

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

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

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 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).	
Plan	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:	06/10/2016	
	Tasks:		
	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:		

Comments:

We will use agendas and minutes from the meetings in order to complete this task.

Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 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.
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 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.
Plan	Assigned to:	Not yet assigned

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: Limited Development 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.
Plan	Assigned to:	Not yet assigned

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 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

	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.	
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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 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.	
Plan	Assigned to:	Not yet assigned	

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 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.	
Plan	Assigned to:	Not yet assigned	

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		
------------------	---	--	--

Indicator	teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 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.	
Plan	Assigned to:	Not yet assigned	

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 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.	
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	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 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.	
Plan	Assigned to:		

Plan	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 to use their own teaching style.
	Target Date:	08/15/2016
	Tasks:	
	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.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

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:	Initial: Limited Development 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

	Opportunity Score:		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.	
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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 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.	
Plan	Assigned to:	Not yet assigned	

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 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.	
Plan	Assigned to:	Not yet assigned	