

# 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.

8/17/2016

eStem Elementary NCES - na

eStem 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   |   |  |
| Assessment | Level of Development:   | Initial: Full Implementation 09/25/2015   |  |
|            | Evidence:   | Our district has a team structure policy in place. The school follows this policy and communicates with the district about expectations. The school will need to continue to follow the policy and communicate with the district office to ensure that the policy is being followed as intended. Whenever new employees are hired, the policy will need to be shared with them.<br><br>Please see ID01 folder for the district policy governing team structure. |  |
| Indicator  | ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)                                  |   |  |
| Status     | Objective Met 2/18/2016   |   |  |
| Assessment | Level of Development:   | Initial: Limited Development 09/25/2015   |  |
|            |   | Objective Met - 02/18/2016  |  |
|            |   |   |  |
|            | 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:  | Teams meet regularly and most create agendas. There is not a consistent agenda being used by all teams. There is no procedure for collecting agendas or minutes from team meetings.   |  |
| Plan       | Assigned to:  | Jessi Forster   |  |
|            | How it will look when fully met:  | This objective will be fully implemented when each team that meets uses a standard agenda, that has been created by the leadership team and shared with all teams in the school. In order to be fully implemented, teams will also need to have a procedure for where to keep and/or turn in agendas and team minutes when they have been completed.  |  |
|            | Target Date:  | 06/01/2016  |  |
|            | Tasks:  |   |  |
|            | 1. Revise agenda for team meetings  |   |  |
|            | Assigned to:  | Jessi Forster   |  |
|            | Added date:   | 09/25/2015  |  |

|  |  |  |
|--|--|--|
|  | Target Completion Date:  | 12/31/2015   |
|  | Comments:  |  |
|  | Task Completed:  | 12/15/2015   |
| 2. Establish a plan for sharing agendas. |  |  |
|  | Assigned to:   | Jarrod DuPriest  |
|  | Added date:  | 09/25/2015   |
|  | Target Completion Date:  | 12/31/2015   |
|  | Comments:  |  |
|  | Task Completed:  | 12/15/2015   |
| 3. Share procedure with teachers         |  |  |
|  | Assigned to:   | Jarrod DuPriest  |
|  | Added date:  | 09/25/2015   |
|  | Target Completion Date:  | 12/31/2015   |
|  | Comments:  |  |
|  | Task Completed:  | 12/15/2015   |
| <b>Implement</b>                         | Percent Task Complete:   |  |
|  | Objective Met:   | 2/18/2016  |
|  | Experience:  | 2/18/2016<br>The team worked together to create a consistent form and process for team meeting agendas. The agenda and process has been shared with teachers and other faculty. Teams create agendas and take minutes for their meetings. These agendas are then turned into the Dean of Staff Services for review.  |
|  | Sustain:   | 2/18/2016<br>The procedure will need to be consistently reviewed to ensure that it is effective. The correct use of the form and procedure will also need to be monitored. This process and form should be reviewed annually.  |
|  | Evidence:  | 2/18/2016<br>See the ID04-Evidence folder for examples of team meeting agendas and minutes that have been submitted.   |
| <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)(All Schools,Focus,Priority)</b> |  |
| <b>Status</b>                            | <b>Full Implementation</b>   |  |
| <b>Assessment</b>                        | Level of Development:  | Initial: Full Implementation 10/13/2015  |
|  | Evidence:  | The ACSIP school leadership team meetings consist of the principal, instructional team leaders, and other key staff. These meetings are scheduled on the 2nd and 4th Tuesday of each month. These meetings allow time to discuss ACSIP indicators as well as other topics important to teachers and students in the school. Meetings are led by an agenda and minutes are recorded. All members give opinions and openly discuss ideas.<br><br>For other evidence, please see the "Agendas and Meetings Tab" |

### 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**

|            |   |   |  |
|------------|---|---|--|
| Indicator  | and takes them into account in planning professional development.(66)(All Schools,Focus,Priority)   |   |  |
| Status     | Tasks completed: 0 of 3 (0%)  |   |  |
| Assessment | Level of Development:   | Initial: Limited Development 12/08/2015   |  |
|            | 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:  | Currently the principal and leadership team conduct frequent observations. Then the leadership team discusses any trends that are seen. Curriculum coaches also observe teachers frequently. The observations from both groups are discussed at meetings held every other week. Professional development is planned based on observations and other concepts based on teacher need and the school's vision and mission.   |  |
| Plan       | Assigned to:  | Jessi Forster   |  |
|            | How it will look when fully met:  | This indicator will be fully implemented when the leadership team records indicators of effective practice during classroom observations and creates a summary report of those indicators. A plan for peer observations will also be in place to allow educators to observe peers who are implementing effective practice. The observations of the leadership team will be compiled to analyze in search of trends or patterns. The leadership team will review these reports to assist in planning professional development. |  |
|            | Target Date:  | 12/31/2016  |  |
|            | Tasks:  |   |  |
|            | 1. Look into ways to create forms and track observations.   |   |  |
|            | Assigned to:  | Jarrod DuPriest   |  |
|            | Added date:   | 12/08/2015  |  |
|            | Target Completion Date:   | 07/04/2016  |  |
|            | Comments:   |   |  |
|            | 2. Each teacher is observed monthly.  |   |  |
|            | Assigned to:  | Jessi Forster   |  |
|            | Added date:   | 12/08/2015  |  |
|            | Target Completion Date:   | 06/29/2016  |  |
|            | Comments:   |   |  |
|            | 3. Data from observations is used to create professional development.   |   |  |
|            | Assigned to:  | Dennis Pevey  |  |
|            | Added date:   | 12/08/2015  |  |
|            | Target Completion Date:   | 07/25/2016  |  |
|            | Comments:   |   |  |
| Implement  | Percent Task Complete:  | Tasks completed: 0 of 3 (0%)  |  |
| Indicator  | IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority) |   |  |
| Status     | Full Implementation   |   |  |

|                   |   |  |
|-------------------|---|--|
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 02/03/2016   |
|                   | Evidence:   | Each teacher creates goals for his or her next PGP at the end of the year with the Director or Dean of Staff Services. These PGP goals are created based on informal and formal observations. The details of the observations are available to teachers on Bloomboard. The observer meets with the teacher to discuss the results throughout the year and at the end of the year to create goals for the following year. These results are also shared with the curriculum team, so that professional development can be created. The leadership team will continue to reflect on these processes to ensure they are effective and adjust the process if needed.   |
| <b>Indicator</b>  | <b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b> |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 03/01/2016   |
|                   | Evidence:   | <p>The leadership team and curriculum coaches work closely to develop and implement high quality, on-going, job-embedded, and differentiated professional development that is in line with the needs of teachers and the school's mission and vision. Teachers are given the opportunity to decide which sessions to attend and encouraged to lead sessions if they are masters in an area that other teachers could benefit from. The sessions are constantly evaluated by teachers and improvements are made to best meet the needs of educators.</p> <p>The curriculum team and leadership team will continue to work together to plan and implement job-embedded, on-going, differentiated professional development. In the future, we could improve by using survey results, professional growth plans, and observation reviews.</p> <p>Please see the IF11 folder for attached agendas from professional development held for our staff.</p> |

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

|                   |   |   |
|-------------------|---|---|
| <b>Indicator</b>  | <b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b> |   |
| <b>Status</b>     | <b>Full Implementation</b>  |   |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 03/01/2016  |
|                   | Evidence:   | <p>Our school has an extended year, double block scheduling in some classes, and an extended day. The district and leadership team constantly assess the effectiveness of the schedule and timing for the day. Each year schedules are analyzed, revised, and adjusted to ensure time is being used most effectively.</p> <p>See the IG01 folder for documentation of our extended year and extended day.</p> |

### School Leadership and Decision Making

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

|                   |   |  |
|-------------------|---|--|
| <b>Indicator</b>  | <b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b> |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   |  |

|                   |                       |   |
|-------------------|-----------------------|---|
| <b>Assessment</b> | Level of Development: | Initial: <b>Full Implementation</b> 03/15/2016  |
|                   | Evidence:             | This indicator has been fully implemented at our school and evidence of that is seen by the 100% of highly qualified teachers. The school continues to ensure that this indicator will be fully implemented by continuing to build the residents program that gives learning opportunities for individuals who want to be teachers, but have no formal background in education. There is also a mentoring program for new teachers. Performance bonuses are also available for teachers each year. The school also has a partnership with UALR where students who are learning to be educators are welcome to come intern in classrooms and observe while in pre-service classes. The Directors also work to recruit and hire early in the Spring before other districts in the area. |

### Opportunity to Learn

#### Post-Secondary School Options

|                   |   |  |
|-------------------|---|--|
| <b>Indicator</b>  | <b>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)</b> |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 03/15/2016   |
|                   | Evidence:   | <p>This indicator is fully implemented and will be sustained through practices that are already taking place in our school. Eighth grade students participate in career orientation. Noble impact is also offered to all middle school students. This class gives students experience with creating resumes, portfolios, and completing interviews. Eighth graders also have a rising 9th grade night where they learn about classes to take in high school to learn more about their potential careers. The high school counselors also come to the middle school to explain AP classes, class choices, and career tracks. Our curriculum guides have college and career readiness standards that encourage rigorous, and high-level thinking.</p> <p>Students who qualify in 4th through 7th grades are encouraged to participate in the Duke TIP program, which gives those students an opportunity to take the ACT. These students also have access to other college preparatory activities. In addition, local business owners and successful individuals frequently make visits to speak to students or participate in hands-on activities. Students as young as Kindergarten are asked to think about their career goals by dressing like individuals who occupy the career they wish to in the future.</p> |

### 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)(All Schools,Focus,Priority)</b> |  |  |
| <b>Status</b>     | Tasks completed: 2 of 5 (40%)   |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 09/10/2015   |  |
|                   | 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:  | This indicator is being developed at our school. We are in the process of moving towards fully implemented, but we do not have instructional |  |

|             |  |  |
|-------------|--|--|
|             | Describe current level or development:                         | teams developing standards-aligned units of instruction for each subject and grade level yet. Grade level and content area teams meet weekly with the instructional team. Each grade level has a pacing guide in place. The instructional teams are working to add standards-aligned activities and materials to the pacing guides and its learning. Itslearning is in place for each teacher to use to store and access standards-aligned curriculum resources. Teachers participate in creating the standards-aligned units by participating in meetings and adding resources to itslearning. Teachers use NWEA data to drive instruction and discuss with team members ways to reach different types of learners effectively.   |
| <b>Plan</b> | Assigned to:   | Debra Brown  |
|             | How it will look when fully met:                               | This objective will be fully implemented when each grade level and subject meets to develop standards-aligned units of instruction to utilize in the classroom. Full implementation will mean that each grade level and subject has their curriculum and resources in itslearning. This will include activities for differentiation, pacing guides, resources, and parent communication. Teachers will generate lessons from a shared bank of aligned resources and modify lessons based on the needs of their students. There will be a system in place that allows for observations and co-teaching between teachers to meet the needs of all students, including ELL students and special education students. Teachers will attend weekly meetings with their grade level and instructional coaches. Teachers will attend monthly meetings with the director. Professional development will be planned that targets aligning instructional plans and making data driven decisions. We will provide itslearning lessons, meeting agendas, and classroom observations as evidence that this is fully implemented. |
|             | Target Date:   | 06/01/2016   |
|             | <b>Tasks:</b>  |  |
|             | 1. Teachers attend weekly TLCs.                                |  |
|             | Assigned to:   | Debra Brown  |
|             | Added date:  | 09/15/2015   |
|             | Target Completion Date:  | 09/18/2015   |
|             | Frequency:   | weekly   |
|             | Comments:  |  |
|             | <b>Task Completed:</b>   | <b>10/13/2015</b>  |
|             | 2. Teachers attend vertical alignment meetings regularly.      |  |
|             | Assigned to:   | Sarper Turker  |
|             | Added date:  | 09/15/2015   |
|             | Target Completion Date:  | 01/01/2016   |
|             | Frequency:   | monthly  |
|             | Comments:  |  |
|             | <b>Task Completed:</b>   | <b>11/01/2015</b>  |
|             | 3. Curriculum will be listed in its learning for each subject. |  |
|             | Assigned to:   | Debra Brown  |
|             | Added date:  | 09/15/2015   |
|             | Target Completion Date:  | 06/01/2016   |
|             | Frequency:   |  |

|  |   |   |
|--|---|---|
|  | Frequency:  | weekly  |
|  | Comments:   |   |
| 4. Teams create assessments during instructional meetings.   |   |   |
|  | Assigned to:  | Dennis Pevey  |
|  | Added date:   | 09/15/2015  |
|  | Target Completion Date:   | 06/15/2016  |
|  | Frequency:  | weekly  |
|  | Comments:   |   |
| 5. Classroom observations will be conducted to provide support to teachers to ensure alignment with standards. |   |   |
|  | Assigned to:  | Jessi Forster   |
|  | Added date:   | 09/15/2015  |
|  | Target Completion Date:   | 06/15/2016  |
|  | Frequency:  | weekly  |
|  | Comments:   |   |
| <b>Implement</b>   | Percent Task Complete:  | Tasks completed: 2 of 5 (40%)   |
| <b>Curriculum, Assessment, and Instructional Planning</b>  |   |   |
| <b>Assessing student learning frequently with standards-based assessments</b>                                  |   |   |
| <b>Indicator</b>   | <b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b> |   |
| <b>Status</b>  | Tasks completed: 0 of 4 (0%)  |   |
| <b>Assessment</b>  | Level of Development:   | Initial: <b>Limited Development</b> 10/27/2015  |
|  | 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 assesses all students three times a year using the NWEA tests in Math, Reading, Language, and Science. Some teachers are analyzing the data to plan instruction, while others are not. The leadership team reviews the data, but not systematically. Trainings on how to use the data from the assessments is conducted sporadically, but plans have been made to provide opportunities for teachers to learn how to review the results, make adjustments to instructional plans, and differentiate assignments based on the results.  |
| <b>Plan</b>  | Assigned to:  | Jessi Forster   |
|  | How it will look when fully met:  | This objective will be fully implemented when the leadership team reviews the results. It will also be necessary for individual teachers and instructional teams systematically review the results to make adjustments in instructional plans and to differentiate assignments. We also believe that in order for this indicator to be fully implemented, the assessments used in classrooms need to be a mixture of diagnostic-prescriptive assessments, embedded assessments that are a part of learning activities, periodic assessments (NWEA), and annual assessments. Each assessment will need to be designed in a manner that will allow them to provide evidence of the full range of learning outcomes. |
|  | Target Date:  |   |

|                  |  |                              |
|------------------|--|------------------------------|
|                  | Target Date:   | 06/30/2016                   |
|                  | <b>Tasks:</b>  |                              |
|                  | 1. Create assessments in TLC meetings.                                   |                              |
|                  | Assigned to:   | Debra Brown                  |
|                  | Added date:  | 11/17/2015                   |
|                  | Target Completion Date:  | 04/15/2016                   |
|                  | Frequency:   | weekly                       |
|                  | Comments:  |                              |
|                  | 2. Use NWEA data to adjust assessments.                                  |                              |
|                  | Assigned to:   | Dennis Pevey                 |
|                  | Added date:  | 11/17/2015                   |
|                  | Target Completion Date:  | 04/15/2016                   |
|                  | Frequency:   | weekly                       |
|                  | Comments:  |                              |
|                  | 3. Review assessment data in TLC meetings.                               |                              |
|                  | Assigned to:   | Sarper Turker                |
|                  | Added date:  | 11/17/2015                   |
|                  | Target Completion Date:  | 04/15/2016                   |
|                  | Frequency:   | weekly                       |
|                  | Comments:  |                              |
|                  | 4. The leadership team will review NWEA data in leadership team meeting. |                              |
|                  | Assigned to:   | Alyson Schilling             |
|                  | Added date:  | 11/17/2015                   |
|                  | Target Completion Date:  | 05/23/2016                   |
|                  | Frequency:   | three times a year           |
|                  | Comments:  |                              |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 0 of 4 (0%) |

## 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)(All Schools,Focus,Priority)</b> |  |  |
| <b>Status</b>     | Tasks completed: 1 of 2 (50%)  |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/15/2016   |  |
|                   | 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:   | Teachers are currently working with the curriculum coaches to build a complete curriculum guide that aligns standards, curriculum, instruction, and assessment. These documents should be complete at the end of the year. |  |



|  |   |  |
|--|---|--|
| <b>Plan</b>  | Assigned to:  | Debra Brown  |
|  | How it will look when fully met:  | This indicator will be fully implemented when each teacher at each grade level has a complete curriculum guide that aligns standards, curriculum, instruction, and assessment. The evidence needed will be the complete documents.                                 |
|  | Target Date:  | 06/01/2016   |
|  | <b>Tasks:</b>   |  |
|  | 1. Continue holding grade level meetings to build curriculum guides.  |  |
|  | Assigned to:  | Dennis Pevey   |
|  | Added date:   | 03/15/2016   |
|  | Target Completion Date:   | 03/15/2016   |
|  | Comments:   |  |
|  | <b>Task Completed:</b>  | <b>03/15/2016</b>  |
|  | 2. Allow teachers to edit curriculum guides at the end of the year.   |  |
|  | Assigned to:  | Sarper Turker  |
|  | Added date:   | 03/15/2016   |
|  | Target Completion Date:   | 06/30/2016   |
|  | Comments:   |  |
| <b>Implement</b>   | Percent Task Complete:  | Tasks completed: 1 of 2 (50%)  |
| <b>Family Community Engagement</b>   |   |  |
| <b>Defining the purpose, policies, and practices of a school community</b> |   |  |
| <b>Indicator</b>   | <b>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)</b> |  |
| <b>Status</b>  | <b>Full Implementation</b>  |  |
| <b>Assessment</b>  | Level of Development:   | Initial: Full Implementation 09/25/2015  |
|  | Evidence:   | Our school's Title 1 compact includes responsibilities that communicate what parents can do to support their students' learning at home. We will review the compact annually to update it with information that could assist parents in supporting their children. |