

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 30, 2015

BOONEVILLE ELEMENTARY SCHOOL NCES - 50345000104

BOONEVILLE SCHOOL DISTRICT

School Leadership Indicators (RI)

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID02 - All teams have written statements of purpose and by-laws for their operation. (37)(AllSchools)
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Status	Not a priority or interest
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Assess	Level of Development:	Initial: No development or Implementation 10/13/2014
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		Not a priority or interest
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	Explain why not a Priority or Interest:	Teachers and teams understand the purpose of team meetings.
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	Added date:	
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Indicator	ID04 - All teams prepare agendas for their meetings.(39)(AllSchools)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 10/13/2014
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	Evidence:	Team Meeting agendas and meeting notes will be provided. Continue through agendas and meeting notes.
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	Added date:	
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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)(AllSchools)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 10/13/2014	
	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:	The leadership team plans to meet twice per month. The meetings last approximately 45 minutes.	
Plan	Assigned to:	Karen Hart Gipson	
	How it will look when fully met:	The leadership team will meet twice per month for an hour each time. During these meetings the team will set goals that lead them toward the vision of the school. During these meetings such a culture of discourse is created in which the most important educational matters are discussed and acted upon with honesty and openness. We will provide evidence from the leadership team agendas and minutes. Also include reminder emails.	
	Target Date:	05/20/2016	
	Tasks:		
	1. The leadership team will create a schedule of meetings each semester. This schedule will include two meetings each month. The meetings will last one hour. For future reference we will set the semesters meetings at the first meeting in August or September and then the second semesters in January.		
		Assigned to:	Karen Hart Gipson
		Added date:	10/22/2014
		Target Completion Date:	09/04/2015
		Frequency:	twice a year
		Comments:	Check the school and district calender for other scheduled events. Make sure the scheduled dates are not reoccurring on the same day of the week. Remind members of the leadership team to bring their personal calenders to the first August/September meeting and again in January.
		Task Completed:	2/12/2015 12:00:00 AM
	2. Send an email reminder for each meeting.		
		Assigned to:	Karen Hart Gipson
		Added date:	10/22/2014
		Target Completion Date:	09/04/2015
		Frequency:	twice monthly

			Comments:	Check calender in advance. Try to make sure that meetings are not held on the same day of the week so teachers do not miss the same class each time. Discuss other options for meeting times for next year. For example, instead of having the meetings during the school day look for after school meeting times or whatever is best for all the leadership team members. An email reminder is sent the day before each meeting. This gives the members time to prepare for the meeting and an additional reminder.
			Task Completed:	3/18/2015 12:00:00 AM
			3. Discuss the common vision for the school and revisit it frequently to improve student achievement.	
			Assigned to:	Barbette Smithson
			Added date:	03/18/2015
			Target Completion Date:	05/27/2016
			Frequency:	twice monthly
			Comments:	The leadership team believes that it can be a benefit to continuous school improvement. The leadership team wants to ensure that the meetings are productive and built upon.
Implement	Percent Task Complete:		67%	

School Leadership and Decision Making

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

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58) (AllSchools)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/13/2014	
	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:	Informal observations, Classroom Walk Throughs, and TESS observations are being implemented according to where the teacher is on the cycle.	
Plan	Assigned to:	Mike Nichols	
	How it will look when fully met:	The principal will be visible to students and staff. The principal will do classroom walkthroughs on a daily basis. Principals will follow the guidelines for informal and TESS evaluations per the personnel policy.	
	Target Date:	05/22/2015	
	Tasks:		
		1. Principals will block off time for daily classroom walk throughs.	
		Assigned to:	Mike Nichols

		Added date:	10/22/2014
		Target Completion Date:	05/22/2015
		Frequency:	monthly
		Comments:	Prioritize classroom walkthrough time. Continue to delegate other tasks as needed.
	2. Principals will share and discuss the classroom walk through data with the leadership team twice per school year. Rather than become part of the teacher's formal professional record, these classroom walk throughs will be used to hone instructional practices.		
		Assigned to:	Mike Nichols
		Added date:	10/22/2014
		Target Completion Date:	09/25/2015
		Comments:	Analyze classroom walkthrough data and have it ready to share with the leadership team and/or in team meetings. Discuss the data to find some areas to hone in on in teachers daily instruction. View lesson plans to monitor that data is being used in the classroom.
Implement	Percent Task Complete:		0%

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)(Title I Schoolwide,Title I Targeted)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 09/25/2014
	Evidence:	<p>All staff members attended required summer in-service above and the hours of PD required by the state. There also was a district/school wide technology in-service that allowed for differentiated choices by faculty and staff members.</p> <p>Teacher Academy is offered through out the school year to all faculty and staff members to help sustain summer inservice offerings. It is differentiated with varied choices. It is job embedded and will include learning labs through partnering with specialist at WAESC.</p> <p>Teachers are provided opportunities outside of the school for professional development including state conferences such as ARA.</p>	
		Added date:	

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 strategies being implemented, and uses data to inform modifications.(3981)(Title I Schoolwide)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 09/25/2014	
	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:	The school has looked at increasing the time students are engaged in productive and academic learning. The school has started an new after school learning program through the 21st CCLC. It is offered to all 2-6 grade students four times a week for two hours each day. Homework help and enrichment activities are provided. Other strategies such as increasing instructional time spent on the core areas of reading and math need to be further investigated. Teachers have been trained in Effective Literacy and ELA. There have been follow up trainings provided by WAESC such as revisiting certain components of these programs and visits to districts that are currently using these strategies. The leadership team feels there needs to be a focus on breaking these trainings down and monitoring how they are working through professional learning communities with each grade level. Summer enrichment programs will need to be offered.	
Plan	Assigned to:	Amanda Siddons	
	How it will look when fully met:	The 21st CCLC committee will monitor progress and meet to make needed adjustments. The school also uses data from a source connected with the grant to monitor progress and make adjustments.	
	Target Date:	09/25/2015	
	Tasks:		
		1. Self assessment data will be reviewed during the school year.	
		Assigned to:	Amanda Siddons
		Added date:	10/22/2014
		Target Completion Date:	09/04/2015
		Frequency:	once a year
		Comments:	Self assessment team meetings
		2. A 21st CCLC committee meeting will be held to monitor and adjust the after-school program.	
		Assigned to:	Amanda Siddons
		Added date:	10/22/2014

		Target Completion Date:	05/29/2015
		Frequency:	twice a year
		Comments:	Accept survey feedback from faculty,staff, and students for the after school programs. This data and student assessment data will be used to make modifications to the program.
		3. Make a plan for teachers to receive additional support with re-implementing reading/literacy strategies for a 80-100 minute block of time daily.	
		Assigned to:	Barbette Smithson
		Added date:	03/06/2015
		Target Completion Date:	05/20/2016
		Frequency:	once a year
		Comments:	Help teachers break their trainings down into small chunks and implement together with the use of professional learning communities. More times for teachers to work on this and actually have a product to take with them to their classroom the next day and use.
Implement	Percent Task Complete:		0%

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation.(3982)(Title I Schoolwide)		
Status	Tasks completed: 1 of 4 (25%)		
Assess	Level of Development:	Initial: Limited Development 10/13/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 district has a current recruitment plan. The district offers incentives such as National Board certification monies.	
Plan	Assigned to:	Barbette Smithson	
	How it will look when fully met:	Make sure that all students including low socio-economic students have access to highly qualified teachers. All teachers should be assigned only to classes within their area of licensure or otherwise demonstrated area of expertise.	
	Target Date:	09/25/2015	
	Tasks:		
		1. Provide teachers opportunities and incentives to become peer coaches and/or facilitators of staff development through Teacher Academy.	
		Assigned to:	Karen Hart Gipson
		Added date:	10/22/2014

		Target Completion Date:	05/15/2015
		Frequency:	twice a year
		Comments:	Continue to plan with teachers through needs surveys and data the types of peer learning experiences beneficial to increasing student achievement.
	2. Review alignment between teacher assignment and licensure area and ensure that, at a minimum, all assignments are within licensure areas or teachers otherwise demonstrate their expertise in the subject in which they are assigned		
		Assigned to:	Mike Nichols
		Added date:	10/22/2014
		Target Completion Date:	05/22/2015
		Frequency:	once a year
		Comments:	Review HQT forms and ALP lists.
	3. Check the status of ALP completion within the building.		
		Assigned to:	Barbette Smithson
		Added date:	03/06/2015
		Target Completion Date:	03/18/2015
		Comments:	Check the accreditation report and verify it with updated information.
		Task Completed:	3/18/2015 12:00:00 AM
	4. Develop and sustain partnerships with surrounding area universities that have teacher preparation programs in order to recruit teachers in high needs areas such as middle level certifications and teachers of students with disabilities.		
		Assigned to:	Barbette Smithson
		Added date:	03/06/2015
		Target Completion Date:	05/13/2016
		Comments:	
Implement	Percent Task Complete:		25%

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)(Title I Schoolwide)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 10/13/2014	
	Evidence:	Team meetings in order to review pre and post tests to make curriculum and instructional plans. Team meetings are also used to "red flag" students in need of intervention. Data has been analyzed on an item by item basis to make curriculum decisions for all students. Teachers are trained in "Talents" and provide enrichment lessons in coordination with the G/T teacher. Differentiation opportunities are provided for all students. Continue weekly team meetings, continue data analysis, continue providing professional development opportunities for all teachers, continue collaboration with G/T teacher.	
		Added date:	

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)(AllSchools)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 10/13/2014	
	Evidence:	Curriculum pacing guides and units have been created by classroom teachers. Lesson plans are geared to the standards. Days are provided to work on curriculum documents. Continue with curriculum days for teachers to work on documents. Data will be used to help align.	
		Added date:	

Indicator	IIIA35 - Students are engaged and on task.(144)(AllSchools)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/22/2014	
	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:	Teachers were trained in school wide Positive Behavior Support Systems this summer. Committees from each grade level met to create a school wide matrix. Follow up will be given during the school year. Through this training teachers are working together to have continuity in creating a positive learning environment for all students.	
Plan	Assigned to:	Barbette Smithson	
	How it will look when fully met:	There will be an absence of irrelevant behavior, concentration on tasks, enthusiastic contributions to group discussion, and lengthy study. Office discipline referrals will decrease. Student grades and test scores will increase. Rule and behavior expectations school wide will be the same for students in K-6. Students will know what is expected of them and begin to self correct behaviors if they are not on task and engaged during classroom instruction and other aspects of the school day. Classroom walkthroughs will also be used for data.	
	Target Date:	05/20/2016	
	Tasks:		
		1. Principals will complete classroom walk throughs looking at the different levels of student engagement. These results will be shared with the leadership team and/or during team meetings.	
		Assigned to:	Barbette Smithson
		Added date:	10/22/2014
		Target Completion Date:	05/22/2015
		Frequency:	monthly
		Comments:	Use CWT forms to observe the levels of student engagement on a daily basis. This information will be shared and discussed with teachers.
		2. The leadership team will review evidence from Wise Ways and give input to the principals about summer professional developments, proposed calendar professional development days, and additional during the school year days that could be helpful to better student engagement.	
		Assigned to:	Karen Hart Gipson
		Added date:	03/18/2015
		Target Completion Date:	09/18/2015
		Frequency:	three times a year

			Comments:	The leadership team recognizes that follow up training should be offered for the Positive Behavior System Development that began during the summer before the 2015-2016 school year. Members stated that having expectations as a school is beneficial. However, the committee members feel that some faculty members are "on board" and some are not. Furthermore, "with all the responsibilities that teachers have, some initiatives fall to the back burner". Follow ups during the school year and especially after long breaks such as between semesters would be helpful and needed to keep everyone on the same page. The committee further questioned that if the positive behavior program is mandatory how is it enforced. The committee feels that the Positive Behavior Program is also lacking in positive recognition and consequence. High expectations are relevant. Other suggestions for bettering student engagement are cooperative learning training, Project Based Learning Training, Hands on Activity training, and STEM training.	
Implement	Percent Task Complete:			0%	
Family Community Engagement					
Defining the purpose, policies, and practices of a school community					
Indicator	IVA01 - The school's Compact 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)(Title I Schoolwide,Title I Targeted)				
Status	Full Implementation				
Assess	Level of Development:			Initial: Full Implementation 10/13/2014	
	Evidence:			<p>The parent/school compact is included in the school handbook. During "Back to School Night" the compact is introduced. Signatures are required by parent, student, and school representative.</p> <p>"Achieve" program will be offering parental involvement opportunities through out the year. Parent teacher conference are offered twice per and year and available as needed.</p>	
			Added date:		