

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

EUPER LANE ELEMENTARY SCHOOL NCES - 50633001358

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 2 (0%)

Assess	Level of Development:	Initial: Limited Development 10/26/2015	
	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: Leadership team, ACSIP Teams, Safety Team, Crisis Team, PLC's, Instructional Support Team Agendas are in place All teams will keep agendas and minutes Parent/School Advisory Council is in place

Plan Assigned to: Shawn McVey

How it will look when fully met: The teams will have written goals and norms in place. Teams will meet to fulfill all the needs of the school. Agendas will be shared electronically with all team members and school personnel. Additional teams will be created as needed.

Target Date: 05/25/2017

Tasks:

1. Agendas are created by designated team members with the input of all members.

Assigned to: Melissa Braddy

Added date: 11/22/2016

Target Completion Date: 05/25/2017

Comments: Agendas will be created and placed into Google Docs for all team members to view.

2. Group norms are in place to insure the success of the teams.

Assigned to: Melissa Braddy

Added date: 11/22/2016

Target Completion Date: 05/25/2017

		Comments:	Group norms will be revisited twice a year in order to insure the success of the PLC teams.
Implement	Percent Task Complete:		0%
Indicator	ID02 - All teams have written statements of purpose and by-laws for their operation. (37)		
Status	Objective Met 11/21/2016		
Assess	Level of Development:	Initial: Limited Development 10/21/2014	
		Objective Met - 11/21/2016	
	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 are set in place Agendas are in place Leadership team and some instructional teams keep agendas and minutes Parent/School Advisory Council is in place.	
Plan	Assigned to:	Sherri Penix	
	How it will look when fully met:	The leadership team will have written goals and norms in place. The leadership team will have meeting minutes along with a plan of action. Evidence: Agendas, summary of the minutes and any available data related to the plans.	
	Target Date:	12/16/2014	
	Tasks:		
	1. The Leadership Team will establish a written mission statement for the team explain the purpose of the organization.		
	Assigned to:	Sherri Penix	
	Added date:	10/28/2014	
	Target Completion Date:	12/16/2014	
	Comments:	Team members will discuss how the Leadership Team mission statement will reflect the district and school mission statements.	
	Task Completed:	12/16/2014 12:00:00 AM	
	2. The Leadership Team will establish norms for conducting team meetings.		
	Assigned to:	Hillary Key	
	Added date:	10/28/2014	
	Target Completion Date:	11/30/2014	
	Comments:	Each member of the Leadership Team will provide input in developing and establishing the group norms.	
	Task Completed:	11/18/2014 12:00:00 AM	
	3. The Leadership Team will have an agenda, minutes and a summary of each scheduled meeting.		
	Assigned to:	Shawn McVey	
	Added date:	10/28/2014	

		Target Completion Date:	03/31/2015
		Comments:	All agendas, minutes and summaries will be added in to indistar during the meeting.
		Task Completed:	3/31/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		11/21/2016
	Experience:		11/21/2016 At each Leadership Meeting agendas and minutes were kept and uploaded into Indistar.
	Sustain:		11/21/2016 Continue to keep agendas and minutes that pertain to developing the school improvement plan.
	Evidence:		11/21/2016 Uploaded Documents in Indistar
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Objective Met 11/21/2016		
Assess	Level of Development:	Initial: Limited Development 10/21/2014	
		Objective Met - 11/21/2016	
	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:	The leadership team and some instructional team and the school/counselor community team have agendas in place.	
Plan	Assigned to:	Shawn McVey	
	How it will look when fully met:	Agendas will be in place for all three teams along being fully implemented. Copies of the agenda will be uploaded and on file.	
	Target Date:	03/31/2016	
	Tasks:		
	1. An agenda will be in place for each scheduled meeting.		
	Assigned to:	Shawn McVey	
	Added date:	10/28/2014	
	Target Completion Date:	03/31/2015	
	Frequency:	monthly	
	Comments:	Make sure the agenda is printed off before the scheduled meeting for team review.	
	Task Completed:	3/30/2015 12:00:00 AM	
Implement	Percent Task Complete:		100%
	Objective Met:		11/21/2016
	Experience:		11/21/2016 Instructional Teams maintain minutes and agendas for meetings.
	Sustain:		11/21/2016 Continue to maintain minutes and agendas for PLC team meetings.

	Evidence:	11/21/2016 Minutes and agendas for meetings were kept by each Instructional Team Leader.
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	Objective Met 11/21/2016	
Assess	Level of Development:	Initial: Limited Development 10/26/2015
		Objective Met - 11/21/2016
	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 team currently meets once a month. Time is a factor, however budget conditions are not at this time.
Plan	Assigned to:	Sherri Penix
	How it will look when fully met:	Documentation of monthly meetings in Indistar and sign in sheets.
	Target Date:	05/27/2016
	Tasks:	
	1. Monthly meetings will be held and documentation of sign in sheets and minutes will be made available.	
	Assigned to:	Sherri Penix
	Added date:	11/23/2015
	Target Completion Date:	05/27/2016
	Frequency:	monthly
	Comments:	This task will be an ongoing one since we will continue to have monthly meetings.
	Task Completed:	5/27/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	11/21/2016
	Experience:	11/21/2016 The Leadership Team of 2015-16 met monthly.
	Sustain:	11/21/2016 The Leadership Team will continue to meet monthly for the 2016-17 school year. The goal for 2016-17 is to meet twice a month, if the budget allows.
	Evidence:	11/21/2016 Sign-in sheets and agendas are kept.

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	Objective Met 11/21/2016	

Assess	Level of Development:	Initial: Limited Development 10/26/2015
		Objective Met - 11/21/2016
	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:	District obligations for professional development; Discussed during professional learning communities; instructional support plan with facilitators
Plan	Assigned to:	Diane Willis
	How it will look when fully met:	Teachers will participate in the planning of professional development.
	Target Date:	08/12/2016
	Tasks:	
	1. Teachers will plan for the August 2016 professional development.	
	Assigned to:	Diane Willis
	Added date:	11/23/2015
	Target Completion Date:	08/12/2016
	Frequency:	once a year
	Comments:	
	Task Completed:	8/12/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	11/21/2016
	Experience:	11/21/2016 Teachers participated in the August 2016 professional development.
	Sustain:	11/21/2016 Teachers will continue to participate in yearly professional development.
	Evidence:	11/21/2016 Teachers keep track of professional development in My Learning Plan.
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 10/26/2015
	Evidence:	Observations are done by the principal; each teacher has an exit conference with the principal to validate and provide evidence of strengths/weaknesses; professional growth plans are developed from these conversations.
	Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Tasks completed: 1 of 3 (33%)	

Assess	Level of Development:	Initial: Limited Development 01/20/2015	
	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:	The leadership team agreed that we are in need of more focused and specific professional development for all classified/certified staff.	
Plan	Assigned to:	Shawn McVey	
	How it will look when fully met:	Mini-conferences in which teachers may select appropriate sessions for their interests and needs are provided by the school district twice a year. Staff members are provided grade level content-specific professional development throughout the school year. Special Education professional staff members are provided with training throughout the year such as The Capacity Project.	
	Target Date:	05/25/2017	
	Tasks:		
	1. Select teachers will participate in additional training this summer 2016.		
	Assigned to:	Sherri Penix	
	Added date:	02/23/2015	
	Target Completion Date:	05/25/2016	
	Frequency:	monthly	
	Comments:		
	Task Completed:	5/31/2016 12:00:00 AM	
	2. Teachers will participate in grade-level, content-specific Mini-Conferences provided by the school district throughout the 2016-17 school year.		
	Assigned to:	Melissa Braddy	
	Added date:	11/21/2016	
	Target Completion Date:	05/25/2017	
	Frequency:	three times a year	
	Comments:	Mini-Conferences are based upon a needs assessment compiled by the school district. SpED teachers will participate in Capacity Project in conjunction with Easter Seals.	
	3. Building-level professional development will be provided according to district requirements and based upon staff needs.		
	Assigned to:	Melissa Braddy	
	Added date:	11/21/2016	
	Target Completion Date:	05/25/2017	
	Frequency:	three times a year	
	Comments:	PLC's will drive PD along with district initiatives. SpEd department is receiving training on functional and academic skills from Easter Seals.	

Implement	Percent Task Complete:	33%
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	Objective Met 11/21/2016	
Assess	Level of Development:	Initial: Limited Development 01/20/2015
		Objective Met - 11/21/2016
	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 agreed that extended learning time programs are in place but had concerns of what programs are involved?
Plan	Assigned to:	Melissa Dooly
	How it will look when fully met:	Our interventionist, special education resource teacher and other support staff will meet with administrators from the building level and district level to look at data and make decisions about students and instruction.
	Target Date:	05/27/2016
	Tasks:	
	1. Team members look at test data and any other pertinent data to address student need and instruction.	
	Assigned to:	Melissa Dooly
	Added date:	02/23/2015
	Target Completion Date:	05/29/2015
	Frequency:	four times a year
	Comments:	
	Task Completed:	5/29/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	11/21/2016
	Experience:	11/21/2016 Student data was analyzed and explicit interventions were designed to meet the needs of students in an after-school learning program which was scheduled to end in May of 2016.
	Sustain:	11/21/2016 This objective is no longer being met. The after-school program at Euper Lane ceases to exist.
	Evidence:	11/21/2016 Teachers were responsible for record keeping and reporting to the teacher leader, Cathey Ford.
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: 1 of 2 (50%)

Assess	Level of Development:	Initial: Limited Development 01/20/2015	
	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:	The Leadership Team follows district protocol on recruiting highly qualified teachers but would be open to the idea of having more input in the selection process.	
Plan	Assigned to:	Shawn McVey	
	How it will look when fully met:	School administrators (when needed) will work with the district human resources department to recruit and retain highly qualified teachers.	
	Target Date:	05/25/2017	
	Tasks:		
	1. Professional development will be provided at the school and district level to support teachers during this transformation.		
	Assigned to:	Sherri Penix	
	Added date:	02/23/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	monthly	
	Comments:	Some professional development will be provided as needed throughout the year.	
	Task Completed:	5/27/2016 12:00:00 AM	
	2. The school will work with the district to provide job-embedded, explicit professional development as needed in order to retain highly-qualified teachers.		
	Assigned to:	Melissa Braddy	
	Added date:	11/15/2016	
	Target Completion Date:	05/25/2017	
	Comments:	The school and human resources will collaborate to provide professional development such as the Capacity Project for Special Education teachers in order to retain highly qualified teachers.	
Implement	Percent Task Complete:	50%	

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: 1 of 3 (33%)		
Assess	Level of Development:	Initial: Limited Development 09/21/2015	
	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:	Our school is implementing professional learning communities, PLCs. We are working with our teams to design essential skills for each quarter, which are aligned with Arkansas State Standards. We are also disaggregating data and reiewing the FSPS supplied quarterly curriculum maps.	
Plan	Assigned to:	Shawn McVey	
	How it will look when fully met:	The instructional teams, PLCs, will design units based upon the FSPS curriculum maps. The units of instruction will be aligned to the standards, assessments, and data. Units of instruction could include pre/post tests to assess student mastery and be multi-disciplinary. *The Special Education PLCs will be working with Easter Seals to implement the Capacity Project, where pre-academic and functional skills are being taught to meet the needs of students.	
	Target Date:	05/25/2017	
	Tasks:		
	1. Teachers will work in Professional Learning Communities to review instructional data to plan appropriate units and assessments.		
	Assigned to:	Sherri Penix	
	Added date:	11/23/2015	
	Target Completion Date:	05/31/2016	
	Frequency:	monthly	
	Comments:	Teachers may meet more frequently based on need and time.	
	Task Completed:	5/31/2016 12:00:00 AM	
	2. Teachers, support personnel, and administration are working in professional learning communities weekly to implement SOAR Intervention Groups, discuss data, determine essential skills, and monitor progress.		
	Assigned to:	Melissa Braddy	
	Added date:	11/15/2016	
	Target Completion Date:	05/25/2017	
	Frequency:	weekly	
	Comments:	PLCs worked monthly during the 2015-16 school year. For the 2016-17 school year, PLCs will meet on a weekly basis to plan relevant, explicit, and ongoing interventions for students.	

		3. The instructional teams, PLCs, will design units based upon the FSPS curriculum maps. The units of instruction will be aligned to the standards, assessments, and data. Units of instruction could include pre/post tests to assess student mastery and be multi-disciplinary. Under the Capacity Project, Special Education teachers will design and perform discrete trials in Literacy and Math.
	Assigned to:	Melissa Braddy
	Added date:	11/15/2016
	Target Completion Date:	05/25/2017
	Frequency:	monthly
	Comments:	The goal for this Indicator is to design Units based upon the UBD Model. These units will be project based with technology integration and will follow the FSPS Curriculum Maps.
Implement	Percent Task Complete:	33%

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)

Status Tasks completed: 0 of 3 (0%)

Assess	Level of Development:	Initial: Limited Development 11/15/2016
	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:	We are implementing Professional Learning Communities. Teachers are working with Interventionists and Instructional Facilitators to build and administer common assessments.
Plan	Assigned to:	Shawn McVey
	How it will look when fully met:	Pre/post tests are used to assess student mastery of standards-based objectives. Pre-tests and post-tests are administered to ALL students in the grade level and results are reviewed by the Instructional Team.
	Target Date:	05/25/2017

Tasks:

	1. Teachers meet in PLCs to determine quarterly essential skills.
	Assigned to: Melissa Braddy
	Added date: 11/15/2016
	Target Completion Date: 05/25/2017
	Frequency: weekly

		Comments:	Quarterly Essential Skills will be based upon student performance on STRIDE GAP assessments and the FSPS Curriculum Maps. Discrete trials will be utilized to ascertain level of development for Special Education students.
	2. Teachers meet in PLCs to design pre/post assessments for essential skills.		
		Assigned to:	Melissa Braddy
		Added date:	11/15/2016
		Target Completion Date:	05/25/2017
		Frequency:	weekly
		Comments:	Pre/Post Assessments will be designed using Essential Skills mode of testing will either be teacher created or using STRIDE Academy.
	3. Teachers administer pre/post assessments, analyze data, and group students for intervention based on results of pre/post assessment.		
		Assigned to:	Melissa Braddy
		Added date:	11/15/2016
		Target Completion Date:	05/25/2017
		Frequency:	weekly
		Comments:	The results of Pre/Post Assessments will be discussed at PLC Meetings. Groups of students and their assignment for SOAR will be placed in the PLC folders on the Google Drive.
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	Objective Met 11/22/2016		
Assess	Level of Development:	Initial: Limited Development 09/21/2015	
		Objective Met - 11/22/2016	
	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:	In regular ed classes K is quarterly assessed, 1-6th grades are assessed 3x's per year. District policy needs to be addressed to make changes in number of special education assessments. Currently special education assessments are based from IEP's.	
Plan	Assigned to:	Michelle Burnett	
	How it will look when fully met:	Teachers will administer formative assessments at least 3 times to progress monitor student achievement.	
	Target Date:	05/13/2016	

	Tasks:		
	1. Teachers will administer the TLI assessments and/or ACT Aspire assessments.		
	Assigned to:	Michelle Burnett	
	Added date:	11/23/2015	
	Target Completion Date:	05/25/2016	
	Comments:	Teachers will administer other types of formative assessments (either teacher created or generated from another commercial based source)to progress monitor student success.	
	Task Completed:	5/25/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	11/22/2016	
	Experience:	11/22/2016 TLI was utilized in 2016, it has since been replaced with three interim assessments through Edulastic.	
	Sustain:	11/22/2016 Interim assessments will continue to be administered following the district assessment plan.	
	Evidence:	11/22/2016 TLI test scores and ACT aspire test scores from 2015-16.	
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/21/2014	
	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:	Based on previous PLC meetings, data reviewed drove direction for further implementation. The process will continue with available test data to help support struggling learners.	
Plan	Assigned to:	Hillary Key	
	How it will look when fully met:	Improved student achievement on standardized testing and interim student assessments.	
	Target Date:	05/27/2016	
	Added date:		
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)		

Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 09/21/2015	
	Evidence:	The district provides each grade level teacher with curriculum maps for each content area. Special education teachers are guided by the student's IEP.	
		Added date:	

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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/07/2014	
	Evidence:	Copy of school compact on file. Compacts are reviewed and signed by all stakeholders at the fall parent teacher conferences.	
		Added date:	

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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 09/21/2015	
	Evidence:	College and career development is implemented through the counseling curriculum. Academic goals are created in Grades 1-6 based from state assessment. Kindergarten goals are based on developing character and classroom academic skills. SMART Core curriculum is discussed in Grade 5 and implemented during the 3rd quarter of Grade 6. Individual teachers set goals created in the classroom.	
		Added date:	