

## WASHINGTON 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

WASHINGTON ELEMENTARY SCHOOL NCES - 50612000326

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 10/27/2015  
Evidence: Leadership Agendas, yearly calendar, minutes and notes of leadership team meetings and teacher- leader team meetings

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

**Status Full Implementation**

**Assessment** Level of Development: Initial: Full Implementation 10/27/2015  
Evidence: Time management, referencing data, and reflective practice

**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 10/27/2015  
Evidence: Evidence - Agendas and notes for each meeting  
We will continue to create agendas and notes for every collaboration time.

**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 09/23/2016  
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: Leadership Team meets weekly for a variety of topics. A variety of sources of data is reviewed on building, grade level, and teacher level. Also CWT observations from leadership help drive conversations and planning with teachers.

Plan	Assigned to:	Ashley McLarty	
	How it will look when fully met:	Leadership Team meetings agendas will regularly review data and observational data to determine PD and school improvement goals.	
	Target Date:	10/21/2016	
	Tasks:	1. Review SMART Goals in both literacy and math to current data.	
	Assigned to:	Ashley McLarty	
	Added date:	09/23/2016	
	Target Completion Date:	10/10/2016	
	Frequency:	four times a year	
	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 10/27/2015	
		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)
	Describe current level of development:	We are currently deriving a systematic approach to classroom observations and planning for professional development.	
Plan	Assigned to:	Ashley McLarty	
	How it will look when fully met:	Notes taken during Classroom walk-through will be collected in Google Spreadsheet. These notes and observations will be analyzed and will be shared at weekly leadership meeting. Grade Level Professional Development and teacher collaboration objectives will be established according to those notes.	
	Target Date:	05/27/2016	
	Tasks:	1. The principal will provide meeting of the leadership meetings.	
	Assigned to:	Ashley McLarty	
	Added date:	10/29/2015	
	Target Completion Date:	05/27/2016	
	Comments:		
	Task Completed:	05/27/2016	
Implement	Percent Task Complete:		
	Objective Met:	9/23/2016	
	Experience:	9/23/2016 Agendas were collaborative	
	Sustain:	9/23/2016 Google Docs used	
	Evidence:	9/23/2016 See Google Drive	
Indicator			

<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 10/27/2015
	Evidence: All teachers are required to write a Professional Growth Plan with one math and one literacy goal derived from math and literacy data as well as professional inclination.
<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 10/27/2015
	Evidence: Grade Level Agendas, school and instructional facilitator calendars, data day PD,
<b>School Leadership and Decision Making</b>	
<b>Expanded time for student learning and teacher collaboration</b>	
<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 10/27/2015
	Evidence: Creative Cats, Big Brothers, Life Source, The Richardson Center (YRCC), We flag these kids and review data separately to reflect and compare before services and after services. (Growth/Changes)
<b>School Leadership and Decision Making</b>	
<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>	
<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 10/27/2015
	Evidence: John L Colbert and Greg Mones lead the district in recruitment and retention of highly-qualified teachers.
<b>Curriculum, Assessment, and Instructional Planning</b>	
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>	
<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>
<b>Status</b>	<b>Full Implementation</b>
<b>Assessment</b>	Level of Development: Initial: Full Implementation 10/27/2015
	Evidence: District and Building Curriculum Plans
<b>Curriculum, Assessment, and Instructional Planning</b>	
<b>Assessing student learning frequently with standards-based assessments</b>	
<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>
<b>Status</b>	Tasks completed: 0 of 1 (0%)
<b>Assessment</b>	Level of Development: Initial: Limited Development 10/27/2015
	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: Currently we are looking for a replacement of NWEA MAPS.
<b>Plan</b>	Assigned to: Ruth Mobley

	How it will look when fully met:	The school will develop a testing schedule that will reflect the three dates of testing. These dates will be shared to faculty and parents.	
	Target Date:	05/27/2016	
	Tasks:	1. Our building leadership team will assist in the planning. Details will be determined as information is received by the State.	
	Assigned to:	Synetra Morris	
	Added date:	10/29/2015	
	Target Completion Date:	01/22/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
<b>Indicator</b>	<b>IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/23/2016	
	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:	Quarterly academic goals have been written for each grade level that will directly assess the strengths and weaknesses of the curriculum and instructional strategies.	
<b>Plan</b>	Assigned to:	Ashley McLarty	
	How it will look when fully met:	Instructional Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies	
	Target Date:	05/26/2017	
	Tasks:	1. Grade Levels will meet with the Building Literacy Instructional Facilitator, a District Math Coach and a building administrator to review student data three times a year.	
	Assigned to:	Ashley McLarty	
	Added date:	09/29/2016	
	Target Completion Date:	10/10/2016	
	Comments:	Data will be displayed in spread sheets which will help determine Tier 1, Tier 2, and Tier 3 Learners and what the instruction needs to be as an intervention if necessary.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound instruction in a variety of modes</b>			
<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/27/2015	
	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:	Our district currently has limited curriculum guides and assessment plans that are to aligned and not up to current changes for state and national requirements.	

<b>Plan</b>	Assigned to:	Haley Weaver
	How it will look when fully met:	Teachers develop curriculum maps and lessons derived from those maps on a weekly basis. Our instructional and math coach assist teachers in best practices to add to the plan. These plans will be actively used and looked for in the classroom by the teacher and administrator.
	Target Date:	05/27/2016
	Tasks:	1. Components of lesson plans can change according to the need of the students.
	Assigned to:	Haley Weaver
	Added date:	10/29/2015
	Target Completion Date:	05/27/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
<b>Classroom Instruction</b>		
<b>Expecting and monitoring sound classroom management</b>		
<b>Indicator</b>	<b>IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/19/2016
	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:	Teachers grades kindergarten - 4th grade are using a variety of instructional modes in all curriculum content areas. They are being monitored during classroom walk throughs. They are also monitored when working on/completing their PGP goals.
<b>Plan</b>	Assigned to:	Ashley McLarty
	How it will look when fully met:	When visiting any classroom kindergarten thru 4th grade in our building you will observe multiple instructional modes being used throughout the entire day and also the entire curriculum content areas. Evidence that will be used to support this objective will be classroom walk through observation sheets/notes by Building Administrators. Artifacts that support this action can also be found through Edreflect.
	Target Date:	05/31/2017
	Tasks:	1. Classroom observations and walk throughs which provide evidence that classroom teachers are using multiple instructional modes will be uploaded.
	Assigned to:	Ashley McLarty
	Added date:	09/29/2016
	Target Completion Date:	05/31/2017
	Comments:	As administrators perform walk throughs and take notes in regards to classroom teachers using multiple instructional modes those notes will be uploaded to support that all classroom teachers are utilizing multiple instructional modes across multiple curriculum areas.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
<b>Family Engagement in a School Community</b>		
<b>Explain and communicate the purpose and practices of the school community</b>		
<b>Indicator</b>	<b>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</b>	

**(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)**

<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/27/2015	
	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)
<b>Plan</b>	Describe current level of development:	Parent Compact needs to be updated to reflect current practices.	
	Assigned to:	Tara Lechtenberger	
	How it will look when fully met:	A Title I school compact is sent home at the beginning of the year to all families. The compact is shared at Curriculum Night to inform parents of the partnership between school and family. Signed Compacts are collected as they are returned.	
	Target Date:	12/16/2016	
	Tasks:	1. The Compact is reviewed by staff and families every year and signed to return to school	
	Assigned to:	Tara Lechtenberger	
	Added date:	10/29/2015	
	Target Completion Date:	04/22/2016	
	Comments:	The compact will be reviewed in the Spring Needs Assessment Meeting. Student and parent input will be added.	
	Task Completed:	05/27/2016	
		2. Present the current school compact at a PTO meeting to update and review.	
	Assigned to:	Tara Lechtenberger	
	Added date:	09/23/2016	
	Target Completion Date:	10/10/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

**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)**

<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/27/2015	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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)
<b>Plan</b>	Describe current level of development:	The school provide guidance for academics in general but we need to be more intentional and have a direct plan.	
	Assigned to:	Tara Lechtenberger	
	How it will look when fully met:	With partnership with school leadership, our counselor with collaboration with teachers will provide student services for college and career ready.	
	Target Date:	05/27/2016	
	Tasks:	1. Curriculum will be taught by the school counselor that supports the message of being college and career ready.	

	Assigned to:	Tara Lechtenberger
	Added date:	10/29/2015
	Target Completion Date:	05/27/2016
	Comments:	This information is aligned with District Initiatives of College and Career ready instruction.
	2. The Principal will provide Smart Core information to parents during the Curriculum Night in the Fall.	
	Assigned to:	Ashley McLarty
	Added date:	10/29/2015
	Target Completion Date:	05/27/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)