

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 07, 2016

East End Elementary School NCES - 50001500995

Sheridan 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)**
(All Schools,Focus,Priority)

Status Tasks completed: 2 of 3 (67%)

Assess	Level of Development:	Initial: Limited Development 09/18/2015	
	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:	EEE has a Leadership Team, Grade Level Instructional (PLC) teams, Literacy, Math, Social Studies and Science Teams (academic teams), Speciality teacher team, Health and Wellness Committee, and Parent/Teacher Organization. Sheridan School District does not specify in policy the structure for these teams, however, some procedures and membership selections have been established.New leaders depended on established practices and experienced personnel. Each team develops an agenda and keeps meeting minutes in order to evaluate progress.	
Plan	Assigned to:	Vickie Easley	
	How it will look when fully met:	Written descriptions of each teams' purposes and how they are constituted will be developed. Each member of each team will have knowledge of what is expected of them and the role they play on the team. Teams will determine how to measure their effectiveness.	
	Target Date:	01/29/2016	
	Tasks:		
		1. Each team listed: Leadership Team PLC PTA Health & Wellness Academic Teams will develop a written purpose	
		Assigned to:	chairperson of each team
		Added date:	09/18/2015
		Target Completion Date:	02/12/2016
		Frequency:	once a year

		Comments:	PLC purpose: To learn and grow as educators while building trust within our school. Academic Team purpose: To represent EEE while participating in district curriculum planning. Health & Wellness purpose: To collect and monitor health related issues among students and staff. Leadership Team Purpose: To discuss building matters, communicate information to staff, and plan effectively to shape school culture in which students learn and grow. PTA Purpose: To build partnerships between parents and educators who strive to enhance student learning.
		Task Completed:	1/15/2016 12:00:00 AM
	2. Each team listed: Leadership Team PLC PTA Health & Wellness Academic Teams will develop how each team is constituted		
		Assigned to:	chairperson of each team
		Added date:	09/18/2015
		Target Completion Date:	02/19/2016
		Frequency:	once a year
		Comments:	PTA members are elected annually PLC members are automatic membership due to grade level Specialty team members are automatic membership due to content area Leadership team members are appointed by principal Academic team members are appointed by principal
		Task Completed:	1/29/2016 12:00:00 AM
	3. Each team listed: Leadership Team PLC PTA Health & Wellness Academic Teams will develop a plan of how to determine the effectiveness each team		
		Assigned to:	chairperson of each team
		Added date:	09/18/2015
		Target Completion Date:	05/13/2016
		Frequency:	once a year
		Comments:	Chairperson of each team needs to survey their team on the following items. To fulfill the purpose, teams have to set goals throughout the year in order to determine their effectiveness.
Implement	Percent Task Complete:		67%
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Objective Met 11/10/2015		
Assess	Level of Development:		Initial: Limited Development 10/02/2015
			Objective Met - 11/10/2015
	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:	We currently have agendas for most of our PLC meetings. Faculty meetings and Leadership Team meetings always have agendas. Minutes are kept during PLC meetings but not faculty meetings. PLC minutes are kept electronically in google folder. All other meetings keep agendas and minutes.		
Plan	Assigned to:	Alisa Gray		
	How it will look when fully met:	Agendas and minutes will be kept for all meetings during the 2015-16 school year. Time keepers will keep the meetings on track. Agendas will be created and distributed prior to meetings.		
	Target Date:	12/01/2015		
	Tasks:			
		1. 1. Decide where agendas and minutes will be stored. 2. Elect time keepers. 3. Determine a process for staff members to add topics for discussion to the agenda. 4. Determine who will be responsible for creating the agenda and recording minutes. 5. Determine how early agendas will be sent out to members.		
		Assigned to:	Vickie Easley	
		Added date:	10/02/2015	
		Target Completion Date:	11/06/2015	
		Comments:	Once the procedures are in place, the routines will be established. These procedures should be in place for any type of meeting on our campus to further enhance communication among the staff. This would particularly be helpful for administration or staff members who may not attend every meeting. 1. PLC minutes and agendas are kept on the google drive in grade level folders. 2. A timekeeper was assigned to each grade level. Alternate time keepers were also assigned. 3. At the end of each PLC meeting the agenda for the next week developed and added to the google drive. Teachers are able to view, make comments, and add topics to this shared document. 4. The grade level chair person is responsible for typing the agenda, recording the minutes, and sharing the document in google drive. If the grade level chair is not present, another teacher will open the shared document and post new information. 5. Agendas for the next meeting are available to all team members at the close of each PLC meeting in the shared google grade level file.	
		Task Completed:	11/6/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%		
	Objective Met:	11/10/2015		
	Experience:	11/10/2015 Although we have always documented PLC meetings, this process has raised an awareness of the protocol set in place.		
	Sustain:	11/10/2015 Accountability among grade level teams will be key to maintaining the effectiveness of this objective.		
	Evidence:	11/10/2015 Evidence is available on the google drive and will be upload into our digital files.		
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)(All Schools,Focus,Priority)			

Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 10/23/2015
	Evidence:		The EEE Leadership team consisting of four grade level chairs, the principal, the dean of students , and a speciality representative meet bi-weekly. Minutes are recorded on the Indistar portal. Scheduling meetings, preparing agendas, and assigning staff members to monitor classes is a priority.
		Added date:	
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) (All Schools,Focus,Priority)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:		Initial: No development or Implementation 10/23/2015
			Will include in plan
	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:		Currently the Leadership Team does not participate in classroom observations or reviewing summary notes by the principal.
Plan	Assigned to:		Vickie Easley
	How it will look when fully met:		Using Walkthrough data from joint observations, the Leadership Team will determine the strengths and weaknesses of the school as a whole. The information collected will be used to determine the PD needs for the upcoming school year.
	Target Date:		05/27/2016
	Tasks:		
	1. Develop walkthrough criteria.		
		Assigned to:	Alisa Gray
		Added date:	10/23/2015
		Target Completion Date:	01/22/2016
		Comments:	Classroom walkthroughs will be conducted using the criteria from the district reflective walkthrough form. Walkthroughs will be scheduled from March- May of 2016.
		Task Completed:	1/29/2016 12:00:00 AM
	2. Schedule walkthrough dates.		
		Assigned to:	Vickie Easley
		Added date:	10/23/2015

		Target Completion Date:	02/26/2016
		Frequency:	monthly
		Comments:	Walkthrough dates have been scheduled March through May 2016.
		Task Completed:	2/5/2016 12:00:00 AM
3. Analyze data gathered during walkthroughs to determine PD needs.			
		Assigned to:	Leadership Team Members
		Added date:	10/23/2015
		Target Completion Date:	05/06/2016
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		67%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 02/19/2016
	Evidence:		Professional Growth Plans (PGP) are developed by teachers each year. Teachers work to improve in areas connected to their PGP plans. EEE conducted PGP professional development in 15-16 to address the growth plan of each teacher. Teachers are required to obtain 60 hours each year to keep their licensure. The principal conducts informal and formal observations and provides feedback. Short walkthrough data is also gathered to guide discussion and improve instructional strategies.
		Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 11/20/2015
	Evidence:		PLC teams meet weekly. Leadership team meets at least twice a month. Curriculum Teams meet quarterly. RTI teams meet monthly. The district provides needed resources and PD. The PD includes technology and allows teachers a choice.
		Added date:	
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		

Assess	Level of Development:	Initial: Limited Development 11/20/2015	
	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:	Students below grade level are monitored monthly through the RTI process. The school schedule has been designed to built in intervention times. The PE teacher is working with 3 literacy groups during the afternoons. The paraprofessionals are working under the direction of classroom teachers to provide interventions. The computer lab is available to provide additional interventions each day. Reading Interventionists work with first and second grade students who are below grade level in small and 1:1 groups.	
Plan	Assigned to:	Vickie Easley	
	How it will look when fully met:	All classroom teachers, specialists, and paraprofessionals will be trained to address dyslexia markers, ELL students, and to help children that are below grade level. The intervention plan will consist of targeted interventions to address student deficits. The RTI committee will meet monthly to discuss student progress and adjust plans as needed. The school schedule is adjusted as needed to allow for daily interventions. Intervention groups will be flexible based on student needs.	
	Target Date:	05/27/2016	
	Tasks:		
		1. Provide PD to address phonemic awareness and strategies for struggling students.	
		Assigned to:	Alisa Gray
		Added date:	11/20/2015
		Target Completion Date:	05/27/2016
		Frequency:	once a year
		Comments:	Consult with Debbie Jones and Toni Walters to plan PD.
Implement	Percent Task Complete:	0%	
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/06/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Recruit and mentor new hires with current policy and budget conditions.	
Plan	Assigned to:	Vickie Easley	
	How it will look when fully met:	Teacher /Mentor program will reflect a high quality staff with minimal staff turnover. New staff members will receive the teacher handbook to inform the staff member of policies within the school. Evidence: Low teacher turnover and vacancies are filled with high quality staff in a reasonable time period.	
	Target Date:	08/31/2016	
	Tasks:		
	1. Assign new staff members a mentor within their grade level/ content area.		
	Assigned to:	Vickie Easley	
	Added date:	11/06/2015	
	Target Completion Date:	08/31/2016	
	Frequency:	once a year	
	Comments:		
	2. Provide new staff members with a teacher handbook.		
	Assigned to:	Alisa Gray	
	Added date:	11/06/2015	
	Target Completion Date:	08/31/2016	
	Frequency:	once a year	
	Comments:	Handbook will need to be revised yearly to update any policy changes.	
Implement	Percent Task Complete:	0%	
Opportunity to Learn			
Post-Secondary School Options			
Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 11/06/2015	
	Evidence:	East End Elementary fully implements the Common Core State Standards which prepare students for college and career. Teachers are involved in continual professional development of the CCSS. Teachers are held accountable for the implementation of these standards.	
	Added date:		
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)(All Schools,Focus,Priority)**

Status **Full Implementation**

Assess	Level of Development:	Initial: Full Implementation 02/19/2016
	Evidence:	Quarterly meetings are conducted by grade level curriculum teams. These teachers develop pacing guides for each content area. Meeting agendas and sign in sheets are documented. The teachers are responsible for leading their team to understand the main objectives of each unit that will be taught. Formative assessments are developed to check for student growth.
	Added date:	

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)(All Schools,Focus,Priority)**

Status **Full Implementation**

Assess	Level of Development:	Initial: Full Implementation 11/20/2015
	Evidence:	The Sheridan school district curriculum team develops 3 literacy and 3 math assessments to be administered each school year. The assessments for first and second grade are given electronically. Kindergarten tests are paper pencil. Data is gathered and analyzed promptly. Grade level teams meet with a member of the curriculum team to analyze strengths and weaknesses of the curriculum and instruction.
	Added date:	

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)(All Schools,Focus,Priority)**

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 02/19/2016	
	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 have a pacing guide but our curriculum is still under development due to new science standards which will be implemented in the 16-17 school year. Additionally, the units of study are still under construction.	
Plan	Assigned to:	Toni Walters	
	How it will look when fully met:	Units of study for all content areas will align with standards, curriculum, instruction, and assessment.	
	Target Date:	05/26/2017	
	Tasks:		
	1. Curriculum grade level team meet quarterly to develop the necessary documents.		
	Assigned to:	Toni Walters	
	Added date:	02/19/2016	
	Target Completion Date:	05/26/2017	
	Frequency:	four times a year	
	Comments:	Teachers will collaborate during this process. Additional PD may be needed. Instructional practices will be discussed grade level meetings.	
Implement	Percent Task Complete:	0%	
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	IVA01 - 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)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 6 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/05/2016	
	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:	Teacher send home newsletters to inform parents of what skills are being taught. Compact is included in the student handbook for parent, teacher, student, and principal to sign. EEE newsletter with parent tips is sent home monthly. Rules and procedures are taught to students. Homework is sent home. Communication folders are sent home daily. Family Nights 3 times a year. Interim reports and report cards are sent home quarterly. Parent volunteers for field trips, field day, classroom projects, guest readers, and book fair. Newsfeed on district and school website and Twitter. School marquee Local newspaper Monthly school calendars Parent/Teacher conferences PreK & Hippy Kindergarten and PreK Roundup-community events at satellite locations Open House	

Plan	Assigned to:	LeeAnn Clay
	How it will look when fully met:	Curriculum nights for parents will be established during the 2nd nine weeks to address parent questions and concerns about instruction and curriculum. At the beginning of the year teachers will review the materials that we have for checkout as parent involvement. Add a blurb in the volunteer packet about these resources so parents will know about them. Add info about the parent homework resources in the EEE monthly newsletter. Create a parent survey to see what types of materials parents would prefer to use at home. Send home a summer readiness packet and next grade expectations. Determine if the counselor can find free resources, magazines, etc. for parents.
	Target Date:	12/19/2016
	Tasks:	
	1. Create the summer readiness packet and gather community resources for parents.	
	Assigned to:	Faith Boatrights
	Added date:	02/05/2016
	Target Completion Date:	04/29/2016
	Frequency:	once a year
	Comments:	Members from the Leadership Team will bring resources to Faith Boatright throughout the remainder of the school year. A volunteer will be used to help compile the readiness packets.
	2. In August during PD days spend some time reviewing homework kits that can be sent home with students.	
	Assigned to:	Chris Williams
	Added date:	02/05/2016
	Target Completion Date:	08/05/2016
	Frequency:	once a year
	Comments:	This will be placed on the agenda for PD days.
	3. Add information about homework kits in the parental involvement packet at the beginning of the year.	
	Assigned to:	LeeAnn Clay
	Added date:	02/05/2016
	Target Completion Date:	08/15/2016
	Frequency:	once a year
	Comments:	Packets will have to be edited in order to accomplish this task.
	4. Add information each month in the EEE newsletters which explains parent homework resources and tips.	
	Assigned to:	Lindsey Smith-Phillips
	Added date:	02/05/2016
	Target Completion Date:	08/12/2016
	Frequency:	monthly
	Comments:	The counselor is excited about doing this.

		5. Update the parental involvement survey to find out what type of homework resouces parents prefer. Have technology access for parents if requested at Parent-Teacher conferences.	
		Assigned to:	LeeAnn Clay
		Added date:	02/05/2016
		Target Completion Date:	08/31/2016
		Frequency:	once a year
		Comments:	We discussed ways to have the technology available for parents. (Remind 101)
	6. Plan and conduct grade level curriculum nights for parents.		
		Assigned to:	Alisa Gray
		Added date:	02/05/2016
		Target Completion Date:	09/30/2016
		Frequency:	once a year
		Comments:	Having parents come to each classroom may be more beneficial. We will need to have activities for children on those nights. Additional personnel will be needed.
Implement	Percent Task Complete:		0%