

## Happy Hollow Elementary School

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## 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.

10/26/2016

Happy Hollow Elementary School NCES - 50612000321

FAYETTEVILLE 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 ID01 - A team structure is officially incorporated into the school governance policy.(36)**

**Status Full Implementation**

**Assessment** Level of Development: Initial: Full Implementation 09/15/2015  
Evidence: The 2016-2017 Happy Hollow Master Schedule allows for common planning time five days a week for each grade level. The grade level teams have designated one day a week for PLC meetings. The master schedule also ensures that grade levels are maximizing time spent on instruction as the schedule has the daily instructional schedule built inside.

**Indicator ID04 - All teams prepare agendas for their meetings.(39)**

**Status Full Implementation**

**Assessment** Level of Development: Initial: Full Implementation 09/15/2016  
Evidence: Each grade level utilizes Google docs to house their weekly PLC agendas, next steps, data, plans, etc.

**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)**

**Status Full Implementation**

**Assessment** Level of Development: Initial: Full Implementation 09/15/2015  
Evidence: \*The Happy Hollow Steering Committee meets every Monday at 8:30. This team consists of the following stakeholders: Principal, Assistant Principal, Counselor, Instructional Facilitator, Math Coach, & School Psychology Specialist.  
\*The Happy Hollow Leadership Team meets twice a month on Monday at 3:30. The team consists of the following stakeholders: Principal, Assistant Principal, Counselor, Instructional Facilitator, Kindergarten teacher, 1st grade teacher, 2nd grade teacher, 3rd grade teacher, and a 4th grade teacher.

**Indicator ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)**

**Status Full Implementation**

**Assessment** Level of Development: Initial: Full Implementation 09/14/2016  
Evidence: The Leadership Teams 2 or more times per month to discuss building wide issues with representatives from grade levels and encore. Notes

are kept and shared with the faculty.

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: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2016	
	Index:	6	(Priority Score x Opportunity Score)
Plan	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 Leadership team is working in conjunction with the school Steering Committee to analyze school data and make decisions about school improvements and professional development needs. We are in the first year of developing this alignment system.	
	Assigned to:	Cristin Atha	
	How it will look when fully met:	We are in year one of meeting of utilizing a steering committee and a leadership team. This can be an ever present goal. In year one, the goal will be to analyze multiple data points to design professional development to address the school improvement needs.	
	Target Date:	06/02/2017	
	Tasks:	1. Be transparent with multiple, applicable data pieces to drive Leadership Team & Steering Committee to make professional development and school improvement decisions based on data.	
	Assigned to:	Dondi Frisinger	
	Added date:	09/16/2016	
	Target Completion Date:	06/02/2017	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/14/2016	
	Evidence:	Grade level and encore teachers have common planning time everyday.	
Indicator	ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/14/2016	
	Evidence:	Teachers are given instructional planning time in half or full day blocks as inservice days allow.	
School Leadership and Decision Making			
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
Indicator	IE05 - The principal participates actively with the school's teams. (56)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/15/2016	
	Evidence:	Principal & Assistant Principal are actively involved in with school teams: Grade Level PLC Meetings Steering Committee Leadership Team ACSIP	

Building administration will continue to build leadership capacity with staff around the above mentioned meetings.

<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/15/2016
	Evidence:	Building administration reviews grade level lesson plans, attends grade level PLC meetings where data is disaggregated and plans are made based on the data, and conducts classroom walk throughs, informal observations, and formal observations.

#### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/15/2016
	Evidence:	Steering Committee & Leadership Team meet to review needs of building for professional development.

<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/29/2015
	Evidence:	Certified staff have prepared two PGP goals that are aligned with growth areas related to student data, observation/evaluation recommendations, & self assessment results. The PGP indicators are assessed on every certified staff member during TESS Informal Observations.

<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/15/2015
	Evidence:	Happy Hollow Faculty & Staff participated in Professional Learning Community training prior to the start of the school year. Grade level PLC meetings occur on a weekly basis. Job embedded professional development is provided through this weekly meeting.

#### School Leadership and Decision Making

##### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/29/2015
	Evidence:	For the 2016-2017 school year, Happy Hollow is utilizing a block schedule approach to maximize time spent on instruction and ensure students are not missing any core content instruction times.

#### School Leadership and Decision Making

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

<b>Indicator</b>	<b>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/29/2015
	Evidence:	Fayetteville Public Schools has a process to follow when hiring staff: 1) Interviews conducted at school site 2) Committee recommendation turned in to Human Resource Office & Elementary Assistant Superintendent for approval

## Curriculum, Assessment, and Instructional Planning

### Engaging teachers in aligning instruction with standards and benchmarks

**Indicator** IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 09/29/2015  
Evidence: \*Literacy with integration of Social Studies-District grade level committees are developed that include instructional facilitators & a representative from each building. These committees write & edit literacy units that are aligned with Common Core State Standards.  
\*Math-District grade level committees are developed that include math facilitators & a representative from each building. These committees write & edit math units that are aligned with Common Core State Standards.  
\*Science-District grade level committees are developed that includes the Curriculum Director & a representative from each building. These committees are developing timelines & vertical alignment of the new Framework for K-12 Science Standards.

## Curriculum, Assessment, and Instructional Planning

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

**Indicator** IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 09/15/2015  
Evidence: DIBELS & DRA are assessments that are utilized at least three times a year.  
Grade levels are identifying grade level essential standards & writing common formative assessments. After the assessment is administered, the grade level teams are disaggregating the data to design intervention, practice, & enrichment groups based on the formative assessment data.

**Indicator** IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)

**Status** Tasks completed: 0 of 2 (0%)

**Assessment** Level of Development: Initial: Limited Development 09/08/2016  
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: We are in our first year for grade level teams to meet as professional learning communities. Teams are deciding on their essential standards and using formative assessments to guide their instruction and track student progress.

**Plan** Assigned to: Dondi Frisinger  
How it will look when fully met: Year One Fully Met for PLC: This is an always present goal. For year one of PLC implementation, our grade level teams will build trust & collaboration related to discussing "real time" data and making goals & plans based on that data for student success.  
Evidence: \*Grade Level PLC Meeting Agendas & Minutes (Google PLC Folder)  
\*Pre & Post Common Formative Assessment Data (Google PLC Folder)  
\*SMART Goals (Google PLC Folder)  
Year One Fully Met for RtI: Again, this is an ever present goal. To make gains in our RtI process, we need to ensure the RtI team understands the RtI Process, & we communicate this knowledge & process with our

faculty & staff.  
Evidence:  
\*RtI Minutes  
\*RtI Process & Forms

Target Date: 06/02/2017

Tasks:

1. Utilize components in Grade Level PLC Google Folder:  
\*Essential Standard  
\*Pre & Post Common Formative Assessment  
\*SMART goals & plans designed to meet the needs of students based on formative data

Assigned to: Crissa Mitchell

Added date: 09/16/2016

Target Completion Date: 06/02/2017

Frequency: weekly

Comments:

2. Ensure RtI team has a clear & consistent understanding of RtI and the RtI process. The RtI team needs to share this information with the faculty/staff.

Assigned to: Ashley Traynham

Added date: 09/16/2016

Target Completion Date: 06/02/2017

Frequency: weekly

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 2 (0%)

#### 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)**

**Status** **Full Implementation**

**Assessment** Level of Development: Initial: Full Implementation 09/15/2015  
Evidence: Fayetteville Public Schools Curriculum & Instruction Office provides the curriculum & standards scope and sequence for each grade level.

#### Classroom Instruction

#### Expecting and monitoring sound classroom management

**Indicator** **IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)**

**Status** Tasks completed: 0 of 1 (0%)

**Assessment** Level of Development: Initial: Limited Development 09/08/2016

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: Teachers use the gradual release of responsibility through their intervention designs from PLCs. Our focus for improvement will be on effective instructional strategies during the different modes.

**Plan** Assigned to: Crissa Mitchell

How it will look when fully met: This is an ongoing goal as we continue to meet the needs of all learners. This goal will be fully met when a variety of instructional modes can be observed during classroom observations and collected data shows student growth.

Target Date: 06/02/2017

Tasks:

1. Administrators will conduct various forms of classroom observations collecting data on the instructional mode.

Assigned to: Dondi Frisinger

Added date: 09/16/2016

Target Completion Date: 10/24/2016

Frequency: weekly

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 1 (0%)

**Family Engagement in a School Community**

**Explain and communicate the purpose and practices of the school community**

**Indicator** FE04 - 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)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 09/29/2015  
Evidence: Happy Hollow School/Parent/Student Compact

Parent Responsibilities:

\*See that my child is on time and attends school regularly

\*See that my child gets a good night's sleep

\*See that my child completes homework assignments

\*Provide a quiet time and place to study

\*Read with my child daily

\*Maintain contact with the school through notes, email, phone calls, & scheduled visits

\*Volunteer in my child's classroom or school when possible

\*Attend all school meetings & Parent/Teacher Conferences

\*Offer words of encouragement & praise

**High School: Opportunity to Learn**

**Ensure content mastery and graduation**

**Indicator** HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 09/29/2015  
Evidence: Happy Hollow provides academic support during our intercession weeks, three times a year. Scholarships are available, as well as Title I funding to assist financially.