

Arkansas HOLCOMB 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.

10/25/2016

HOLCOMB ELEMENTARY SCHOOL NCES - 50612000229

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 09/08/2015
Evidence: We meet twice a month for faculty meetings, 3 times a month with grade levels, once a month with PTA, and weekly for office/leadership meetings. Notes, agendas, and sign-ins are taken to discuss current governance of the school, i.e. policies, curriculum, changes. Also, teachers and parents are surveyed throughout the year to get feedback on school governance issues.

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

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: Limited Development 09/08/2015
Index: 6 (Priority Score x Opportunity Score)
Priority Score: 2 (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)

Plan Describe current level of development: Most meetings have agendas, whether it is a faculty meeting or team meeting. We can make assure this is happening throughout our building with all meetings.
Assigned to: Allison Houston
How it will look when fully met: Teams run smoother when an agenda is in place. Teams will give a copy to Allison Houston before or after each meeting. Agenda items will be in writing the week before team meetings and after school meetings.
Target Date: 10/01/2016

Tasks:

1. Lead teacher/administrator will create an agenda for each meeting and put on a shared site.
2. Notes will be taken and attendance will be listed.

Assigned to: lead teachers/administrator

Added date: 09/24/2015

Target Completion Date: 05/26/2017

	Comments:	Allison will send an email to staff and lead teachers to make them aware that agendas for each meeting are needed and where to share them.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
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	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/23/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	We currently meet at least twice a month to discuss instructional focus areas of individual students.
Plan	Assigned to:	Allison Houston
	How it will look when fully met:	Our team will continue to meet at least twice a month or more and the discussion will be expanded to include overall instructional and behavioral indicators for all students. Through classroom observations and other formative data, we will be able to assess our progress.
	Target Date:	05/26/2017
	Tasks:	
	1. At meetings, notes will be taken that address the instructional focus areas for all students.	
	Assigned to:	lead teachers or administrators
	Added date:	09/24/2015
	Target Completion Date:	10/07/2016
	Frequency:	twice monthly
	Comments:	Notes will be taken about the discussions at these meetings.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
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 09/18/2016
	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:	We have different data points we look at during grade level meetings and whole faculty meetings. These data points include but are not limited to: Dibels, AR and Star tests, ACT Aspire, ITBS, etc.
Plan	Assigned to:	Tracy Mulvenon
	How it will look when fully met:	Our office leadership team (Principal, Asst. Principal, and IF) discuss data in depth. A focus for walk-throughs is given by the principal for each week. We will share the walk-through data in our team first and then be able to make decisions for growth and improvement that we can share with individual teachers and with the faculty as a whole group. For example, this week our focus is implementation of reading groups are established in the classroom. We are going into the classrooms to check.
	Target Date:	05/26/2017
	Tasks:	

1. A focus will be given usually by the principal for the week. Walk-throughs will be conducted and results will be discussed with the office team and then decisions will be from that discussion.

Assigned to: Tracy Mulvenon

Added date: 09/19/2016

Target Completion Date: 05/26/2017

Frequency: twice monthly

Comments:

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

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)

Status Objective Met 9/23/2016

Assessment Level of Development: Initial: Limited Development 09/24/2015

Objective Met - 09/23/2016

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)

Plan Describe current level of development: Principal and Asst. Principal will gather, summarize and share classroom walk-through observation data with the Leadership (Lighthouse) team on a quarterly basis.

Assigned to: Tracy Mulvenon

How it will look when fully met: Summaries of classroom observations will be shared in a variety of ways. Sign-ins and agendas will be kept and professional development will match decisions that have been made in the leadership team.

Target Date: 05/26/2017

Tasks:

1. Classroom observations will be made. Tracy and Allison will gather and analyze and present to the leadership team. Team will discuss PD needs from data.

Assigned to: Tracy Mulvenon

Added date: 09/24/2015

Target Completion Date: 12/01/2015

Frequency: four times a year

Comments: We were able to do this in the past year. Tracy gave the leadership team time to meet and make goals for the next year.

Task Completed: 05/27/2016

Implement Percent Task Complete:

Objective Met: 9/23/2016

Experience:

9/23/2016

Our Leadership team is able to discuss goals and then set the goals for the building. Additionally we can then use these goals as a focus for PD and faculty meetings

Sustain:

9/23/2016

Continued time to work as a team.

	Evidence:	9/23/2016 Our evidence is training and completed school goals from past year.
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/24/2015
	Evidence:	Professional Growth Plans are written by each teacher. These plans are then discussed with the principal or assistant principal. Other intense plans will be made if the principal or asst. principal thinks it is needed based on classroom observations.
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/24/2015
	Evidence:	Our district and our building plans PD each year to assure the PD needs of teachers are being met. Additional PD is offered for continued training that takes place throughout the year. (CGI, Ella, etc.)
School Leadership and Decision Making		
Expanded time for student learning and teacher collaboration		
Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/24/2015
	Evidence:	While we do not have extended learning time programs, we have other point in time interventions. Data is gathered and discussed on a weekly basis. In addition, teachers are given data days to discuss the progress of students in these interventions.
School Leadership and Decision Making		
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention		
Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/24/2015
	Evidence:	Through our partnership with the University of Arkansas MAT program, we are able to interview and hire from this highly qualified and trained pool of candidates. In addition we share our information with other schools in the district that would be hiring.
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 09/24/2015
	Evidence:	Fayetteville School district uses teacher teams with representation from each school and grade to write and edit current curriculum plans. The instructional facilitators based at individual schools then ensure that all teachers have needed curriculum units throughout the school year.
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 09/24/2015
	Evidence:	While we have used NWEA Measurement of Academic Progress (MAP) tests in the past, the district plans to use assessments from ACT Aspire. We are not sure when these will be ready so we have made our plan to use an assessment from Compass/Odyssey (Path Blazer) as an alternative at Holcomb. We will use this in addition to district plans once the district's plan is in place.
Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/18/2016
	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:	The Leadership team meets at least twice a semester and we plan to increase this. We set our goals for the year and look at progress over time. We use this progress data to make future decisions.
Plan	Assigned to:	Allison Houston
	How it will look when fully met:	Currently, we are mostly meeting this objective. We will continue to meet and discuss school-level student learning data as well as student behavior data. We will share with the faculty our findings from the data and our focus that is developed from the findings.
	Target Date:	05/25/2017
	Tasks:	1. The Lighthouse team will meet to accomplish focus areas that have been discussed from previous data gathered. Data comes from anecdotal data, observations, and teacher and student input.
	Assigned to:	Allison Houston
	Added date:	09/19/2016
	Target Completion Date:	12/16/2016
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
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 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/12/2016
	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:	We have team meetings (grade level) and assess data from multiple points. We are able to focus on strengths and weaknesses. One grade is using common formative assessments to continue this with their students.
Plan	Assigned to:	Angie Ellington
	How it will look when fully met:	Teachers will not only discuss data at team meetings but also discuss and design common formative assessments. Then during these team meetings teachers will discuss what these formative tests show them, i.e. is the standard learned, ways it was taught, reteaching that needs to take place, etc. Currently, 3rd grade is starting this. Other grades are not doing the common formative assessments as much.

Target Date: 05/26/2017

Tasks:

1. Team meetings focus on student learning data. The Instructional Facilitator leads the meeting and also gives the direction on what teachers are doing with the data to identify strengths and weaknesses. Teachers are also able to discuss what instructional support they need in the classroom.

Assigned to: Angie Ellington

Added date: 09/23/2016

Target Completion Date: 10/12/2016

Frequency: monthly

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 1 (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 09/24/2015

Evidence: Fayetteville School District has posted a comprehensive curriculum plan that teachers follow on the share drive. In addition, teachers will make copies and their own notes for instructional use.

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 09/18/2016

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: All of our teachers are implementing a variety of instructional modes, but we continue to provide professional development and training because we are a faculty committed to using best practices. We are always looking for ways to improve.

Plan Assigned to: Allison Houston

How it will look when fully met: Teachers will continue using a variety of instructional modes. Tracy and Allison (principal and assistant principal) will continue walk-thrus and observations, noting the variety of instructional modes the teacher uses.

Target Date: 05/26/2017

Tasks:

1. Tracy and Allison (principal and assistant principal) will continue walk-thrus and observations, noting the variety of instructional modes the teacher uses.

Assigned to: Allison Houston

Added date: 09/23/2016

Target Completion Date: 05/26/2017

Frequency: twice weekly

Comments: We will continue walk-thrus and observations throughout the year, usually daily.

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 09/24/2015

Evidence: A compact is given each year to each student and family that lists expectations of the students, parents, teachers, and principal. Notes are sent home with information on how to access additional programs such as Odyssey and Dreambox. Teachers also send home work that families can do together.

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 09/24/2015

Evidence: We highlight careers students may have some day through career days and occupation days with parents and community members giving talks on their line of work. We also have student athletes from the University of Arkansas come to talk and meet with our students. Our PTA gives a scholarship to a former Holcomb alumni each year.