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.

June 06, 2016

PARKERS CHAPEL ELEM SCHOOL NCES - 51122000840

PARKERS CHAPEL 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	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 01/15/2016
	Evidence:	Our school has committees made up of members from literacy, wellness, and mathematics. The committees meet to discuss how we can improve in those areas. The teams also discuss implementation of programs that would best serve students. In addition, we have a personnel policy committee, and the members of this team gather information from other staff members to take policy information to the board in an attempt to better serve teachers and staff members.
		Added date:	

Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 01/15/2016	
	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:	For faculty meetings and grade level meetings, agendas are kept; however, official minutes are not taken for these meetings. Notes are taken and used for reflection, but in the future, I will designate someone to compile minutes for the meetings.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

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 01/15/2016
	Evidence:	Administrator meets with faculty once per month and specific grade levels at least once per month. In addition to the formal meetings, teachers and staff members have ongoing conversations about student performance and curriculum during the day, at recess, and at lunch.
		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	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 01/15/2016
	Evidence:	TESS observations and informal walkthroughs are conducted continuously to improve teacher performance. When a classroom observation is done, the observation is recorded on the computer using a Google Form, and when I finish the observation, the feedback is sent to the teacher automatically. Teachers make professional learning goals and PGPs at the beginning of the year when reflecting on performance on the previous year. Teachers post these goals in their classrooms so that the observer can view these at the time of the observation. This also helps teachers make sure they grow in these areas daily.
		Added date:	

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 01/15/2016
	Evidence:	Using evaluations from the current school year, teachers make their professional growth plans (PGPs) in the summer. The plans are based on performance in classroom instruction as well as student test data--both formative and summative. Teachers post their PGPs in their classrooms so that they are continuously aware of their goals and develop plans to meet those goals.
		Added date:	

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	
Assess	Level of Development:	Initial: Limited Development 01/15/2016
	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:	For the most part, our professional development is driven toward school goals as a whole. We would like to personalize professional development to meet the needs of specific teachers and to address specific concerns. Teachers will complete their PGPs in the spring semester before leaving for summer break so that the administration can develop a professional development plan that addresses the needs of all teachers.	
Plan	Assigned to:	Not yet assigned	
		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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 01/15/2016	
	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:	An afterschool program for preschool students is available for paying parents.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

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**	
Assess	Level of Development:	Initial: Full Implementation 01/15/2016
	Evidence:	The school advertises all positions through the local paper, the AAEA jobs site, and Indded.com We also call colleges and keep in contact with them in an attempt to recruit highly effective teachers for our school. This year, I plan to attend several job fairs at local colleges for the positions needed for the upcoming semester. Also, we advertise on the school website and social media sites, specifically Facebook and Twitter.

		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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 01/15/2016	
	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:	Teachers develop curriculum by using assessment---both formative and summative. This determines what needs to be focused on in the curriculum. PLCs meet to discuss what is missing from the curriculum as well as how to best address it. This is an area that is constantly improved and changed based on the needs of students.	
Plan	Assigned to:	Not yet assigned	
		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 01/15/2016
	Evidence:	Students are tested at the end of every 9 weeks to determine skill level and to help PLCs make decisions regarding the curriculum. Students in grades K-2 take the DIBELS test to monitor student progress. All assessments are used to determine to what extent students are meeting objectives and learning standards.
	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	Full Implementation
Assess	Level of Development:	Initial: Full Implementation 01/15/2016

		Evidence:	Teachers plan both vertically and horizontally. Teachers currently put the standards in their lesson plans and use the Common Core State Standards and other related resources. After the first of the year, I will meet with PLCs and develop curriculum maps and pacing guides for the current and next school years.
		Added date:	

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**	
Assess	Level of Development:	Initial: Full Implementation 01/15/2016
	Evidence:	The school's Title I Compact is explicitly spelled out for teachers and faculty to follow. These forms are signed by the teacher, parents, teachers, and principal. Progress in school is monitored continuously. Our school tries to involve parents in school decisions, and we have strong communication with students and families regarding their academic improvement and social development.
	Added date:	