

# 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.

November 30, 2016

**BONNEVILLE ELEMENTARY SCHOOL** NCES - 50633000355

Fort Smith 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)**

**Status** In Plan / No Tasks Created

|               |  |   |  |
|---------------|--|---|--|
| <b>Assess</b> | Level of Development:                  | Initial: <b>Limited Development</b> 03/28/2016                                      |  |
|               | 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: | Teams are structured but we need to give a clear description of the team's purpose. |  |
| <b>Plan</b>   | Assigned to:                           | Sharla Whitson  |  |
|               | How it will look when fully met:       | A description will be written for each team.  |  |
|               | Target Date:                           | 08/15/2016  |  |
|               | Added date:                            |   |  |

**Indicator ID02 - All teams have written statements of purpose and by-laws for their operation. (37)**

**Status** In Plan / No Tasks Created

|               |  |  |  |
|---------------|--|--|--|
| <b>Assess</b> | Level of Development:                  | Initial: <b>Limited Development</b> 10/07/2014 |  |
|               | 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: | School has a mission statement and norms.      |  |
| <b>Plan</b>   | Assigned to:                           | Not yet assigned                               |  |
|               | Added date:                            |  |  |

**Indicator ID04 - All teams prepare agendas for their meetings.(39)**

|  |  |  |  |
|--|--|--|--|
| <b>Status</b>  | <b>Full Implementation</b>   |  |  |
| <b>Assess</b>  | Level of Development:  | Initial: <b>Full Implementation</b> 11/30/2015   |  |
|  | Evidence:  | <p>-Agendas are uploaded to Indistar.<br/>-PLC agendas/minutes are uploaded weekly to school Moodle page.</p> <p>The master schedule will continue to support weekly time designated for grade level collaboration.</p> <p>See Indicator documentation folder in filing cabinet.</p> |  |
|  |  | Added date:  |  |
| <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>  | <b>Full Implementation</b>   |  |  |
| <b>Assess</b>  | Level of Development:  | Initial: <b>Full Implementation</b> 11/30/2015   |  |
|  | Evidence:  | <p>-Agendas uploaded to Indistar.</p> <p>Dates and times are scheduled for the 2015-16 school year.</p>  |  |
|  |  | Added date:  |  |
| <b>School Leadership and Decision Making</b>   |  |  |  |
| <b>Aligning classroom observations with evaluation criteria and professional development</b> |  |  |  |
| <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>  | In Plan / No Tasks Created   |  |  |
| <b>Assess</b>  | Level of Development:  | Initial: <b>Limited Development</b> 03/28/2016   |  |
|  | 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:   | Information has been gathered electronically and will be disaggregated before the end of the 2016-2017 school year to identify strengths and weaknesses.   |  |
| <b>Plan</b>  | Assigned to:   | Sharla Whitson   |  |
|  | How it will look when fully met:   | A report will be produced of the strengths and weaknesses of classroom instructional practices. Professional development will then be planned accordingly.   |  |
|  | Target Date:   | 05/25/2016   |  |
|  |  | Added date:  |  |
| <b>Indicator</b>   | <b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>   |  |  |
| <b>Status</b>  | <b>Full Implementation</b>   |  |  |

|   |   |   |  |
|---|---|---|--|
| <b>Assess</b>   | Level of Development:   | Initial: <b>Full Implementation</b> 03/28/2016  |  |
|   | Evidence:   | Evidence would be the individual PGP plans pertaining to the teacher's self-assessment and classroom observations. Continued work would include informal and formal observations as well as PGP conferences throughout the year.<br><br>Example of PGP plan located in the indicators Documentation folder in the in filing cabinet.  |  |
|   | Added date:   |   |  |
| <b>Indicator</b>  | <b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>         |   |  |
| <b>Status</b>   | Tasks completed: 0 of 1 (0%)  |   |  |
| <b>Assess</b>   | Level of Development:   | Initial: <b>Limited Development</b> 03/20/2015  |  |
|   | 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:  | The majority of the certified staff have attended a Professional Learning Community Conference (PLC). Technology PD offered on a regular basis. 5th and 6th grade teachers and Media Specialist attended the State Literacy Conference. Two teachers attended national differentiated instructional conference. Grade level and specialty area teams meet weekly to discuss data, common assessments, and the need for student interventions. |  |
| <b>Plan</b>   | Assigned to:  | Sharla Whitson  |  |
|   | How it will look when fully met:  | All staff will participate in a PLC.  |  |
|   | Target Date:  | 05/31/2016  |  |
|   | <b>Tasks:</b>   |   |  |
|   | 1. Provide funding for remaining staff to attend the PLC conference or conference pertaining to differentiated instruction.                 |   |  |
|   | Assigned to:  | Sharla Whitson  |  |
|   | Added date:   | 03/31/2015  |  |
|   | Target Completion Date:   | 05/26/2016  |  |
|   | Comments:   | -Review PLC agendas.  |  |
| <b>Implement</b>  | Percent Task Complete:  | 0%  |  |
| <b>School Leadership and Decision Making</b>                        |   |   |  |
| <b>Expanded time for student learning and teacher collaboration</b> |   |   |  |
| <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>   | Tasks completed: 0 of 1 (0%)  |   |  |

|   |   |   |  |
|---|---|---|--|
| <b>Assess</b>   | Level of Development:   | Initial: <b>Limited Development</b> 03/19/2015  |  |
|   | 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:  | Bonneville has two full time interventionist and one part time interventionist for Literacy and Math. They pull students in small groups based on academic needs. The data used includes but is not limited to Benchmark assessments, DRA, TLI, and classroom assessments. The Extended Day Learning Plan (EDLP) focuses on students who performed at the basic and below basic level on the Benchmark. |  |
| <b>Plan</b>   | Assigned to:  | Sharla Whitson  |  |
|   | How it will look when fully met:  | -Fewer students will qualify for interventions.   |  |
|   | Target Date:  | 05/31/2016  |  |
|   | <b>Tasks:</b>   |   |  |
|   | 1. Identify initial data and review assessments to select and adjust small group instruction.   |   |  |
|   | Assigned to:  | Sharla Whitson  |  |
|   | Added date:   | 03/31/2015  |  |
|   | Target Completion Date:   | 05/31/2016  |  |
|   | Frequency:  | twice monthly   |  |
|   | Comments:   | -Continue with the PLC process with the interventionist.  |  |
| <b>Implement</b>  | Percent Task Complete:  | 0%  |  |
| <b>School Leadership and Decision Making</b>                                |   |   |  |
| <b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b> |   |   |  |
| <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>   | Tasks completed: 0 of 1 (0%)  |   |  |
| <b>Assess</b>   | Level of Development:   | Initial: <b>Limited Development</b> 03/19/2015  |  |
|   | 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:  | Fort Smith Public Schools and Bonneville Elementary School have a plan in place to recruit and retain highly qualified staff. The district has established and is sustaining partnerships with universities with teacher preparation programs, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners. Schools within the district facing the greatest challenges in recruiting and retaining teachers have been identified. Recruitment goals in terms of teacher quantity have been established for high poverty and high minority schools to ensure that all students have an equal access to high-quality teachers. District representatives attend career fairs and other recruitment opportunities to attract a highly qualified and diverse staff. Financial incentives, such as salary increases for educational levels and stipends for National Board Certification, are available. A round robin style of interview process is used which allows several principals and district staff the opportunity to meet prospective new hires. In order to retain highly qualified teachers, FSPS provides professional development and support for new hires through the New Teacher Induction program. |  |
| <b>Plan</b>  | Assigned to:  | Sharla Whitson  |  |
|  | How it will look when fully met:  | -Increased number of candidates applying or awarded National Board Certification. -Provide opportunities for teacher internships.   |  |
|  | Target Date:  | 05/31/2016  |  |
|  | <b>Tasks:</b>   |   |  |
|  | 1. Promote participation in National Board Certification process.   |   |  |
|  | Assigned to:  | Sharla Whitson  |  |
|  | Added date:   | 03/31/2015  |  |
|  | Target Completion Date:   | 05/31/2016  |  |
|  | Frequency:  | four times a year   |  |
|  | Comments:   | Share information as it becomes available.  |  |
| <b>Implement</b>   | Percent Task Complete:  | 0%  |  |
| <b>Curriculum, Assessment, and Instructional Planning</b>                      |   |   |  |
| <b>Engaging teachers in aligning instruction with standards and benchmarks</b> |   |   |  |
| <b>Indicator</b>   | <b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b> |   |  |
| <b>Status</b>  | In Plan / No Tasks Created  |   |  |
| <b>Assess</b>  | Level of Development:   | Initial: <b>Limited Development</b> 11/30/2015  |  |
|  | 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:   | Grade level teams select essential skills each quarter to address Math and Literacy needs.  |  |
| <b>Plan</b>   | Assigned to:   | Sharla Whitson  |  |
|   | How it will look when fully met:   | Grade levels will select essential skills for their primary focus for the 2015-16 school year. A Google document has been created in order for vertical teams to review skills at other grade levels.   |  |
|   | Target Date:   | 05/27/2016  |  |
|   | Added date:  |   |  |
| <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)</b>  |   |  |
| <b>Status</b>   | Tasks completed: 0 of 1 (0%)   |   |  |
| <b>Assess</b>   | Level of Development:  | Initial: <b>Limited Development</b> 11/30/2015  |  |
|   | 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:   | -Edulastic grades 1 and 2 -ACT interim- December, February, and March -Math pre and post assessments over selected essential skills. -Literacy pre and post assessments over selected essential skills. |  |
| <b>Plan</b>   | Assigned to:   | Sharla Whitson  |  |
|   | How it will look when fully met:   | Current and updated data will be available for each student. The data will be displayed in an electronic data wall, which can be viewed by vertical grades.   |  |
|   | Target Date:   | 05/27/2016  |  |
|   | <b>Tasks:</b>  |   |  |
|   | 1. Each grade level will create a pre and post test for Math.  |   |  |
|   | Assigned to:   | Sharla Whitson  |  |
|   | Added date:  | 11/30/2016  |  |
|   | Target Completion Date:  | 05/26/2017  |  |
|   | Frequency:   | four times a year   |  |
|   | Comments:  |   |  |
| <b>Implement</b>  | Percent Task Complete:   | 0%  |  |
| <b>Indicator</b>  | <b>IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)</b> |   |  |

|               |  |   |  |
|---------------|--|---|--|
| <b>Status</b> | <b>Add a Task</b> Tasks completed: 3 of 4 (75%)                                  |   |  |
| <b>Assess</b> | Level of Development:  | Initial: <b>Limited Development</b> 10/22/2014  |  |
|               | 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:   | The majority of the certified staff have attended a Professional Learning Community Conference (PLC). Other staff members will have the opportunity to attend as funds are available. Grade level and specialty area teams meet weekly to discuss data, common assessments, and the need for student interventions. |  |
| <b>Plan</b>   | Assigned to:   | Sharla Whitson  |  |
|               | How it will look when fully met:   | All grade level professional learning communities will create and analyze common assessments. The assessments will be used to drive instruction, as well as, identify students needing interventions and/or enrichment.   |  |
|               | Target Date:   | 07/31/2015  |  |
|               | <b>Tasks:</b>  |   |  |
|               | 1. All staff members attend Professional Learning Communities at Work Conference |   |  |
|               | Assigned to:   | Sharla Whitson  |  |
|               | Added date:  | 10/30/2014  |  |
|               | Target Completion Date:  | 07/31/2015  |  |
|               | Comments:  |   |  |
|               | 2. Professional Learning Communities will meet weekly.                           |   |  |
|               | Assigned to:   | Sharla Whitson  |  |
|               | Added date:  | 10/30/2014  |  |
|               | Target Completion Date:  | 08/18/2014  |  |
|               | Frequency:   | weekly  |  |
|               | Comments:  |   |  |
|               | <b>Task Completed:</b>   | <b>5/31/2016 12:00:00 AM</b>  |  |
|               | 3. Create electronic data wall.  |   |  |
|               | Assigned to:   | Sharla Whitson  |  |
|               | Added date:  | 10/30/2014  |  |
|               | Target Completion Date:  | 08/18/2014  |  |
|               | Frequency:   | once a year   |  |
|               | Comments:  |   |  |
|               | <b>Task Completed:</b>   | <b>5/31/2016 12:00:00 AM</b>  |  |
|               | 4. Update data wall quarterly.   |   |  |
|               | Assigned to:   | Sharla Whitson  |  |
|               | Added date:  | 10/30/2014  |  |

|                  |                        |                         |                       |
|------------------|------------------------|-------------------------|-----------------------|
|                  |                        | Target Completion Date: | 08/18/2014            |
|                  |                        | Frequency:              | four times a year     |
|                  |                        | Comments:               |                       |
|                  |                        | Task Completed:         | 5/31/2016 12:00:00 AM |
| <b>Implement</b> | Percent Task Complete: |                         | 75%                   |

### 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>    | In Plan / No Tasks Created   |  |  |
| <b>Assess</b>    | Level of Development:  | Initial: <b>Limited Development</b> 03/28/2016   |  |
|                  | 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:   | Staff utilizes District maps for curriculum. The Bonneville staff has selected essential skills at each grade level to prioritize level of mastery. The teams discussed the skills in vertical teams as well as in their grade level teams. The essential skills are reviewed each nine weeks. |  |
| <b>Plan</b>      | Assigned to:   | Sharla Whitson   |  |
|                  | How it will look when fully met:   | The essential skills for each grade level will be established and shared among all staff members. A document will be created with all essential skills listed.   |  |
|                  | Target Date:   | 05/19/2017   |  |
|                  | Added date:  |  |  |

### 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>    | Tasks completed: 0 of 3 (0%)   |  |                                       |
| <b>Assess</b>    | Level of Development:  | Initial: <b>Limited Development</b> 10/24/2014 |                                       |
|                  | 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 Compact is distributed to each parent with the student handbook. Parent signature is required confirming their receipt of the Handbook and Compact. A parent meeting is scheduled annually to encourage parents to have input regarding the Title I program. |  |
| <b>Plan</b>                                  | Assigned to:  | Sharla Whitson   |  |
|  | How it will look when fully met:  | Compact will be reviewed and revised by May 2015. Agendas of meetings with staff, parents, and students.   |  |
|  | Target Date:  | 05/29/2015   |  |
|  | <b>Tasks:</b>   |  |  |
|  | 1. Staff Meeting  |  |  |
|  | Assigned to:  | Sharla Whitson   |  |
|  | Added date:   | 10/30/2014   |  |
|  | Target Completion Date:   | 11/19/2014   |  |
|  | Comments:   | Staff will revise the teacher portion of the compact.  |  |
|  | 2. Parent meeting   |  |  |
|  | Assigned to:  | Shannon Rutherford   |  |
|  | Added date:   | 10/30/2014   |  |
|  | Target Completion Date:   | 01/12/2015   |  |
|  | Comments:   | Parents will meet to revise the parent portion of compact if needed.   |  |
|  | 3. Student meeting  |  |  |
|  | Assigned to:  | Erin Staples   |  |
|  | Added date:   | 10/30/2014   |  |
|  | Target Completion Date:   | 03/30/2015   |  |
|  | Comments:   | Student Leadership Council will meet to revise student portion of the compact.   |  |
| <b>Implement</b>                             | Percent Task Complete:  | 0%   |  |
| <b>High School: Opportunity to Learn</b>     |   |  |  |
| <b>Ensure content mastery and graduation</b> |   |  |  |
| <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> |  |  |
| <b>Status</b>                                | <b>Full Implementation</b>  |  |  |
| <b>Assess</b>                                | Level of Development:   | Initial: Full Implementation 03/28/2016  |  |
|  | Evidence:   | Copy of SMART Core agenda presented at Open House. A parent signed copy of a SMART Core agenda. See Indicator Documentation folder in filing cabinet.  |  |
|  | Added date:   |  |  |

