

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.

5/10/2016

ALMA SPIKES ELEMENTARY SCHOOL NCES - 51161000883

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

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/11/2015	
	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:	Alma Spikes has instructional teams that meet at regularly scheduled, predetermined times. The teams of grade level teachers meet one hour weekly and once a month for a half day. We currently have a leadership team in place, that has meet two time this year.	
Plan	Assigned to:	Blaire O'Donnell	
	How it will look when fully met:	Steering team will meet the Friday before and the Friday after monthly grade level PLCs. Paras will attend monthly grade level PLC meetings to review interventions for students with classroom teachers. Activity teachers will attend monthly grade level PLC meetings to align and plan curriculum for activity classes to connect with classroom learning. Agendas and minutes will be documentation of this goal completion.	
	Target Date:	02/02/2016	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 11/11/2015	
	Evidence:	Agendas have been created and shared with all teachers by the principal. They are created and maintained on Google Docs. Any team member can update the agenda at any time. The minutes are taken during each monthly meeting. In order to sustain the efforts teachers will need to continue to use the provided agendas. The agendas also need to be uploaded into the Indistar agenda.	
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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/13/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	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:	A leadership team consisting of the principal, grade level representatives, and the two ACSIP chairs is established, however the team does not meet regularly.	
Plan	Assigned to:	Shawnee DuBois	
	How it will look when fully met:	Steering team will meet the Friday before grade level PLCs and the Friday after all grade level PLCs meet. Meeting minutes and agendas will be documentation.	
	Target Date:	01/29/2016	

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 11/13/2015	
	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 results of classroom observations are not discussed as a whole with faculty and staff. The results are only discussed between the principal and the teacher observed.	
Plan	Assigned to:	Carla Wiseman	
	How it will look when fully met:	During the last January Steering team meeting, data gathered for classroom observations will be presented and discussed by the steering team. Focusing on needed Professional Development identified during observations. Steering Team members will present findings to grade level PLCs and gather input to bring back to Steering Team. Documentation will be the data presented and data gathered from PLCs.	
	Target Date:	01/29/2016	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/13/2015	
	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:	As faculty members at Alma Spikes we are required to complete peer observations each year, and undergo classroom observations performed by the school principal. Each faculty member maintains an individual plan on Bloomboard. Faculty and staff attend required professional development days set up by the school district. Faculty are allowed to seek out more individualized professional development. The faculty does not create plans for professional development based on the classroom observations.
Plan	Assigned to:	Not yet assigned
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/13/2015
	Evidence:	The district ensures that teachers and staff are getting the high quality professional development required by the state. Teachers also receive training as needed based upon district changes/needs in the areas of curriculum (ex. Houghton Mifflin Journeys program). The district has also provided differentiated instruction in the area of technology based upon the needs perceived by the teachers. Teachers often have input in what areas professional development is needed. The plan in place will be maintained by continually assessing the needs of the teachers, staff, and students.

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/13/2015	
	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:	Alma Spikes has an afterschool tutoring program for students with identified needs. The school also employs paraprofessionals to assist in classroom interventions. Paraprofessional's time and instruction is monitored. However, progress from tutoring is not monitored.	
Plan	Assigned to:	Kristen Orick	
	How it will look when fully met:	Students are identified using classroom data forms in 1st and 2nd. Kindergarten will use the TAC rubric to identify students for tutoring and interventions. Monitoring will be two times a year. Once at the end of 1st semester and once at the end of the year. Monitoring Classroom Data forms and TAC rubric will determine student progress. Tutors and Para professionals will implement interventions, guided by teacher outlines and lesson plans. Documentation will be data forms, TAC rubrics, lesson plans, outlines.	
	Target Date:	05/31/2016	

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 11/13/2015	
	Evidence:	All the staff at Alma Spikes are highly qualified. The school advertises positions available. Candidates are interviewed multiple times by the principal and key professionals. To ensure that the school continues to recruit highly-qualified teachers the school will uphold the standards that have been set.	

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/13/2015	
	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:	Alma Spikes does introduce some careers available to the students. However, there is much more that could be done to let students know about colleges, furthering their education, and future careers.	
Plan	Assigned to:	Not yet assigned	

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/13/2015	
	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 building is following standard aligned units of instruction, however the units are not developed by the teachers. We are following units from purchased/predetermined curriculum (Journeys, EngageNY, Go Math (supplemental).	
Plan	Assigned to:	Not yet assigned	

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	In Plan / No Tasks Created		
Assessment	Level of Development:		

Assessment	Level of Development:	Initial: Limited Development 11/13/2015	
	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:	At Alma Spikes we use the following assessments three times a year (beginning, middle, and end of year): DIBELS, NWEA (MAP), and EasyCBM. Results are not reviewed as grade levels. However, progress for NWEA is monitored and students are rewarded for progress made.	
Plan	Assigned to:	Not yet assigned	

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 11/13/2015	
	Evidence:	Each grade level is required to create and update a document that aligns standards, curriculum, instruction, and assessment. The teachers have stated they use this document to create their lesson plans.	

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 11/13/2015	
	Evidence:	Pocahontas Public Schools has a district wide Title I compact. Each teacher requires parents to read the compact, state how they will help their child at home, and sign during the fall parent/teacher conferences.	