitators.
Plan	Assigned to:	Sharon Council
	How it will look when fully met:	Teachers that exhibit unsound teaching practices will be identified by CWTs and observations. If the unsound teaching practice is found in numerous of teachers, a PLC to address those issues will be given. If the unsound practice is an individual issue or is the is only a few teachers, the principal will meet with the grade level facilitators and develop a plan to address those needs. The facilitators will use observations, modeling, peer observations, addition professional development, and co-teaching to change the unsound teaching practice. Teachers who do not make adequate progress will be recommended to the principal for an improvement plan. Evidence: CWTs, facilitators plans, signs, conferencing documents
	Target Date:	05/29/2015
	Tasks:	
	1. Identify the unsound teaching practices by using informal observations and CWTs.	
	Assigned to:	Tammie Moore

	Added date:	10/28/2013
	Target Completion Date:	05/25/2015
	Frequency:	weekly
	Comments:	Core Leadership team will monitor CWT to address unsound teaching practices.
	Task Completed:	03/20/2015
2. Core leadership team will meet to determine areas of need and identified unsound teaching practices.		
	Assigned to:	Tammie Moore
	Added date:	10/28/2013
	Target Completion Date:	05/22/2015
	Frequency:	weekly
	Comments:	
	Task Completed:	03/20/2015
3. Grade level facilitators will work with identified unsound practices and teachers. The facilitators will create a plan which includes observations, modeling, peer observations, conferencing, and additional professional development.		
	Assigned to:	Tammie Moore
	Added date:	10/28/2013
	Target Completion Date:	05/22/2015
	Frequency:	weekly
	Comments:	
	Task Completed:	03/20/2015
4. Teachers who do not make adequate progress will be recommended to the principal for an improvement plan.		
	Assigned to:	Tammie Moore
	Added date:	10/28/2013
	Target Completion Date:	05/29/2015
	Frequency:	four times a year
	Comments:	
	Task Completed:	03/20/2015
Implement	Percent Task Complete:	
	Objective Met:	4/22/2015
	Experience:	4/22/2015 Through observations, TESS track, and focus walks unsound teaching practices were identified. The Core leadership team met to determine which teacher would be in need of an action plan for additional support. Teaching strategies and TESS tracks were evaluated to make final determinations which teachers would be placed in an action plan.
	Sustain:	4/22/2015 We will continue to use focus walks, formal and informal observations to determine and address unsound teaching practices.
	Evidence:	4/22/2015 Action plans are on file with the principal along with focus walk data.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Objective Met 5/13/2015		
Assessment	Level of Development:	Initial: Limited Development 09/24/2014	
		Objective Met - 05/13/2015	
	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:	Currently, we have PLCs once per week for an entire hour. PLCs address the needs of the teacher, data concerns, and latest research and resources.	
Plan	Assigned to:	Bertha Rogers	
	How it will look when fully met:	Data, CWTs, classified employee progress report, and TESS evaluations will be used to assess the needs of individual staff members. Professional development will be job embedded and differentiated to meet the needs of our school. Great Rivers Educational Co-op, resource consultants, instructional facilitators, and peer observations will be used to provide high quality professional development. Evidence will include: data, CWTs, TESS evaluations, classified employee progress reports	
	Target Date:	05/20/2015	
	Tasks:		
		1. Evaluate data, CWTs, TESS, and classified progress reports to determine need.	
	Assigned to:	Bertha Rogers	
	Added date:	10/08/2014	
	Target Completion Date:	04/16/2014	
	Frequency:	monthly	
	Comments:	Data is being evaluated each weekly by grade level teams. Remediation plans are made after each assessment and problem solving strategies are discussed during grade level meetings. Additional concerns are discussed during grade level PLCs. CWTs have changed to focus walks. Results of the focus walks are reported via e-mail to the staff. Classified progress reports are a work in progress and will be revisited next year.	
	Task Completed:	04/28/2015	
		2. Create a pd plan based on needs.	
	Assigned to:	Bertha Rogers	
	Added date:	10/08/2014	
	Target Completion Date:	04/16/2014	
	Comments:	Through focus walk observations, areas of concerns were identified (level of engagement, writing and posting of objectives, Blooms level questioning, remediation, analyzing data and using the data to drive instruction, differentiated instruction). Administrators and instructional facilitators conducted professional development for staff to address	

		these concerns.
	Task Completed:	04/28/2015
	3. Teachers will be reevaluated to determine effectiveness of PD.	
	Assigned to:	Bertha Rogers
	Added date:	10/08/2014
	Target Completion Date:	05/21/2014
	Frequency:	monthly
	Comments:	
	Task Completed:	05/12/2015
Implement	Percent Task Complete:	
	Objective Met:	5/13/2015
	Experience:	5/13/2015 Monitoring and addressing each issue has been very enlightening and helps us to provide targeted professional development.
	Sustain:	5/13/2015 This will be an ongoing process to help us improve instruction.
	Evidence:	5/13/2015 PLC documentation, teacher plans, agendas, sign-ins

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	Objective Met 5/13/2015		
Assessment	Level of Development:	Initial: Limited Development 10/08/2014	
		Objective Met - 05/13/2015	
	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:	Currently, CES has extended the school day through an after school program. The after school program increases instructional time spent on core subjects such as reading and mathematics. We also offer a modified block schedule for 2nd grade classrooms.	
Plan	Assigned to:	Patricia Turner	
	How it will look when fully met:	While we offer an after school program, the leadership team agrees that more of our classroom time needs to be on task. A time on task tool has been created to monitor time on task during the regular school day and during after school time. Sandra Jones will be in charge of conducting the time on task analysis for the after school program. Evidence: Time on task tool	
	Target Date:	03/27/2014	
	Tasks:		
	1. Analyze time on task for regular school day and after school time.		
	Assigned to:	Sharesa White	

	Added date:	10/08/2014
	Target Completion Date:	05/22/2014
	Frequency:	monthly
	Comments:	Data for time on task was collected when the administrators targeted the levels of engagement. The extended day supervisor monitored classrooms closely to ensure that teachers and students were maximizing instructional time.
	Task Completed:	03/31/2015

2. Address issues that are creating disruptions and keeping students and teachers off task.

	Assigned to:	Sharesa White
	Added date:	10/08/2014
	Target Completion Date:	05/22/2014
	Frequency:	monthly
	Comments:	ISSUES: Classroom management, teachers not arriving at school at time, lack of class supervision, and planning issues ADDRESSED: teacher write-ups, teacher conferences
	Task Completed:	04/27/2015

3. Reevaluate time on task. Continue until all teachers and students are on task.

	Assigned to:	Sharesa White
	Added date:	10/08/2014
	Target Completion Date:	05/22/2014
	Comments:	
	Task Completed:	05/08/2015

Implement	Percent Task Complete:	
	Objective Met:	5/13/2015
	Experience:	5/13/2015 Focus walks and observations during regular and after school focused on time on task for students and teachers.
	Sustain:	5/13/2015 Time on task is an issue that is a daily occurrence and struggle for teachers. We will need to continue to help teachers focus their instruction to make time on task effective.
	Evidence:	5/13/2015 Focus walk and observation data

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)		
Status	Objective Met 5/13/2015		
Assessment	Level of Development:	Initial: Limited Development 03/16/2015	
		Objective Met - 05/13/2015	
	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

	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:	All data is submitted to the instructional facilitator for each grade. Data is also submitted quarterly to the Student Support Team.	
Plan	Assigned to:	Susan Hughes	
	How it will look when fully met:	We will begin grade level centered PLCs to focus on data. These PLCs will help us identify students and skills that need additional instructional support or enhancement. The SST will continue to monitor student progress and meet with parents and other staff members as needed.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Establish grade level PLCs that are focuses on data and student needs.		
	Assigned to:	Tammie Moore	
	Added date:	03/16/2015	
	Target Completion Date:	05/29/2015	
	Frequency:	weekly	
	Comments:	Grade level PLCs have met weekly throughout the year. From August-March data was discussed as it was completedcd along with other topics. As of March 17, data have been discussed at each meeting.	
	Task Completed:	03/17/2015	
	2. All teachers must submit data to the instructional facilitators and the grade level chair at the end of each week. This will enable the PLC leaders to have the data sorted in time for the PLC.		
	Assigned to:	Susan Hughes	
	Added date:	03/16/2015	
	Target Completion Date:	05/29/2015	
	Frequency:	weekly	
	Comments:		
	Task Completed:	03/17/2015	
Implement	Percent Task Complete:		
	Objective Met:	5/13/2015	
	Experience:	5/13/2015 As of March 17th, we have fully implemented grade level PLCs that focus strictly on data. We have been more aware of students who are below and well below the benchmark. It has also made us aware of weaknesses across the grade and made us focus on targeted instruction. The new data form has been developed and has helped teachers to focus on students that need targeted support, and has served as documentation for students who need additional support.	
	Sustain:	5/13/2015 The new data form and the grade level PLC procedure will need to become part of our school policy in our teacher handbook. This will be out new "normal."	
	Evidence:	5/13/2015 PLC and data forms are kept by the grade chairs and instructional facilitators.	
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both		

students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)(Focus)

Status	Tasks completed: 3 of 4 (75%)	
Assessment	Level of Development:	Initial: Limited Development 10/15/2014
	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:	Currently, we are in the beginning stages of data disaggregation. We have had one professional development to train teachers on analyzing data effectively and efficiently. Professional development will continue throughout the year to help teachers and staff become more comfortable with using data to guide instruction. Second grade students and teachers are using ANET to flag students in need of intervention and keep instruction on task.
Plan	Assigned to:	Susan Hughes
	How it will look when fully met:	All classrooms will offer differentiated instruction to meet the needs of all students. Small intervention groups will be organized to remediate "red flag" students. Ongoing professional development will be provided for teachers to support data analysis and disaggregation. ANET will continue to be used to monitor growth and "red flag" students in second grade. Kindergarten and first grade students will continue to be assessed using Go Math, Core Knowledge, DRA, DIBELS, and teacher made assessments. Informal observations will also be used to check for student progress.
	Target Date:	05/15/2015
	Tasks:	
	1. Assess students to identify "red flag" students	
	Assigned to:	Susan Hughes
	Added date:	10/15/2014
	Target Completion Date:	05/15/2015
	Comments:	Students are identified using multiple assessments, such as DIBELS, DRA, weekly assessments and data form, unit tests, SST (student support team) tier 3.
	Task Completed:	10/01/2014
	2. Offer professional development for data analysis	
	Assigned to:	Tammie Moore
	Added date:	10/15/2014
	Target Completion Date:	05/16/2014
	Comments:	Distict data nights focused on training teachers how to analyzing data. We meet in October, December, February, and May. Regular and grade level PLCs have also focused on data analysis.
	Task Completed:	10/08/2014
	3. Create intervention groups to remediate skills	
	Assigned to:	Susan Hughes
	Added date:	10/15/2014
	Target Completion Date:	

	Target Completion Date:	05/15/2015
	Comments:	Ms. McBride, Ms. McCoy, Ms. Jennings, Ms. McNutt, and all instructional facilitators work with remediation groups on skills that need remediation.
	Task Completed:	10/20/2014
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
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	Objective Met 4/29/2015	
Assessment	Level of Development:	Initial: Limited Development 02/11/2015
		Objective Met - 04/29/2015
	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:	Currently, we send home a district compact at the beginning of the school year. The compact outlines the responsibilities of the student, parent, teacher, and principal. The compact is signed by all parties and kept on file at the school.
Plan	Assigned to:	Sharon Council
	How it will look when fully met:	A written compact is given to each student at the beginning of each school year and signed by the parent or guardian that communicates what parents can do to support their student's learning at home. Evidence will include the signed compacts which are filed in each teacher's classroom.
	Target Date:	09/30/2015
	Tasks:	
	1. Determine if all students have returned and signed their compacts.	
	Assigned to:	Kathy Rains
	Added date:	04/29/2015
	Target Completion Date:	10/16/2014
	Comments:	This will be a yearly need.
	Task Completed:	10/31/2014
Implement	Percent Task Complete:	
	Objective Met:	4/29/2015
	Experience:	4/29/2015 Students, teachers, parents, and administrators all have to sign the

		compact. Compacts will be kept of file.
	Sustain:	4/29/2015 Compacts will be send home each year and will outline the responsibilities of all parties.
	Evidence:	4/29/2015 Compacts are kept of file in teachers rooms.