Filter(s) *Choose a filter to narrow your search.*

▢ Show only the indicators included in the plan.
▢ Show Spotlight Indicators Only

| apply Crosswalk Groups ▼ | apply Crosswalk Filter | ▾ |

| apply Activity Filter ▼ | Close |
| Apply Filter | Remove Filter |

|◁ ◁ 1 | of 1 ▷ ▷| ▦ ▾

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

LEVERETT ELEMENTARY SCHOOL NCES - 50612000323

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 10/29/2015
	Evidence:	Team are fully implemented through the use of professional learning communities, as well as teacher cabinets. These PLC's are meeting one time per month to discuss the focus of math, literacy, and STEM. Additionally grade level teams meet on a weekly basis to discuss student data, planning, and progress.
Indicator	**ID04 - All teams prepare agendas for their meetings.(39)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Staff meetings and PLC meetings have a specific written agenda. Planning meetings include a verbal agenda of weekly implementation of curriculum, as well as the discussion of student progress and behavioral concerns.
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	**Objective Met** 9/20/2016	
Assessment	Level of Development:	Initial: Limited Development 11/19/2015
		Objective Met - 09/20/2016
	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:	The people are in place and meetings have started, however a consistent schedule is currently being developed to accommodate everyone involved.
Plan	Assigned to:	Cheryl Putnam
	How it will look when fully met:	

		Leadership meetings will be held regularly to total two or more hours of leadership engagement and planning per month. Evidence will be present through our active Google classroom and meeting agendas to show that our leadership goals are being met.
	Target Date:	01/28/2016
	Tasks:	

1. Schedule leadership meetings.

	Assigned to:	Cheryl Putnam
	Added date:	11/30/2015
	Target Completion Date:	12/02/2015
	Comments:	Please send out leadership team meeting requests and alerts to continue through May 2016.
	Task Completed:	02/09/2016

2. Create Google Classroom for Leadership Team, meeting agenda, and response/documentation for recording.

	Assigned to:	Cheryl Putnam
	Added date:	11/30/2015
	Target Completion Date:	12/09/2015
	Comments:	Create Google Classroom for Leadership Team, meeting agenda, and response/documentation for recording.
	Task Completed:	05/27/2016

Implement	Percent Task Complete:	
	Objective Met:	9/20/2016
	Experience:	9/20/2016 The leadership team began meeting face to face weekly and through e-mail and technology at other times during the month.
	Sustain:	9/20/2016 Leadership meetings will continue through face to face meetings and through e-mail and other technology.
	Evidence:	9/20/2016 Meeting tracker note summaries E-mails Google Classroom
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 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/20/2016
	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:	Principals have developed a draft of a walk-through form for the curriculum leadership team to finalize. All staff and central office administrators will use the form to collect data.
Plan	Assigned to:	Ann Sorenson
	How it will look when fully met:	Through the use of the online observation (walk-through) form the data will be collected in a spreadsheet that the leadership team will review and analyze professional development needs.
	Target Date:	01/31/2017
	Tasks:	

1. Create a walk-through form

	Assigned to:	Cheryl Putnam
	Added date:	09/20/2016
	Target Completion Date:	09/30/2016
	Comments:	The basic draft for the form has been created and additional staff will collaborate before implementation.

2. Curriculum leadership team will be created.

	Assigned to:	Cheryl Putnam
	Added date:	09/20/2016
	Target Completion Date:	09/30/2016
	Comments:	Follow-up with staff to determine the curriculum leadership team members.

3. Curriculum leadership team will meet every six weeks and review the data collected from the walk-through form as well as the data collected from PLCs to improve professional development.

	Assigned to:	Lauuren Campbell
	Added date:	09/20/2016
	Target Completion Date:	05/31/2016
	Frequency:	four times a year
	Comments:	Schedule curriculum leadership meetings and take notes while the team discusses professional development needs.

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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	Tasks completed: 2 of 2 (100%)		
Assessment	Level of Development:	Initial: Limited Development 11/19/2015	
	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:	The classroom observations and professional development opportunities have been addressed during grade level meetings and written documentation will be implemented going forward.	
Plan	Assigned to:	Cheryl Putnam	
	How it will look when fully met:	The principal will provide a summary report of classroom observations to the Leadership Team. The leadership team will identify needed professional development based on the classroom observations.	
	Target Date:	01/28/2016	
	Tasks:		

1. Create a needs-based self assessment survey for teacher to complete regarding professional development needs. Using documentation from the survey and formal classroom observations the leadership team will determine professional development directives.

	Assigned to:	Cheryl Putnam
	Added date:	11/30/2015
	Target Completion Date:	01/12/2016
	Comments:	A teacher survey will be written to poll teachers on their professional development needs. For example: Rating from 1-5 on the following categories: classroom management, guided reading instruction, small group instruction, interventions, adapting core instruction to meet student AIP requirements.

		Another spreadsheet will be created using principal classroom observations.
	Task Completed:	02/01/2016

2. Create a spreadsheet of anonymous classroom observations to help leadership team compare this data to the teacher self-assessment to determine professional development needs.

	Assigned to:	Cheryl Putnam
	Added date:	11/30/2015
	Target Completion Date:	01/14/2016
	Comments:	Create a spreadsheet of anonymous classroom observations to help leadership team compare this data to the teacher self-assessment to determine professional development needs.
	Task Completed:	04/08/2016
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)
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 10/29/2015
	Evidence:	Teachers are involved in the professional development plan and the PGP (professional growth plan) process by using the TESS (Teacher Evaluation Systems).
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 10/29/2015
	Evidence:	Staff is provided with consistent, on-going professional development through the use of weekly staff meetings as well as weekly professional development from the Instructional Facilitator to each grade level team.

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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 11/19/2015
	Explain why not a Priority or Interest:	We are addressing these needs during the school day and within the allotted calendar days.

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 10/29/2015
	Evidence:	Through the district initiative, our school works to recruit and retain highly-qualified teachers to support school improvement.

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 10/29/2015
	Evidence:	Instructional teams have developed fully-implemented grade level curriculum maps aligned with standards. These curriculum maps are

designed with integration of common core standards, Arkansas social studies standard, and Next Generation 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 10/29/2015
	Evidence:	Students in grades K-4 are assessed at beginning, middle, and end of year. These assessments include dibels, common math assessments, Developmental Reading Assessment (DRA).

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

Assessment	Level of Development:	Initial: Full Implementation 09/20/2016
	Evidence:	PLCs are using data to assess strengths and weaknesses of curriculum and instructional strategies and are meeting weekly on teaching and learning. Every two weeks administrators are meeting with the PLCs for updates. All PLCs will be meeting every six weeks together as a curriculum leadership team.

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 10/29/2015
	Evidence:	Teacher created grade specific documents are used to align standards, curriculum, instruction, and assessment.

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	Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 09/20/2016
	Evidence:	Walkthrough form collected throughout the year shows evidence that teachers are using whole-group, small group, computer-based,and individual.

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 11/19/2015
	Evidence:	The School-Parent Compact is in place and has been fully implemented and communicated to parents in writing at the beginning of each school year.

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 11/19/2015
	Evidence:	Our curriculum incorporates economics, technology skills, community partnerships and goal-setting.