

# 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.

December 01, 2016

**Sunnymede Elementary School** NCES - 50633000375

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 Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/15/2016
	Evidence:	Various staff committees are set up for each school year. Each committee must meet regularly and turn in agenda/minutes. Some examples of committees set up are: Digital Conversion Team, PTA Board Committee, ASCIP Committee-Writing, ACSIP Committee-Wellness, ACSIP Committee-Reading, ACSIP Committee-Math, ACSIP Committee-Parental Involvement, Leadership Intervention Team, etc.
	Added date:	

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

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/18/2016
	Evidence:	All committees, data meetings and PLC's prepare agendas/minutes for their meetings and turn in original to process manager. This is to ensure meeting's objective is met, allow attendees to know what will be discussed, and allow for meeting to remain on topic and track to move agenda forward. This information is then uploaded into a file for record keeping and sharing as needed. These documents are available at any time for review. All committees, data meetings and PLC's will continue to provide documentation (agenda/minutes).
	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)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/18/2016
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	Evidence:	Sunnymede Elementary has a Leadership Intervention Team that consists of the principal, assistant principal, various teachers from different grade levels and certified staff from different departments. This team meets regularly to discuss agenda/minutes. Documentation from meeting is turned into the process manager for record keeping. This committee will continue to meet regularly to discuss topics, agenda and minutes. Continuous documentation will be taken to ensure continuity.	
		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>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/18/2016	
	Evidence:	Any school wide professional development needs are determined based on school wide trends observed through reflective coaching and observations.	
		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> 03/18/2016	
	Evidence:	Teachers determine professional growth plans based on their TESS evaluations, thus allowing them to focus on individual strengths and weaknesses.	
		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> 10/29/2014	
	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:	Teachers met and evaluated 2012-2013 CWT, TIA Survey, NSDC survey, and assessment data. Based upon identified strengths and weaknesses, Sunnymede teachers planned professional development for the 2013-2014 school year.	
<b>Plan</b>	Assigned to:	Krystle Smith	

	How it will look when fully met:	All teachers and school administrator will work together to align classroom observations with evaluation criteria and available professional development.	
	Target Date:	01/01/2015	
	<b>Tasks:</b>		
	1. Administrator will discuss with individual teachers how classroom observations align with evaluation criteria and available professional development based on observation criteria and/or PGP.		
	Assigned to:	Krystle Smith and Andrea Schwartz	
	Added date:	10/30/2014	
	Target Completion Date:	05/15/2015	
	Frequency:	three times a year	
	Comments:	Task will possibly require funding for professional development.	
<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 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/19/2015	
	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:	Only below basic students are being offered EDLD Service, although not ALL choose to participate. Students are grouped according to similar needs and instructed based on skill level. Currently 2 days of literacy and 2 days of math are bring offered at 45 minutes per session.	
<b>Plan</b>	Assigned to:	Gina Mann	
	How it will look when fully met:	EDLD Personnel will maintain records of attendance for those students attending sessions. Additional recruitment of staff is necessary to meet the needs of below basic and basic students. Also, a committe would need to be developed to discuss developing commom assessments.	
	Target Date:	06/30/2016	
	<b>Tasks:</b>		
	1. Recruit additional staff to meet the needs of below basic and basic students.		
	Assigned to:	Andrea Schwartz	
	Added date:	03/19/2015	
	Target Completion Date:	06/30/2016	

		Comments:	
		2. Develop a committee to discuss developing common assessments.	
		Assigned to:	Andrea Schwartz
		Added date:	03/19/2015
		Target Completion Date:	06/30/2016
		Comments:	
<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:	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:	<p>Fort Smith Public Schools and Sunnymede 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 quality 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. Newer teachers will also receive support from a highly qualified and trained committee.</p>	
<b>Plan</b>	Assigned to:	Krystle Smith	

	How it will look when fully met:	In addition to district implementation of strategies to attract and maintain highly qualified teachers and paraprofessionals, Sunnymede Elementary will include demonstration of collegial support, opportunity for common planning time and evidence of ongoing content specific professional development.
	Target Date:	03/20/2014
	<b>Tasks:</b>	
	1. Continue with collegial support, opportunity for common planning time and evidence of ongoing content specific professional development.	
	Assigned to:	Krystle Smith
	Added date:	03/19/2015
	Target Completion Date:	03/20/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%

### 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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/18/2016
	Evidence:	Standards are aligned based on district curriculum maps. Grade level teachers work to ensure common standards are taught within grade level. Vertical teams work on standards that are "good to know" and "must know", so that all students are prepared for next grade level.
	Added date:	

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<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>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/18/2016
	Evidence:	Each grade level administers common assessments weekly. Those results are utilized to determine enrichment and international groups. Assessments given throughout school year are: TLI, ACT Aspire, ITBS, QUALLS, ELPA21. TLI is given during first semester of school year and ACT Aspire is a periodic assessment.
	Added date:	

<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>	Tasks completed: 0 of 3 (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:	Currently already implemented in most grade levels. Teachers currently assess students and team members gather data and report to team. Results are then analyzed by team/classroom teachers to determine instructional needs. Students are then grouped by similar needs and grade level. Teachers work with students to support students in groups on specific skills in grade level interventions. Additional support is provided to the lowest tier of students by interventionists (math/literacy). Teams formally meet monthly to discuss growth plan and adjust type of intervention.	
<b>Plan</b>	Assigned to:	Krystle Smith	
	How it will look when fully met:	Students that have been assessed will be receiving the necessary and appropriate interventions based on common assesments. Growth progress will be discussed monthly. Where, if needed, growth plan and type of intervention can be adjusted as needed. Data will be maintained by classroom teacher and team to monitor status individual students. Team meeting information/data will also be maintained and shared. For grade levels not departmentalized, implement common assessment one subject at a time.	
	Target Date:	06/30/2015	
	<b>Tasks:</b>		
	1. Assess whether or not we have enough interventionists to support the needs within our school.		
	Assigned to:	Krystle Smith	
	Added date:	03/19/2015	
	Target Completion Date:	10/30/2015	
	Comments:		
	2. Set procedures in place for disseminating information from team meeting to grade level teachers.		
	Assigned to:	Krystle Smith	
	Added date:	03/19/2015	
	Target Completion Date:	10/30/2015	
	Comments:		

		3. Develop form to facilitate conversation that promotes flexible interventions based on needs/student growth.	
		Assigned to:	Krystle Smith
		Added date:	03/19/2015
		Target Completion Date:	10/30/2015
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound instruction in a variety of modes</b>			
<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/18/2016	
	Evidence:	Teachers utilize district and school curriculum maps and pacing guides.	
		Added date:	
<b>Family Engagement in a School Community</b>			
<b>Explain and communicate the purpose and practices of the school community</b>			
<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>	<b>Objective Met</b> 12/1/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/21/2014	
		<b>Objective Met</b> - 12/01/2015	
	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:	We currently have a teacher, parent, and student compact. As a Digital Conversion Pilot school (all students have the same 1:1 device and 3rd - 6th grade students are allowed to take their devices home), we need to add a technology piece to the compact for the teacher, parent, and student.	
<b>Plan</b>	Assigned to:	Krystle Smith	

	How it will look when fully met:	All teachers, parents, and students will continue to work together to promote student success. With the addition of the Digital Conversion piece, teachers will keep abreast of 21st Century skills parents will monitor technology usage at home and ensure the students arrive each school day with the device fully charged.
	Target Date:	10/30/2015
	<b>Tasks:</b>	
	1. Additions will need to be made to the teacher/parent/student compact to address Digital Conversion.	
	Assigned to:	Rachael Foster
	Added date:	10/21/2014
	Target Completion Date:	10/01/2015
	Frequency:	once a year
	Comments:	Seek input for teacher, parent, and student responsibilities. Refer to the Digital Conversion pamphlet that outlines guidelines and procedures.
	<b>Task Completed:</b>	<b>10/20/2015 12:00:00 AM</b>
	2. The school will purchase subscriptions to online resources to promote student growth through digital conversion. Teachers will also monitor student usage and growth using educational websites purchased through school funds such as Moby Max, iXL.com and Stride Academy. Teachers will communicate usage and growth to parents quarterly.	
	Assigned to:	Classroom Teachers
	Added date:	10/29/2014
	Target Completion Date:	12/18/2014
	Frequency:	four times a year
	Comments:	
	<b>Task Completed:</b>	<b>10/20/2015 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	12/1/2015
	Experience:	12/1/2015 Process was relatively easy based on informational handout given for Digital Conversion program. Revisions were easily made and suggested.
	Sustain:	12/1/2015 Review and continuously update school compact as changes are made to the Digital Conversion program.
	Evidence:	12/1/2015 The school compact was revised in both English and in Spanish and submitted to the ACSIP Committee for review and final approval. Once revisions were approved, the school compact was printed in both English and Spanish for each student. These compacts were signed by the classroom teacher, student and parent during Parent/Teacher Conferences that were held on October 20th and 22th, 2015.
<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:		Counselors provide guidance and support through various activities throughout the school year. Guidance classes are provided to students. Counselors also help with Smart Core, Career Day Activities and Jr. High Transition Visits. Counselors are always available to students and will continue to help with activities.
		Added date:	