

## **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.

4/22/2015

**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**

<b>Indicator</b>	<b>ID02 - All teams have written statements of purpose and by-laws for their operation.(37) (AllSchools)</b>		
<b>Status</b>	Tasks completed: 0 of 6 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2014	
	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:	Currently, the Leadership Team meets twice a month to review and discuss school improvement needs. Instructional Teams meet once per semester to discuss curriculum and monitor student progress within the grade level and subject areas, as well as, discuss research based instructional. We currently have no School Community Council.	
<b>Plan</b>	Assigned to:	Tiffany Schauffhauser	
	How it will look when fully met:	<p>Leadership Team will meet twice a month for an 1 hour with the purpose of discussing general operation of the school and its continuous improvement. They will communicate decisions and goals to the elementary school staff. All meetings will be displayed on Google calendar with agenda and sign in sheets located in Crystal White's office. The Leadership Team will create a clear vision and mission for what we are working towards, keep agendas and minutes for each meeting, and have established by-laws written and approved.</p> <p>Instructional Teams will meet once a week to develop rigorous standards based units of instructions. They will continually work to improve instructional strategies. They will communicate decisions and goals to the elementary school staff. All meetings will be displayed on Google calendar with agenda and sign in sheets located in Crystal White's office. The Instructional Team will create a clear vision and mission for what we are working towards, keep agendas and minutes for each meeting, and have established by-laws written and approved.</p> <p>The School Community Council will meet twice a month for an hour. They will address the community of the school, focus on the areas of overlapping responsibility among these people, and their allegiance to common educational values. All meetings will be displayed on Google calendar with agenda and sign in sheets located in Crystal White's office. The School Community Council will create a clear vision and mission for what we are working towards, keep agendas and minutes for each meeting, and have established by-laws written and approved.</p>	
	Target Date:	05/29/2015	
	<b>Tasks:</b>		
		1. Create agendas for Building Leadership Teams and file/store agendas from the Instructional Team and	

School Community Council.		
	Assigned to:	Crystal White
	Added date:	11/10/2014
	Target Completion Date:	05/29/2015
	Comments:	
2. Create clear vision/mission for Leadership Teams. Develop a Google Calendar to document meetings. Will work on a schedule for common planning times for the 2014-15 school year.		
	Assigned to:	James Scott
	Added date:	11/10/2014
	Target Completion Date:	05/29/2015
	Comments:	
3. Develop Instructional Team		
	Assigned to:	Dena McArthur
	Added date:	11/10/2014
	Target Completion Date:	05/29/2015
	Comments:	
4. Develop School Community Council in conjunction with Dawn Passmore.		
	Assigned to:	Vickie Russell
	Added date:	11/10/2014
	Target Completion Date:	05/29/2015
	Comments:	
5. Write purpose for Leadership Team		
	Assigned to:	Breigh Earnhart
	Added date:	11/10/2014
	Target Completion Date:	05/29/2015
	Comments:	Consider survey and get input from BLT members and other staff.
6. Write by-laws for Building Leadership Team		
	Assigned to:	Ronda Harvey
	Added date:	11/10/2014
	Target Completion Date:	05/29/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 6 (0%)
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(AllSchools)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 10/22/2014
	Evidence:	All meetings will be displayed on Google Calendar with an agenda and sign in sheets will be placed in a folder outside Crystal White's office in the intervention room.
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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:	Currently, Leadership team meets on the second Monday and fourth Wednesday of each month for an hour with the purpose of discussing school improvement and operational issues.
<b>Plan</b>	Assigned to:	James Scott
	How it will look when fully met:	The leadership team will meet twice a month for one hour. The team will consist of the principal, teachers, and other key staff members. Evidence will consist of the Google calendar, agendas, minutes, and sign in sheets. BLT members will continue to communicate decisions and goals to the elementary staff.
	Target Date:	11/10/2014
	<b>Tasks:</b>	
	1. Create a calendar for the Leadership Team to meet twice a month.	
	Assigned to:	James Scott
	Added date:	10/22/2014
	Target Completion Date:	11/10/2014
	Comments:	
	2. Representatives from kindergarten and special education to serve on the Leadership Team will be selected.	
	Assigned to:	James Scott
	Added date:	10/22/2014
	Target Completion Date:	11/10/2014
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>School Leadership and Decision Making</b>		
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>		
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)(AllSchools)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2015
	Evidence:	The Westside Elementary School principal monitors curriculum and classroom instruction. He monitors the work by conducting classroom walk throughs on a weekly basis. Feedback is provided based on these walk throughs. Instructional Teams are monitored during monthly instructional teams meetings through visits and review of meeting agendas.
<b>School Leadership and Decision Making</b>		
<b>Aligning classroom observations with evaluation criteria and professional development</b>		
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(Title I Schoolwide,Title I Targeted)</b>	
<b>Status</b>	<b>Full Implementation</b>	

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/03/2015
	Evidence:	<p>The Westside LEA and Westside Elementary School provide high quality, ongoing, and differentiated professional development based on state requirements, professional growth plans, and student achievement data. Professional development sessions are created to increase educator effectiveness, as well as, student success. Each session will be concluded with a teacher survey to determine the quality and effectiveness of the Professional Development session. After surveys are completed, then they will be shared with the District Leadership Team and/or Building Leadership Team to help improve the quality of future Professional Development sessions.</p>

## School Leadership and Decision Making

### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/11/2015	
	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:	<p>Special education services offer extended school year for those students. Students must meet certain requirements and show regression. Services are determined based on a student's IEP and covers all subject, as well as, social/emotional needs. These services are offered during the summer months of June and July and are taught by a special education certified teacher.</p> <p>Kindergarten offers after school tutoring for those that were identified as "at risk" for retention. Classroom teachers identified these students using classroom assessments and notes/invitations were sent home about the availability of tutoring. Identified students met once a week for 90 minutes with a kindergarten teacher to work targeted literacy and math skills. Also, a para professional offered interventions on sensory and fine motor skills. Tutoring was offer from January through March and 100% of identified students participated. Students who did make growth will be identified for more extensive testing and services.</p>	
<b>Plan</b>	Assigned to:	James Scott	
	How it will look when fully met:	<p>Westside elementary will offer after school tutoring services for all "at risk" students K-4. WES will also offer information on the availability online/web based tutoring sites, such as Khan Academy, Moby Max, etc.</p> <p>Records of those who attended after school tutoring will be kept (sign ins, parent consent letters, etc). Also, classroom teachers will use classroom pre/post tests to monitor growth and progress. Parent surveys will also be given in order receive feedback and evaluate services.</p>	
	Target Date:	05/31/2016	
	<b>Tasks:</b>		
		0. Seek funding for materials and stipends for teachers/para pros.	
	Assigned to:	James Scott	
	Added date:	03/11/2015	
	Target Completion Date:	07/01/2015	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

## School Leadership and Decision Making

### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/03/2015
	Evidence:	Westside Elementary School uses a variety of methods to recruit effective educators. These methods include posting job openings on our online website, advertising on other online venues (e.g. Teacher Ed), advertising through newspapers, and contacting Arkansas State University to obtain names of highly qualified candidates to pursue. These posting provide information on the standards required for each job. A team of educators carryout the interview process by outlining the job requirements and expectations of the school district. They also ask pre-selected questions that provide informative information about the candidate's ability to be a highly effective teacher. Candidates are selected by their area of licensure or demonstrate the ability to effectively teach in the content area. Our recruiting techniques are studied by reviewing teacher turnaround and student achievement.

## Curriculum, Assessment, and Instructional Planning

### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/03/2015	
	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:	Teachers meet as Instructional Teams each month to develop units of instruction; create formative assessments including pre/post tests, and monitor student progress. Each team gathers data from the assessments to monitor student's progress by alerting them to students who need extra help or enhanced assignments.	
<b>Plan</b>	Assigned to:	James Scott	
	How it will look when fully met:	<p>Teachers will move beyond creating curriculum and assessments and begin focusing on the data during Instructional Team meetings to identify students needing extra help and those needing enrichment.</p> <p>Intervention schedules will be reviewed and possibly reformatted so that intervention time is built into the schedule. Ideally, all pull outs will also happen during this time (i.e., GT, speech) so that core curriculum is not interrupted.</p> <p>Resources need purchased. All grade levels would benefit from updated and comprehensive materials.</p> <p>RTI will provide a written set procedures and protocols, including dates and required materials. Professional development will be provided in this area to all staff. We need to create a set of beliefs and goals relating to RTI. As a staff, we must establish our expectations for this process.</p>	
	Target Date:	05/27/2016	
	<b>Tasks:</b>		
	1. BLT and administration will review the schedule in order to begin the process of implementing a built in intervention time.		
	Assigned to:	James Scott	
	Added date:	03/03/2015	
	Target Completion Date:	07/01/2015	
	Comments:	All pull outs during this time so core is not interrupted, everything pulled out during this time (GT, speech). Common planning time established for entire school.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	



## 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)(AllSchools)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Instructional Teams meet twice a month to work on documents that align standards. All teachers are in the process of creating curriculum maps that align the curriculum to standards and assessments. These curriculum maps will be completed during the 2015-16 school year.	
<b>Plan</b>	Assigned to:	Crystal White	
	How it will look when fully met:	Curriculum maps, pacing guides, and other resources will be fully created and implemented across all grade levels. Patrons and teachers will be able to view each curriculum map on the district website or in the elementary school office. Each grade level will have common planning times so instructional team meetings can take place during the regular school day. Each instructional team meeting will have common goals for each grade level that are set by the principal and building leadership team based on stakeholder feedback and student data. BLT members will report their progress regularly to the principal and process manager during the BLT meetings.	
	Target Date:	05/27/2016	
	<b>Tasks:</b>		
	1. Create common planning times for grade levels.		
	Assigned to:	James Scott	
	Added date:	03/31/2015	
	Target Completion Date:	07/01/2015	
	Comments:		
	2. Will make sure all maps are created and turned in from each grade level.		
	Submit maps to Crystal Blake to put on the website.		
	Make sure copies of curriculum maps are available in the office.		
	Assigned to:	Nikki McGowan	
	Added date:	03/31/2015	
	Target Completion Date:	05/27/2016	
	Comments:	Ronda Harvey will assist in this task.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
<b>Indicator</b>	<b>IIIA35 - Students are engaged and on task.(144)(AllSchools)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:		

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2015
	Evidence:	Teachers in each classroom monitor student behavior to make sure they are engaged and on task. Teachers use behavior checks by observing engagement, using cues, providing corrective feedback, and reinforce positive behavior. The principal uses regular classroom observations to monitor classroom instruction and student engagement. Feedback, through emails and conferences with the principal, is provided to teachers that need extra help improving classroom behavior. This allows the principal and teacher to develop an improvement goal. Classroom observation results can be viewed through Bloomboard.

### **Family Community Engagement**

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

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/11/2015
	Evidence:	Westside Elementary School has a parent compact that is distributed to parents at the beginning of each school year. Our compact describes how the school and parents can work together to help students achieve the state standards and how parents, staff, and students responsibilities for improving academic achievement. The student compact is reviewed yearly. It is located in the Parent Center.