

# Comprehensive Plan Report

Filter: [Spotlight Indicators Only.](#)

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.

3/6/2017

CARLISLE ELEMENTARY SCHOOL NCES - 50396000139

CARLISLE 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** ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)

**Status** Tasks completed: 2 of 4 (50%)

**Assessment** Level of Development: Initial: **Limited Development** 11/29/2016

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: Currently we are addressing professional development needs of teachers. We are having grade level meetings to look at data and address needs. We are offering professional development in January to address needs in all content areas.

**Plan** Assigned to: Judy Scroggins

How it will look when fully met: We will look closely at data from various sources including the ACT Aspire Assessments, ACT Aspire Interim Assessments, the ITBS (Iowa Test of Basic Skills), and Level 1 Screeners such as DIBELS. As we look at data and learn from classroom observations, we will determine professional development needs that will improve our school. We will continue to have grade level meetings to discuss needs based on the data.

Target Date: 05/26/2017

#### Tasks:

1. Create a peer teaching observation document for teachers to use while observing in other classrooms.

Assigned to: Judy Scroggins

Added date: 11/29/2016

Target Completion Date: 12/16/2016

Comments: A peer teaching observation document will be created and shared with teachers so they can sign up for classroom observations. Teachers can sign up to observe other teachers teaching various content in classrooms. This may help teachers decide on professional development they may want to attend based on these observations.

**Task Completed:** 12/16/2016

2. Principal will share expectations for classroom observations with faculty.

	Assigned to:	Jason Stewart
	Added date:	11/29/2016
	Target Completion Date:	01/03/2017
	Comments:	Principal will share expectations with faculty concerning staff walkthroughs.
	<b>Task Completed:</b>	<b>01/02/2017</b>

3. Teachers will observe in other classrooms and gather data to help with professional development decisions.

	Assigned to:	Jason Stewart
	Added date:	11/29/2016
	Target Completion Date:	05/26/2017
	Frequency:	twice monthly
	Comments:	Teachers will use information learned after observing in classrooms that will help with professional development decisions and in their own teaching.

4. Data from classroom observations, ACT Aspire Interium and Level 1 screeners will be analyzed in grade level meetings and shared with the staff. Professional development needs will be discussed based on the data.

	Assigned to:	Judy Scroggins
	Added date:	11/29/2016
	Target Completion Date:	05/26/2017
	Frequency:	twice monthly
	Comments:	Observations will be conducted and the data will be analyzed and shared to help with meeting needs with professional development. Also, data from verious assessments will be analyzed during Grade Level Meetings.

**Implement** Percent Task Complete: Tasks completed: 2 of 4 (50%)

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/29/2016	
	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:	Currently teachers develop a PGP (personal growth plan) to help determine professional development needs.	
<b>Plan</b>	Assigned to:	Jason Stewart	
	How it will look when fully met:	Professional Development will specifically address individual strengths and weaknesses of teachers.	
	Target Date:	05/26/2017	
	<b>Tasks:</b>		

	1. Create a self-evaluation form for teachers to use for assessing their strengths and weaknesses.	
	Assigned to:	Jason Stewart
	Added date:	11/30/2016
	Target Completion Date:	12/16/2016
	Comments:	Mr. Stewart and Mrs. Horn will create a self-evaluation form for teachers to use and assess themselves.
	<b>Task Completed:</b>	<b>12/16/2016</b>
	2. The self-evaluation form will be shared with Leadership Team and staff.	
	Assigned to:	Jason Stewart
	Added date:	11/30/2016
	Target Completion Date:	01/02/2017
	Comments:	The self-evaluation form will be shared at the January 2, 2017 professional development.
	<b>Task Completed:</b>	<b>01/02/2017</b>
	3. Teachers will complete the self-evaluation form assessing themselves on strengths and weaknesses.	
	Assigned to:	Jason Stewart
	Added date:	11/30/2016
	Target Completion Date:	01/03/2017
	Comments:	Teachers will use the self-evaluation form to assess themselves.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 3 (67%)

## Classroom Instruction

### Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA28 - All teachers travel to all areas in which students are working.(137)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/18/2016	
	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:	Each classroom varies with the level of implementation.	
<b>Plan</b>	Assigned to:	Jason Stewart	
	How it will look when fully met:	Principals will conduct "walk throughs" gathering evidence of the effectiveness of utilizing instructional time. Use of instructional time and time on task for students will improve.	
	Target Date:	05/26/2017	
	<b>Tasks:</b>		
	1. Principals will share with teachers their expectations on utilizing instructional time and students' time on task. Principals will also share a document that will be used during "walk throughs" that will provide data on the effectiveness of utilizing instructional time and improving time on task for students.		
	Assigned to:	Jason Stewart	
	Added date:	11/18/2016	

	Target Completion Date:	12/16/2016
	Comments:	Principals will share expectations regarding time spent with students. Principals will also share a document that will be used to gather data while doing walk throughs.
	Task Completed:	01/02/2017
	2. Principals will do "walk throughs" throughout the school year and gather data that will provide evidence regarding instructional time and time on task for students.	
	Assigned to:	Jason Stewart
	Added date:	11/18/2016
	Target Completion Date:	05/26/2017
	Frequency:	weekly
	Comments:	Principals will do walk throughs weekly and gather data concerning instructional time and time on task for students.
	3. Principals will organize and share data with teachers and the Leadership Team regarding instructional time and time on task for students. This data will be used to improve those areas.	
	Assigned to:	Jason Stewart
	Added date:	11/18/2016
	Target Completion Date:	05/26/2017
	Frequency:	monthly
	Comments:	Principals will conduct walk throughs using the same document to gather data on effectiveness of utilizing instructional time. The data will be shared with teachers and the Leadership Team. A plan of improvement will result based on the data.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
<b>Classroom Instruction</b>		
<b>Expecting and monitoring sound homework practices and communication with parents</b>		
<b>Indicator</b>	<b>IIIB01 - All teachers maintain a file of communication with parents.(150)</b>	
<b>Status</b>	Tasks completed: 1 of 3 (33%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/18/2016
	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:	At the present, teachers have an emergency folder and a parent contact log. Some teacher use Google forms while others use hard copies. These are used to document when parents are contacted.
<b>Plan</b>	Assigned to:	Jason Stewart
	How it will look when fully met:	Every teacher will keep documentation of parental contact. Teachers will have a shared document on Google or a hard copy of documentation.

	Target Date:	05/26/2017
	<b>Tasks:</b>	
	1. Principal will clarify expectations regarding documentation of parental contact.	
	Assigned to:	Jason Stewart
	Added date:	11/18/2016
	Target Completion Date:	12/16/2016
	Comments:	Mr. Stewart will share with the entire staff the expectations for creating and maintaining a parental contact document.
	<b>Task Completed:</b>	<b>01/02/2017</b>
	2. Teachers will decide on a way of documentation of parental contact and share that information with building principals.	
	Assigned to:	Jason Stewart
	Added date:	11/18/2016
	Target Completion Date:	01/03/2017
	Comments:	Teachers will share with building principals whether they will use a Google form or hard copy to document parental contact.
	3. Teachers will share actual documentation of parental contact with building principals every nine weeks beginning with the second school semester.	
	Assigned to:	Jason Stewart
	Added date:	11/18/2016
	Target Completion Date:	05/26/2017
	Frequency:	four times a year
	Comments:	Teachers will either share a Google form or a hard copy of their parental contact information with building principals each nine weeks.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)