

Arkansas VANDERGRIFF ELEMENTARY SCHOOL

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 ▼

Apply Filter Remove Filter

1 of 1

Close

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

VANDERGRIFF ELEMENTARY SCHOOL NCES - 50612000231

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 09/09/2015
Evidence: We are divided into grade levels. Each grade level has weekly grade level meetings to plan and collaborate. We follow all district policies guidelines. These teams serve on committees that involve all stakeholders on decisions which include parents when appropriate.

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

Status Objective Met 3/28/2016 9/21/2016

Assessment Level of Development: Initial: Limited Development 10/25/2015
Objective Met - 03/28/2016 09/21/2016

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)

Plan

Describe current level of development: Grade level/teams meet to discuss planning but improvement of establishing focus agenda could be improved upon.

Assigned to: Jason Edwards

How it will look when fully met: To meet this objective every bi weekly grade level meeting will have a set agenda established by the instructional facilitator, principal or assistant principal. Weekly team planning meetings will have an agenda and notes submitted to the principal via Google docs. Our evidence will be detailed agendas posted to a Google share folder. Principal and Assistant principal will review these monthly to determine agenda meeting goals are being reached.

Target Date: 05/31/2016

Tasks:

1. Assistant principal will create a google drive folder for teams and committees to submit agendas and notes of meetings.

Assigned to: Jason Edwards

	Added date:	10/29/2015
	Target Completion Date:	11/20/2015
	Comments:	We will need to discuss in upcoming grade level meetings the expectations for the agendas. Also how to set goals for all meetings and make sure there is a grade level representative who will be responsible for adding these agendas and notes to the google drive folder.
	Task Completed:	11/06/2015
	2. Designated team member from each grade will be responsible for typing agenda that is discussed with their team. They will be responsible for submitting and reflecting with principal if agenda items were discussed and goals set or reached.	
	Assigned to:	Leanne Deweese
	Added date:	10/29/2015
	Target Completion Date:	05/31/2016
	Frequency:	weekly
	Comments:	We discussed google drive was the most efficient way to record these notes. How will we monitor and assess agenda goals? We will need to discuss the importance of setting agendas for a specific focus area for each grade level and leadership meetings.
	Task Completed:	11/06/2015
	3. Principal, Assistant Principal and instructional facilitators will have agendas for each meetings. Grade level team leaders will turn in weekly team meeting minutes.	
	Assigned to:	Leanne Deweese
	Added date:	03/28/2016
	Target Completion Date:	05/25/2016
	Comments:	
	Task Completed:	03/18/2016
Implement	Percent Task Complete:	
	Objective Met:	3/28/2016 9/21/2016
	Experience:	
		3/28/2016 This was a good objective to prepare meetings with detailed agendas.
	Sustain:	
		3/28/2016 Continue to monitor google drive folder and encourage teams to set agendas and time frames of accomplishing task
	Evidence:	
		3/28/2016 We have google drive that teams submit team agendas for meetings. We have copies of agendas from staff meetings, data days, team meetings. We now have google doc for each grade level PLC that teachers are now using weekly.
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 10/25/2015
	Evidence:	Our leadership team does meet at least once a month for an hour to discuss building goals and progress. These committee members then take information to or collect from their grade level teams.
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 10/25/2015	
	Evidence:	The leadership team (principal and assistant principal) here at Vandergriff communicate goals, mission/vision, and expectations to all staff members through weekly grade level and regular faculty meetings. We also communicate effectively through face to face meetings with faculty and staff as well as email. Our school leadership team of teachers meet regularly to get feedback and discuss needed focus topics. These leaders then can take information back to their teams or collect information if needed.	
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 09/21/2016	
	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)
Plan	Describe current level of development:	The principal and assistant principal will review school performance data and classroom observations to determine areas of improvement/focus at Vandergriff. We will have grade level PLC focus on formative assessments that will help teachers and administration determine areas that need focus and areas of strengths. We will meet with our leadership team to discuss best practices and develop PD learning sessions to address these areas. The principals will analyze classroom observation data to determine if there is common areas of strengths or weakness across grade levels or building wide. We will then work with grade level PLC's to focus on these areas. We would like to set up colleague visits to allow teachers to see other best practices.	
	Assigned to:	Andrea Sego	
	How it will look when fully met:	Leadership team will meet as a PLC to review this data each quarter. Common Formative assessments will be created at each grade level and used to drive instruction. Data from observations and formative assessments will determine professional development needs. District, outside of the district and colleague visits will be a part of the professional development plan. Agendas, sign in sheets, TESS evaluations/observations, walk-throughs will be part of evidence to show we have met this objective. Teachers will come back from PD sessions and share with their grade level PLC's and other staff. We will be able to use summative test assessments to see if this plan increased student achievement.	
	Target Date:	05/01/2017	
	Tasks:	1. Teachers will meet in PLC to create effective formative assessments.	
	Assigned to:	Katie Hollowell	
	Added date:	09/22/2016	
	Target Completion Date:	01/15/2016	
	Frequency:	monthly	
	Comments:	PLC grade level note/minutes will be on google drive as evidence of these collaborative work sessions.	
	2. Teachers will need to be provided professional development to design effective formative assessments. (This may or may not be an expense depending on if it can be provided through FPS staff)		
	Assigned to:	Andrea Sego	
	Added date:	09/22/2016	
	Target Completion Date:	03/01/2016	

	Comments:	Agendas,documents of PD, and sign in sheets will show record of these professional development.	
	3. The principal will arrange colleague visits for teachers to see best practices in our school and/or other schools in the district.		
	Assigned to:	Andrea Sego	
	Added date:	09/22/2016	
	Target Completion Date:	05/31/2016	
	Comments:	Agendas and reflection sheets will be record that these task were complete. Funding may be needed for a substitute on these days.	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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 10/25/2015	
	Evidence:	Our school is structurally organized in grade level teams and have mutual planning time every day. Each week they have team grad level planning meetings to discuss, assess, and plan lessons and teaching strategies. Our Instructional facilitator meets with each grade level team at least twice per month.	
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 10/25/2015	
	Evidence:	Our teams meet whole days before and after the school year to plan and analaze data to refine scope and sequence of curriculum instruction. Each grade level meets at least twice a year for half days for data days to review students progress with instructional facilitators and principals.	
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 3/28/2016		
Assessment	Level of Development:	Initial: Limited Development 10/27/2015	
		Objective Met - 03/28/2016	
	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:	The leadership does discuss professional development needs based on principal's recommendations and faculty-requested areas to improve or gain more knowledge.	
Plan	Assigned to:	Jason Edwards	
	How it will look when fully met:	To meet this objective it will show through our building level professional development that we have addressed areas that we see needs improvement. The building principal and assistant principal will review classroom observation data to see what focus areas could be addressed with professional development. Meeting notes from reviewing the classroom observation data will be evidence that we have reviewed and found common areas to improve upon for our building. We then will develop professional development to address these needs. Professional development description and	

		attendance records will be evidence that we have provided and held PD for our teachers in these areas.
	Target Date:	05/31/2016
	Tasks:	
		1. The principal and assistant principal will review classroom observations to determine common areas or strategies that we would like to focus our professional development days to improve.
	Assigned to:	Andrea Sego
	Added date:	10/29/2015
	Target Completion Date:	01/16/2016
	Comments:	We will have agenda and meeting notes for our records to indicate areas of focus. We discussed the implementation of colleague visits and what areas each grade level would focus on. We have started this conversation with our instructional faccilitaor and will develop reflections sheets for teachers after these visits.
	Task Completed:	03/28/2016
		2. The Principal will have the leadership team review the summary of reports and share the areas that were determined to be focus areas for our building. The leadership will discuss ways and/or professional development that will address these areas for all grade levels.
	Assigned to:	Andrea Sego
	Added date:	10/29/2015
	Target Completion Date:	02/15/2016
	Comments:	Leadership meetings and notes from the discussion and teacher input.
	Task Completed:	03/28/2016
		3. Bloomboard will be used to document observations and be the evidence to determine if PD has been effective to address the areas of improvement. This will be looked at through out the year to see if teachers are using the PD strategies that were developed and trained. We will start using reflecting processes in bloomboard to have teachers reflect on teaching practices. This will help us understand where personally we think we can improve. Other bloomboard features will be used to provide some of the focus area PD.
	Assigned to:	Jason Edwards
	Added date:	10/29/2015
	Target Completion Date:	05/31/2016
	Comments:	Meeting notes from leadership meetings. Grade level agendas and meeting notes. Grade level feedback for what/how they
	Task Completed:	03/28/2016
Implement	Percent Task Complete:	
	Objective Met:	3/28/2016
	Experience:	3/28/2016 This objective gave us a focus area of using classroom observation to guide or PD. We have designed colleague visits to address areas that we see that need to be improved.
	Sustain:	3/28/2016 We will continue to have discussions and use bloomboard observation notes, evidence and teacher artifacts to lead us to improve.
	Evidence:	3/28/2016 Bloomboard observation and evidence collected. Agenda notes of colleague visits.
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 10/27/2015
	Evidence:	Teachers have yearly PGP meetings with principal to discuss and set goals. Teachers then align PD as needed to reach these goals.
Indicator		

IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Objective Met 3/28/2016
Assessment	Level of Development: Initial: Limited Development 10/27/2015 Objective Met - 03/28/2016
	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 currently providing required state and district required PD to our staff. The teachers were provided many differentiated PD opportunities in August at the FPS convocation. Teachers were able to choose from over 100 breakout sessions to meet their grade level needs. Teachers will continue with ongoing training on Common Core curriculum, Next Generation Science Standards, and research-based literacy strategies. Teachers will continue to be trained in CGI/ECM and ELLA.
Plan	Assigned to: Andrea Sego
	How it will look when fully met: When this objective is fully being met in our school, we will have access to funds and release time that will allow us to pursue professional development that best fits our staff's needs in our own building. We are beginning colleague visits in classrooms during the instructional day in order for staff members to better align instruction vertically and to share expertise in best literacy and math practices. It is our desire to have 100% of our staff trained in Cognitively Guided Instruction and Encouraging Children's Mathematical understanding. We will work to ensure this training is carried through, and share strategies in the meantime among our staff.
	Target Date: 05/15/2016
	Tasks: 1. We will gather input from teachers and staff regarding differentiated needs for professional development.
	Assigned to: Audra Corbitt
	Added date: 10/29/2015
	Target Completion Date: 02/15/2016
	Comments: As teachers participate in colleague visits, please gather information from teachers as they express a desire to learn more about a certain technique, theory, or strategic instructional practice. We will formulate colleague visits for teachers to gain insight of areas that they would like to improve and see modeled.
	Task Completed: 03/18/2016
	2. Provide feedback regarding our desire for local funds and release time on professional days to our district administration.
	Assigned to: Andrea Sego
	Added date: 10/29/2015
	Target Completion Date: 02/15/2016
	Comments: In visiting with colleagues, teachers have expressed a desire to be able to have time to learn from colleagues in their own building, and to have time to work together on building-specific needs. We would appreciate if you could provide this input to our district administration.
	Task Completed: 03/18/2016
Implement	Percent Task Complete:
	Objective Met: 3/28/2016
	Experience:

	3/28/2016 This was an area that we wanted to focus on this year. This has given our teachers and staff a focused areas of PD that was meaningful. Teachers were able to have PD designed to address specific needs that they requested. The colleague visits gave teachers opportunity to watch their peers teach and gain new ideas.
Sustain:	3/28/2016 We will need to continue to schedule colleague visits for our teachers. This was successful and had positive feedback.
Evidence:	3/28/2016 We have agendas for these colleague visits, reflections sheets from teachers who observed, as well as minutes recorded of collaboration after these visits.

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 10/27/2015
	Evidence:	Our school monitors our curriculum plans and interventions regularly. We analyze data with through bi-weekly meetings with our instructional facilitator and principals. We then make adjustments to our intervention groups as needed.

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 10/27/2015
	Evidence:	We work and follow district policies to recruit and hire highly qualified teacher in all areas.

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 10/27/2015
	Evidence:	All teachers collaborate and design curriculum units that align with all standards. Teachers meet with district curriculum teams to make adjustment to district curriculum annually.

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 10/27/2015
	Evidence:	Teachers use district, grade level and standards based assessments which are both formative and summative to assess student progress more than 3 times per year. Teachers use weekly formative assessments to drive instruction.
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 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/22/2016

	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)
Plan	Describe current level of development:	All PLCs, including grade levels, sped, encore will meet regularly to discuss data and look at meeting the needs of all students. Students will be put in interventions or in enrichment activities based on their data. Teachers will also use formative assessments weekly to assess students learning. Teachers will use a variety of learning strategies to meet the needs of all learners.	
	Assigned to:	Jason Edwards	
	How it will look when fully met:	We will use formative,summative assessments, DRA, DIBELS, and TESS evaluations/observations to determine success. Student growth will be a focus in evaluating the curriculum and instructional strategies. We will also look at end of year ACT Aspire Summative and ITBS testing to see if we showed growth.	
	Target Date:	05/01/2016	
	Tasks:	1. Each grade level will work on creating effective formative assessments to assess student learning and review data.	
	Assigned to:	Andrea Sego	
	Added date:	09/22/2016	
	Target Completion Date:	12/16/2016	
	Frequency:	monthly	
	Comments:	PLC grade level agenda and notes/minutes. Grade levels will save formative assessments in lesson plan folders for future reference.	
	2. Teachers will DIBEL beginning of the year, middle of the year, end of year, and progress monitoring students to gather data to assess student growth in reading.		
	Assigned to:	Hadley Williams	
	Added date:	09/22/2016	
	Target Completion Date:	12/16/2016	
	Comments:	During grade level PLC and data days teachers and principals will review DIBELS data to see if students are progressing. Teacher observations along with this data will be reviewed to determine if interventions are needed for students.	
	3. Teachers will review interim, ummative ACT Aspire and State standardized test for k-2scores to determine if student goals and growth were met.		
	Assigned to:	Susan Wizer	
	Added date:	09/22/2016	
	Target Completion Date:	05/31/2016	
	Comments:	Agenda and minutes will be recorded on google doc PLC and saved to grade level PLC folders.	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (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 10/27/2015	
	Evidence:	Our teachers use the district scope and sequence to guide instruction. These scope and sequences align with all required standard.	
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 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/22/2016	
	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:	Teachers at Vandergriff use many instructional modes to teach all standards. We will need to continue to find new ways to effectively engage students using technology. We need to continue to find ways to increase an effectiveness of Tier I instruction in all classes. We will continue to find best practices for whole class and how to have small group instruction while all others are engaged in learning activities.	
Plan	Assigned to:	Andrea Sego	
	How it will look when fully met:	Classroom instruction will have little or no time loss during classroom instruction. All students will be engaged in meaningful lessons during whole-class and small group and be aligned with state standards. Increased use of technology in all subjects to increase students digital proficiencies.	
	Target Date:	05/31/2016	
	Tasks:	1. Teachers will use google forms/apps during lessons and student assignments. Effective Small group strategies will be implemented to engage all students during small group instruction.	
	Assigned to:	Karyn Francis	
	Added date:	09/22/2016	
	Target Completion Date:	05/31/2017	
	Comments:	Teacher lesson plans and assignments will be documents to show that this task is complete. TESS observations will be evidence these practices are in place.	
		2. Teachers will use keyboarding plan and rubrics to increase and track digital proficiencies.	
	Assigned to:	Leanne Deweese	
	Added date:	09/22/2016	
	Target Completion Date:	05/31/2017	
	Comments:	Digital assessments will be evidence of this task being complete. A budget cost may be needed to purchase software for keyboarding.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (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 10/27/2015	
	Evidence:	We communicate in many ways to our parents on how they can work at home with their students to reach grade level goals. This is done through parent curriculum night at the beginning of the year, parent teacher conferences, weekly newsletters, parent letters for tips at home, and student login information for Dreambox, Lexia, Raz Kids, and Reflex. Teachers communicate through email and sometimes daily logs to let parents know what to focus on at home to reach student goals.	

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 10/27/2015

Evidence:

Our goal is 100% achievement of all students to meet core standards to aide in further learning. Students who perform below grade-level on assessments have individual interventions and supports in place each year until achievement is achieved. In addition to core standards, we focus heavily on personal leadership and communication skills so that they can become a well rounded citizen. They are encouraged to set personal goals and monitor their progress. We are continuing to implement the 7 Habits of Highly Effective Kids this year with our students and staff to sustain our efforts. We will continue to monitor progress of individual students in frequent grade level and team meetings with our instructional facilitator and administrators.