

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 28, 2016

RAYMOND E. ORR ELEM SCHOOL NCES - 50633000368

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 Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 01/07/2016	
	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: Professional development is provided to team members to enhance proficiency. Scheduling flexibility is allowed to support school needs. Meeting and teams are supported at the district level.

Plan Assigned to: Pat Cagle

How it will look when fully met: Each team has a specific purpose and scheduled time to meet. Each team submits an agenda and members sign in to indicate participation. Through collaboration, team members assess student data to determine the most effective instructional strategies to meet the student's individual academic needs.

Target Date: 05/31/2017

Tasks:

1. Develop teams that represent a variety of specialty areas throughout the school.

Assigned to: Pat Cagle

Added date: 01/07/2016

Target Completion Date: 05/31/2017

Frequency: monthly

Comments: -Developed Teams -Choose Essential skills -Assess pre and post test data -Group students based assessment -Teams meet weekly to discuss student progress

Implement Percent Task Complete: 0%

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

Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/14/2016	
	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:	Team members regularly: -submit data,bring grouping boards -discuss which students need reteach or extension of the current essential skills Questions that guide our decision making are: -What do we want our students to learn? -How will we know they have learned it? -How will we respond when a student experiences difficulty? -How will we respond when a student already knows it? -	
Plan	Assigned to:	Pat Cagle	
	How it will look when fully met:	Agendas will be developed and given to all team members at least two days before collaboration and will include: -Goals or expected outcomes. -Specific topics for discussion -Times will be allotted per topic -Meeting norms agreed on by teams Minutes: -Submitted with agenda to the principal and all PLC team members within two days of collaboration	
	Target Date:	05/31/2017	
	Tasks:		
	1. Create agenda/minutes template		
	Assigned to:	Debra Lively	
	Added date:	01/14/2016	
	Target Completion Date:	05/31/2017	
	Comments:	Create Template Add goals and objectives Implementation directions	
Implement	Percent Task Complete:	0%	
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)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/11/2016	
	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:	The Leadership Team meets twice a month and operates with agendas, keeps minutes, stays focused, and follows through with the plans they make. Teachers meet together to discuss the students they have in common and to plan instruction and improvements.	

Plan	Assigned to:	Shawn McVey
	How it will look when fully met:	The Leadership Team consists of building administrators,counselor,and teachers. The Leadership Team sets goals that will lead the school toward a culture of discourse in which the most important educational matters facing the school are opened and honestly discussed. The leadership team meets every other week and works to lead the change process.
	Target Date:	05/31/2017
	Tasks:	
	1. Schedule meetings when everyone is available.	
	Assigned to:	Shawn McVey
	Added date:	02/11/2016
	Target Completion Date:	05/31/2017
	Frequency:	twice monthly
	Comments:	Leadership Team meetings need to be scheduled twice monthly. The Team consists of building administrators,counselor,and teachers. Goals are set that will lead the school toward a culture of discourse in which the most important educational matters facing the school are opened and honestly discussed. Teachers meet together to discuss the students they have in common and to plan instruction and improvements.
Implement	Percent Task Complete:	0%

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)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/14/2016	
	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:	Currently,administrators visit classrooms regularly, in some cases followed by conversations with the teacher about the informal observation. Conversations include feedback that can pertain to components based on the TESS rubric. Professional Development topics may reflect opportunities based on the observations by administration.	
Plan	Assigned to:	Pat Cagle	

	How it will look when fully met:	When fully implemented, all professional development will be based on skills and practices that have proven to be effective in improving student performance. The administration team will conduct regular, informal observations and report to the leadership team to discuss needed professional development. The information can also be used to determine teacher feedback about needed professional development.
	Target Date:	05/31/2017
	Tasks:	
	1. Administration will make informal classroom observations-	
	Assigned to:	Shawn McVey
	Added date:	01/14/2016
	Target Completion Date:	05/31/2017
	Frequency:	monthly
	Comments:	
	2. Administration will discuss results with leadership team (all info will remain anonymous and confidential)	
	Assigned to:	Shawn McVey
	Added date:	01/14/2016
	Target Completion Date:	05/31/2017
	Frequency:	monthly
	Comments:	
	3. Provide professional development based on results of observations and discussions	
	Assigned to:	Shawn McVey
	Added date:	01/14/2016
	Target Completion Date:	05/31/2017
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 02/11/2016
	Evidence:	Classroom observations will continue to be made by administration. After observation, administrator will meet with the teacher to discuss the observation. This discussion will include: classroom environment, instruction, professional practices, and planning and preparation. Administrator and teacher will exchange feedback according to observations made in classroom. Professional development will follow according to teacher and building needs.
	Added date:	

Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/13/2015	
	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:	Currently, staff receives the majority of professional development outside of the school and classroom. Staff has a large selection of professional development to choose from that is offered by the district, which allows the differentiation for teachers. Most of the professional development is offered during summer or off-contract hours. However, there is some professional development that occurs during the school year as a follow-up to something that may have been started during the summer. Many times, experts in their particular field are brought in by the district to provide high quality on-going professional development.	
Plan	Assigned to:	Pat Cagle	
	How it will look when fully met:	When fully implemented, staff will receive professional development throughout the school year and, particularly, during the regular classroom day. District or outside personnel can be used on site to provide job-embedded professional development. This allows the professional development to be authentic and relevant. Staff members are observed during administrative evaluations, district personnel bring in teams of teachers to observe, teachers share what has been presented at outside professional development. District facilitators provide professional development and follow-up with teachers to ensure implementation. My Learning Plan documents all professional development attended by personnel (whether in-district or out-of-district professional development).	
	Target Date:	05/31/2016	
	Tasks:		
		1. Ms. Stephens will be attending a national writing conference during the summer. When school resumes in August, she will be responsible for providing professional development to the literacy teachers. Ms. Grizzle will be attending a NBCT conference and will be responsible for providing mentoring assistance to teachers interested in becoming a National Board Certified Teacher.	
		Assigned to:	Debra Lively
		Added date:	02/13/2015
		Target Completion Date:	05/31/2016
		Comments:	Ms. Stephens and Ms. Grizzle will be responsible for providing information and resources to assist teachers in literacy and national board certification.

		2. Ms. Cagle will be taking a large number of staff members to a Professional Learning Community conference hosted by a National PLC organization. This conference will allow staff members to start the process of becoming a learning community that relies on teamwork and cooperative learning. Additional staff will attend as time and funds allow.	
		Assigned to:	Pat Cagle
		Added date:	02/13/2015
		Target Completion Date:	05/31/2017
		Frequency:	once a year
		Comments:	Stay updated on time, location of PLC conferences.
Implement	Percent Task Complete:	0%	
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/13/2015	
	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:	The school offers after school tutoring in mathematics and literacy for students that score basic and below basic on the benchmark. The school offers interventions on a daily basis for all grade levels for students that have scored basic to below basic on the benchmark.	
Plan	Assigned to:	Shawn McVey	
	How it will look when fully met:	Students that are in the intervention program will show growth towards grade level. Data gathering to show evidence of growth will be collected by interventionists. Tools utilized for data are as follows: TLI STAR Math/Read State assessments Running Records DRA	
	Target Date:	05/31/2016	
	Tasks:		
	1. Interventionists have quarterly meetings with district personnel to discuss student progress and potential for student growth.		
		Assigned to:	Shawn McVey
		Added date:	02/13/2015
		Target Completion Date:	05/31/2016
		Frequency:	three times a year
		Comments:	Interventionists will attend quarterly meetings with administration.
Implement	Percent Task Complete:	0%	

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator **II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)**

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 02/13/2015	
	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:	As a district, we partner with universities to deliver teacher preparation for the recruitment of educators. District representatives attend career fairs to market and build upon characteristics of the district to recruit new staff. The district offers financial incentives (e.g., salary increases, stipends for higher learning, such as masters degree and National Board Certification).	
Plan	Assigned to:	Cindy Loughmiller	
	How it will look when fully met:	The district will hire and retain highly qualified educators. Throughout the district, these highly qualified educators will be placed in an appropriate position to insure student achievement.	
	Target Date:	05/31/2016	
	Tasks:		
	1. The district will recruit and hire highly qualified applicants by analyzing current credentials gathered from applications submitted.		
	Assigned to:	Cindy Loughmiller	
	Added date:	02/13/2015	
	Target Completion Date:	05/31/2016	
	Frequency:	twice a year	
	Comments:	Financial Incentives District Website Process of hiring	
Implement	Percent Task Complete:	0%	

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)**

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 01/07/2016	
	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:	Fort Smith Public Schools promotes teachers to work in Professional Learning Communities (PLC) to build curriculum from previous standards, curriculum guides, and a variety of resources, such as textbooks, other commercial materials, and teacher-created activities and materials. These PLC's then allow teachers to guide all students, and assure that students masters standards-based objectives while also providing opportunities for enhanced learning.	
Plan	Assigned to:	Pat Cagle	
	How it will look when fully met:	The PLC's will meet on a regular basis to manage, promote and guide instruction and student progress. PLC's will make changes as needed regarding the curriculum or student learning strategies.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Continue PLC's and routinely meet.		
	Assigned to:	Pat Cagle	
	Added date:	01/07/2016	
	Target Completion Date:	05/31/2017	
	Comments:		
Implement	Percent Task Complete:	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)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/07/2016	
	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:	Pre- and post- unit tests help teachers gauge their students' progress toward year-end standards-based assessments and make adaptations in instruction and to identify students in need of additional assistance. Tests given three times a year include STRIDE, STAR Reading, STAR Math, ongoing Dibels assessment, and kindergarten quarterly assessments.	
Plan	Assigned to:	Pat Cagle	

	How it will look when fully met:	Instruction will be guided by using student assessment data and meeting individual academic needs. Teachers meet in PLC meetings to discuss data. Lesson plans indicate correspondence between assessments and instructional outcomes will be evidence that will show the objective is fully met.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Prepping technology for each student to be assessed		
	Assigned to:	Pat Cagle	
	Added date:	01/07/2016	
	Target Completion Date:	05/31/2017	
	Frequency:	three times a year	
	Comments:	Technology will need to be prepped before students are assessed. Teachers will give various assessments three times a year and use data to guide instruction. Lesson plans will be evidence of objective being met.	
Implement	Percent Task Complete:	0%	
Indicator	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)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/16/2014	
	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:	Currently preK through sixth grade students are being assessed on a pre/post basis. Data is analyzed and students deemed at risk or in need of tutoring, interventions, or enhanced learning opportunities are identified and referred to an appropriate environment that would be considered the least restrictive learning environment. Assessments utilized: STAR Reading, STAR Math, TLI, DRA, Dibbels, ITBS, PARCC Specialty areas use specified assessments specific to their assignments.	
Plan	Assigned to:	Marla Needham	
	How it will look when fully met:	Every student will be regularly assessed pre/post instruction. Leadership team will meet with teachers on a regular basis. This analysis will result in students being referred and/or placed in the appropriate learning environment which will allow the student to be successful. District and state assessment data along with parent and teacher collaboration will be used to make these determinations.	
	Target Date:	05/31/2015	

		Tasks:	
		1. Administer district required first of the year tests; subsequent district required tests will follow.	
		Assigned to:	Stephanie Bailey
		Added date:	10/23/2014
		Target Completion Date:	05/31/2015
		Frequency:	four times a year
		Comments:	Types of tests and frequency of tests were discussed.
		2. Leadership team will meet with teachers on a regular basis.	
		Assigned to:	Stephanie Bailey
		Added date:	10/23/2014
		Target Completion Date:	05/31/2015
		Frequency:	weekly
		Comments:	Leadership team members meet weekly with teachers to discuss student achievement and needs.
		3. Data is analyzed to determine appropriate placement.	
		Assigned to:	Stephanie Bailey
		Added date:	10/23/2014
		Target Completion Date:	05/31/2015
		Frequency:	twice monthly
		Comments:	See above record notes.
Implement	Percent Task Complete:		0%

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)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/14/2016	
	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:	The district provides curriculum maps aligned to the state standards for teachers to implement. Through these maps teachers are provided a pacing guide so mobile students' learning is not interrupted. Lesson plans reflect the standards being taught. Teachers state the focus of instruction during their lessons. We implement Professional Learning Communities (PLC) using pre and post tests to assess student learning to guide instruction and interventions.
Plan	Assigned to:	Pat Cagle
	How it will look when fully met:	Teachers' instruction will be guided by curriculum maps provided by the district. The evidence will be curriculum maps, pacing guides, PLC weekly agendas, and lesson plans.
	Target Date:	05/31/2017
	Tasks:	
	1. Teachers will create lesson plans and assessments using curriculum maps and pacing guides provided by the district.	
	Assigned to:	Pat Cagle
	Added date:	01/14/2016
	Target Completion Date:	05/31/2017
	Frequency:	weekly
	Comments:	*District will provide curriculum maps and pacing guide. *Teachers will prepare lesson plans and assessments using the curriculum maps and pacing guide.
Implement	Percent Task Complete:	0%
Family Engagement in a School Community		
Explain and communicate the purpose and practices of the school community		
Indicator	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)	
Status	Tasks completed: 0 of 3 (0%)	
Assess	Level of Development:	Initial: Limited Development 10/30/2014
	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:	District currently provides a compact which parents are required to sign confirming receipt. The compact is currently provided in the back to school packets or at time of enrollment.
Plan	Assigned to:	Michele Daily

	How it will look when fully met:	Parents will understand their responsibilities and be supported by the school. These concerted efforts will be the combined responsibilities of students, parents, and school. Activities will be promoted throughout the year to encourage students, parents, and school to work together to promote the learning of the student.	
	Target Date:	10/30/2015	
	Tasks:		
	1. Add a parent(s) and student(s) to the review committee		
	Assigned to:	Michele Daily	
	Added date:	10/30/2014	
	Target Completion Date:	05/31/2015	
	Frequency:	once a year	
	Comments:	Ms. Daily will invite parent(s) and student(s) to be a member of the review committee.	
	2. The review Committee will meet in the spring to revise as necessary. This revision will allow the compact to be specific to the parents, students, and staff of Orr Elementary.		
	Assigned to:	Michele Daily	
	Added date:	10/30/2014	
	Target Completion Date:	05/31/2015	
	Frequency:	once a year	
	Comments:	We discussed that Ms. Daily has frequent contact with parents as the Parental Involvement Coordinator and she will contact parents and students as representatives.	
	3. Compacts will be discussed, distributed, and signed to parents at the first Parent Teacher Conference.		
	Assigned to:	Michele Daily	
	Added date:	10/30/2014	
	Target Completion Date:	10/31/2015	
	Frequency:	once a year	
	Comments:	We discussed that it would be better to distribute compacts during conferences so the teacher, parent, and student can have a conversation about the compact (as opposed to handing them out in a packet).	
Implement	Percent Task Complete:	0%	
High School: Opportunity to Learn			
Ensure content mastery and graduation			
Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/11/2016	
	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:	The school counselor provides information pertaining to Jr. High, High School and college entry. Information regards GPA requirements, vocational skill sets, fields of interests. This information is geared towards the elementary level student. Elementary schools and Jr. High schools cooperatively schedule collaborative days for the elementary students to visit Jr. Highs.	
Plan	Assigned to:	Michele Daily	
	How it will look when fully met:	Elementary students will have visited a Jr. High in the district. The counselor will provide guidance/direction on appropriate classes geared towards the student's interests/skill set.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Provide students with ongoing information for further education.		
	Assigned to:	Michele Daily	
	Added date:	02/11/2016	
	Target Completion Date:	05/31/2017	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:	0%	