

# 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.

10/26/2016

MD Williams Intermediate School NCES - na

POCAHONTAS 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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <span style="color: red;">Limited Development</span> 11/05/2015	
	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:	Our school has a building leadership team that consist of the principal, lead teachers and support staff. Teacher instructional teams (PLC's) also meet within grade levels and with support staff(as needed).	
<b>Plan</b>	Assigned to:	Monica Brewington	
	How it will look when fully met:	A district policy will be put into effect to explain team structure at the district level. Our district leadership team meets to discuss policies. After district meetings we meet at the building with our MD Williams leadership team to get a plan ready for the building. Then, we have team PLC meetings to discuss where we are and what we need to be working on next.	
	Target Date:	06/16/2017	
	<b>Tasks:</b>		
	1. We will have regular district team meetings. We will show implementation by using agendas and meet minutes.		
	Assigned to:	Monica Brewington	
	Added date:	04/13/2016	
	Target Completion Date:	06/10/2016	
	Frequency:	four times a year	
	Comments:	We need to learn information at the district level in order to help our building understand what we are working on and what we are trying to accomplish.	
	2. We will have regular meetings two times a month. We will use agendas and minutes to show information to be analyzed.		
	Assigned to:	Monica Brewington	
	Added date:	04/13/2016	
	Target Completion Date:	06/10/2016	
	Frequency:	twice monthly	
	Comments:	We will use agendas and minutes from the meetings in order to	

	Comments:	complete this task.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/30/2015
	Evidence:	All teams complete agendas for meetings. They are created in google docs and indistar. They are shared through google docs and email. Agendas are also available on our indistar program. Agendas are shared with team members that are involved in the meeting.
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 1 of 1 (100%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2015
	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:	Our school has a leadership team. Our team meets for an average of once a month. Our team has been addressing more student related programs.
<b>Plan</b>	Assigned to:	Holly Toney
	How it will look when fully met:	Our team consist of our principal, lead teachers from grades 3-6, parent facilitator, paraprofessional, special education teacher. Our team will meet twice a month to discuss the indicators and tasks that need to be accomplished. To show evidence we will provide an agenda and meeting minutes.
	Target Date:	06/07/2016
	<b>Tasks:</b>	
	1. We will meet twice a month for approximately an hour to discuss indicators and tasks that need to be accomplished.	
	Assigned to:	Shannon Fish
	Added date:	05/25/2016
	Target Completion Date:	06/07/2016
	Frequency:	twice monthly
	Comments:	The leadership team needs to meet to discuss the indicators and task that our building is focusing on. We will have agendas and meeting minutes for all meetings. We will set the date for the next meeting so that all staff are prepared to meet.
	<b>Task Completed:</b>	<b>10/21/2016</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 1 (100%)

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2015	
	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 principal records indicators through formal and informal observations. Our principal requires us to use BloomBoard to complete self evaluations, goals and professional growth plans.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2015	
	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:	Principal completes classroom observations and provides feedback through BloomBoard to increase teacher performance in the classroom. Teachers are using individualized professional development to improve their instructional practices in classroom management and curriculum.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2015	
	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:	Our school has professional learning communities for staff members, school leaders provide effective resources to support the staff in the effectiveness to increase student performance, data is used from different programs to assess student needs and overall performance, all programs that are used are researched based and help sustain support for long term learning. Curriculum director provides the researched based programs that we use such as MAP/NWEA, STEM, Journey's and EngageNY. The director also provides professional development to aid in the programs implementation to meet state standards. Our staff uses the NEA co-op to provide research based professional development. Our counselor provides the staff with necessary materials and the federal laws for implementing the assessments. Our RTI staff uses universal screeners such as easyCBM and NWEA and provided informative professional development.	
<b>Plan</b>	Assigned to:	Not yet assigned	

### School Leadership and Decision Making

## Expanded time for student learning and teacher collaboration

<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>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2015	
	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:	Our school implements block schedules and uses the state mandated assessments to measure student learning.	
<b>Plan</b>	Assigned to:	Not yet assigned	

## School Leadership and Decision Making

### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

<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>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/04/2015	
	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:	Our building looks for highly qualified staff when recruiting for jobs. Teachers are hired according to principal recommendation based on experience, teach style and references from previous employers. We advertise through the applications, newspapers and TalentEd website.	
<b>Plan</b>	Assigned to:	Not yet assigned	

## Curriculum, Assessment, and Instructional Planning

### Engaging teachers in aligning instruction with standards and benchmarks

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2015	
	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:	Literacy teachers are implementing standards aligned units by using common grade level assessments to assess the standards taught. Math teachers are teaching the standards but the process that teachers are using are not consist. Some Science teachers are using STEM, A Framework for K-12 Science Education Practices, Crosscutting Concepts, and Core Ideas and implementing next generation standards. Our building will beginning using half day PLC's to align	

		instructional units and standards.
<b>Plan</b>	Assigned to:	Holly Toney
	How it will look when fully met:	The teachers will work in grade level/subject area to implement standard aligned units for instruction. In math, the curriculum will be aligned with the standards by using Engage New York, Go Math, and workbook resources. Teachers will be aligning the curriculum based on the Arkansas standards during professional development this summer. In literacy, teachers will be making sure our Journey's curriculum is aligned with the Arkansas standards. Some grades are using common assessments for literacy, math, and Science. We will be working on the developing grade level common assessments during our professional development. Grade level instructional teams will determine what standards need to be taught during the unit of study. Each unit will last from three to six weeks. Each grade will work on pre/post testing for each subject. Each teacher will continue working on Arkansas standards and will be able to use their own teaching style.
	Target Date:	08/25/2017
	<b>Tasks:</b>	
	1. Each grade level/subject area will align units of instruction during our summer professional development. Each subject/grade will need to submit horizontal alignment of the standards to the principal.	
	Assigned to:	Holly Toney
	Added date:	05/06/2016
	Target Completion Date:	08/15/2016
	Frequency:	once a year
	Comments:	Each instructional team needs to work together to develop an aligned document of all standards. This document needs to be by standards for each grade and subject area. The document needs to be turned into the principal for approval.
	2. Teachers will develop pre and post testing for all subjects and grades. Teachers will need to create tests to administer to all students. Teachers will need to add student scores in a document for evidence.	
	Assigned to:	Christie Wright
	Added date:	05/06/2016
	Target Completion Date:	08/15/2016
	Frequency:	twice a year
	Comments:	Each classroom teacher gives a pre/post test on the standards for each subject area. The teacher will then add student scores to a google document for evidence.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

### **Curriculum, Assessment, and Instructional Planning**

#### **Assessing student learning frequently with standards-based assessments**

<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>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/30/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	(3 - highest. 2 - medium. 1 - lowest)	

	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:	Our students take the easyCBM, MAP/NWEA and state required assessment each year. Instructional teams review the results during PLC meetings. These assessments are used to determine academic achievement. Results also help identify struggling students. Based on the assessment results students will be identified and receive additional interventions. Modified assessments are based on student individualized plans.	
<b>Plan</b>	Assigned to:	Not yet assigned	

## Classroom Instruction

### Expecting and monitoring sound instruction in a variety of modes

<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 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2015	
	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:	Our teachers are provided with a copy of the common core state standards that are adopted by Arkansas. Teachers use the standards to help guide instruction in the classroom. Literacy teachers are using unit assessments based on the state standards. Math teachers are using module/unit assessments based on the state standards.	
<b>Plan</b>	Assigned to:	Holly Toney	
	How it will look when fully met:	Classroom teachers will use the Arkansas Standards to align curriculum for each grade level. Teachers will use a checklist to make use all units/modules that are being taught are following the standards. Teachers will meet with their grade level team first then across grade levels to make sure all standards are being taught. If there is a gap in standards discussions will need to take place to determine what grades will teach any uncovered standards. Teachers will also be looking at assessments to make sure they are standards-based and are common among the grade level.	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		
	1. Teachers will use Arkansas standards to check for alignment of units/modules in all curriculum areas.		
	Assigned to:	Monica Brewington	
	Added date:	05/25/2016	
	Target Completion Date:	05/31/2017	
	Frequency:	once a year	
	Comments:	Teachers will use the standards to make sure all curriculum is aligned.	
	2. A checklist will be provided to all teachers to check units/modules for all standards.		
	Assigned to:	Monica Brewington	

	Added date:	05/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	once a year
	Comments:	Teachers need to turn in alignment papers for evidence of standards checklist.
3. Teachers will meet with grade level teams first and then meet with 3-6 to check alignment of standards.		
	Assigned to:	Monica Brewington
	Added date:	05/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	once a year
	Comments:	Teachers will meet within grade level teams first then meet with 3-6 to check alignment of standards. All standards need to be turned in for evidence.
4. Teachers will need to check all assessments to make sure that they are common within the grade/subject area.		
	Assigned to:	Monica Brewington
	Added date:	05/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	monthly
	Comments:	Teachers need to make sure all assessments are common within the grade level/subject area. All assessments need to test the same questions/standards. Evidence needs to be provided to show documentation.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

### Family Engagement in a School Community

#### Explain and communicate the purpose and practices of the school community

<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 (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>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2015	
	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:	Our school has a compact in place and it is sent home to all students. Students, parents, teachers and the principal sign the form to show what responsibilities will be agreed upon.	
<b>Plan</b>	Assigned to:	Not yet assigned	

### High School: Opportunity to Learn

#### Ensure content mastery and graduation

<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>
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<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/30/2015	
	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)
	Describe current level of development:	Sixth grade students traveled to area business' to show appreciation for supporting our ABBIT program. Fifth and sixth grade students go on field trips to encourage interest in the science field.	
<b>Plan</b>	Assigned to:	Not yet assigned	