

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

Stewart Elementary School NCES - 50627000350

Forrest City School District

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

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| Indicator | IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority) | | |
| Status | Tasks completed: 3 of 15 (20%) | | |
| Assessment | Level of Development: | Initial: Limited Development 10/22/2014 | |
| | 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: | We currently have weekly math and literacy professional development/ curriculum planning. Grade level meetings are held weekly. All literacy teachers participate in Effective Literacy, a state initiative professional development. | |
| Plan | Assigned to: | Hazel Wallace | |
| | How it will look when fully met: | When this objective is fully met at our school, the staff will be receiving continuous, job embedded professional development aligned to our school goals. The goals will be based on educator and student needs as indicated by data. Staff will be engaging in the professional development and implementing what they have learned in their classrooms to improve student achievement. The effectiveness of the professional development will be monitored through Classroom Walk Throughs and student achievement data. | |
| | Target Date: | 05/29/2015 | |
| | Tasks: | | |
| | | 4. Teachers will create lesson plans on the GANAG template including information gained in the professional development. | |
| | Assigned to: | Hazel Wallace | |
| | Added date: | 10/23/2014 | |
| | Target Completion Date: | 11/28/2014 | |
| | Frequency: | weekly | |
| | Comments: | All teachers will use the GANAG template to develop lesson plans. Information from each professional development should be included in the plans. | |
| | Task Completed: | 11/28/2014 | |
| Implement | Percent Task Complete: | Tasks completed: 3 of 15 (20%) | |

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

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| 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 3 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 10/24/2014 | |
| | 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: | <p>Extended learning time is provided through Save the Children, a leading independent non-profit organization that is partnered with our school to provide supplemental in school, after school, and summer support to struggling readers.</p> <p>A district after school program is implemented Monday, Wednesday, Thursday providing tutorial support in literacy and math available to all students.</p> | |
| Plan | Assigned to: | Hazel Wallace | |
| | How it will look when fully met: | <p>During the school day, students will be engaged in extended differentiated learning activities which will address groups of students' academic needs in literacy and math.</p> <p>A schedule will be in place for full implementation and monitored through formative assessments.</p> <p>Save the Children will continue providing support to struggling readers in school, after school as well as summer school.</p> | |
| | Target Date: | 05/29/2015 | |
| | Tasks: | | |
| | 1. A committee will be formed to propose an extended learning time implementation plan for the school day. | | |
| | Assigned to: | Erdell Revoner | |
| | Added date: | 03/30/2015 | |
| | Target Completion Date: | 04/10/2015 | |
| | Comments: | | |
| | 2. Present implementation proposal to leadership team. | | |
| | Assigned to: | Erdell Revoner | |
| | Added date: | 03/30/2015 | |
| | Target Completion Date: | 05/27/2015 | |
| | Comments: | | |
| | 3. Present implementation proposal to staff during staff meeting. | | |
| | Assigned to: | Erdell Revoner | |
| | Added date: | 03/30/2015 | |
| | Target Completion Date: | 08/16/2016 | |

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| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 3 (0%) |
| Curriculum, Assessment, and Instructional Planning | | |
| Assessing student learning frequently with standards-based assessments | | |
| 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: 0 of 6 (0%) | |
| Assessment | Level of Development: | Initial: Limited Development 10/22/2014 |
| | 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: | Pre-tests and post-tests are administered in 3rd grade math and literacy and 4th grade math. Some pre-test and post-tests are administered in 4th grade literacy. At this time, we are not pre-testing or post-testing in other subject areas. |
| Plan | Assigned to: | Hazel Wallace |
| | How it will look when fully met: | When this objective is fully met, Instructional teams will use pre and post test data to determine students in need of extra help and enrichment. |
| | Target Date: | 05/29/2015 |
| | Tasks: | |
| | 1. Teachers will analyze pre test data. | |
| | Assigned to: | Erdell Revoner |
| | Added date: | 10/24/2014 |
| | Target Completion Date: | 05/29/2015 |
| | Frequency: | four times a year |
| | Comments: | |
| | 2. The teachers will identify students who need interventions. | |
| | Assigned to: | Erdell Revoner |
| | Added date: | 10/24/2014 |
| | Target Completion Date: | 05/29/2015 |
| | Frequency: | four times a year |
| | Comments: | Students that need Extra help as well as enrichment. |
| | 3. Teachers will use pre test data to make decisions about instructional plans. | |
| | Assigned to: | Erdell Revoner |
| | Added date: | 10/24/2014 |
| | Target Completion Date: | 05/29/2015 |
| | Frequency: | four times a year |
| | Comments: | |

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| 4. Teachers will analyze post test data. | | |
| | Assigned to: | Ollie Golatt |
| | Added date: | 10/24/2014 |
| | Target Completion Date: | 05/29/2015 |
| | Frequency: | four times a year |
| | Comments: | |
| 5. Teachers will use post test data to determine those in need of reteaching activities. | | |
| | Assigned to: | Ollie Golatt |
| | Added date: | 10/24/2014 |
| | Target Completion Date: | 05/29/2015 |
| | Frequency: | four times a year |
| | Comments: | |
| 6. Teachers will determine if the instructional approach was effective. | | |
| | Assigned to: | Ollie Golatt |
| | Added date: | 10/24/2014 |
| | Target Completion Date: | 05/29/2015 |
| | Frequency: | four times a year |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 6 (0%) |

Family Community Engagement

Defining the purpose, policies, and practices of a school community

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| 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 | Tasks completed: 0 of 2 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 10/24/2014 | |
| | 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: | Currently we have a student/teacher/Parent/Principal Contract that includes responsibilities for the student, parent, teacher and principal. | |
| Plan | Assigned to: | Hazel Wallace | |
| | How it will look when fully met: | When this objective is fully met, this compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact. | |

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| | Target Date: | 08/14/2015 |
| | Tasks: | |
| | 1. At the end of this school year, we will review our current school compact. | |
| | Assigned to: | Hazel Wallace |
| | Added date: | 03/30/2015 |
| | Target Completion Date: | 05/29/2015 |
| | Comments: | |
| | 2. Offer suggestions to update the current school compact. | |
| | Assigned to: | Hazel Wallace |
| | Added date: | 03/30/2015 |
| | Target Completion Date: | 05/29/2015 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) |