

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

12/13/2016

Cerro Gordo Elementary NCES - na

Columbus County Schools

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment

Curriculum and instructional alignment

Indicator **A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**

Status **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 10/27/2016

Evidence: Full implementation is evidenced upon NCDPI's Common Core Standards and county pacing guides and curriculum guides. Lesson plans reference the units outlined in the curriculum maps.

Dimension A - Instructional Excellence and Alignment

Student support services

Indicator **A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**

Status Tasks completed: 0 of 5 (0%)

Assessment Level of Development: Initial: **Limited Development** 10/27/2016

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: School-wide intervention is built into our daily schedule. Flooding, progress monitoring, I-Ready, Waterford, inclusion, SuccessMaker, one-to-one laptops, and benchmark results will be used to monitor progress.

Plan Assigned to: Stacie Lane

How it will look when fully met: The teachers at Cerro Gordo Elementary will implement a tiered instructional system which allows teachers to deliver evidence-based instruction in the classroom, by grade level. Teachers will use data from various sources (Waterford, I-Ready, EVASS, past EOG scores, AR Program, SuccessMaker, DIEBELS, Gold Strategies, Needs Assessments, ASW, Interest/Career Assessments, Learning Styles Assessments, benchmarks, formative classroom assessments and summative assessments) to develop intervention groups, flooding groups, learning stations, small groups, AIG groups, and Math I groups to meet the individual needs of all students. Teachers will use the data collected to analyze and reflect on the quality of the instruction and modify plans accordingly. An increase in proficiency rates and student growth will indicate the successful completion of this objective.

Target Date: 06/09/2017

Tasks:

1. We will establish school-wide intervention times and flooding times in the master schedule.

	Assigned to:	Leslie Faulk
	Added date:	11/02/2016
	Target Completion Date:	08/29/2016
	Comments:	Teacher assistants will be assigned to grades 1-3 for flooding groups. There will be two assistants per a grade level. Flooding will take place four days a week. Fridays will a planning day when teachers will meet with assistants and discuss plans for the next week. Intervention will take place at 8:00 and end at 8:30 for all students.
2. Create an AIG schedule with the AIG teacher.		
	Assigned to:	Leslie Faulk
	Added date:	11/02/2016
	Target Completion Date:	10/10/2016
	Comments:	AIG students will not be removed from elective classes. They will be scheduled out of core classes.
3. Analyze various data sources to compile and create flooding groups, intervention groups, learning stations, AIG classes, and a Math I class.		
	Assigned to:	Leslie Faulk
	Added date:	11/02/2016
	Target Completion Date:	09/05/2016
	Frequency:	weekly
	Comments:	
4. Based on the academic needs of students, lesson plans for all instructional tiers will be developed.		
	Assigned to:	Leslie Faulk
	Added date:	11/02/2016
	Target Completion Date:	09/05/2016
	Frequency:	weekly
	Comments:	
5. Faculty will reflect on student data and lesson plans to determine the effectiveness of instructional tools.		
	Assigned to:	Leslie Faulk
	Added date:	11/02/2016
	Target Completion Date:	09/06/2016
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)
Indicator	A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/27/2016
	Evidence:	Teachers address classroom, small group, and individual social and emotional needs as they arise. Students are referred to appropriate student support personnel as needed.
Dimension B - Leadership Capacity		

Strategic planning, mission, and vision			
Indicator	B1.01 - The LEA has an LEA Support & Improvement Team.(5135)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/27/2016	
	Evidence:	Plans are submitted to the District office and the School Board by the LEA Support and Improvement Team.	
Indicator	B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/27/2016	
	Evidence:	New hires are screened through an interview process and must have assistant principal experience.	
Indicator	B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/27/2016	
	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:	We have elected our committee members and currently have had 2 meetings. We have made a meeting schedule and are in the process of working toward establishing our goals.	
Plan	Assigned to:	Stacie Lane	
	How it will look when fully met:	Agendas, meeting dates, and completion of plan will serve as evidence that this objective is fully implemented.	
	Target Date:	06/09/2017	
	Tasks:		
	1. Continue bi-monthly meetings.		
	Assigned to:	Stacie Lane	
	Added date:	10/27/2016	
	Target Completion Date:	10/27/2016	
	Frequency:	twice monthly	
	Comments:	We will continuously access the plan and make modifications as needed throughout the year.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Dimension B - Leadership Capacity			
Distributed leadership and collaboration			
Indicator	B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/27/2016	
	Evidence:	We have collaborative planning times built into our schedule. We have	

Evidence: PLC agendas and rosters to serve as evidence of implementation.

Dimension B - Leadership Capacity

Monitoring instruction in school

Indicator **B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)**

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development: Initial: **Limited Development** 10/27/2016

Index: 1 (Priority Score x Opportunity Score)

Priority Score: 1 (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: On an as needed basis.

Plan Assigned to: Joy Allen

How it will look when fully met: Students will have the opportunity to participate in extended learning times programs, such as SuccessMaker, I-Ready, and Waterford. Students will also have extended reading and mathematics instruction. The implementation of these extended learning programs will result in increased student academic growth, test scores, and personal interests in various disciplines. We will also schedule literacy, math, book fair, Pre-K, and other various nights so that our parents have the opportunity to enhance student learning.

Target Date: 06/09/2017

Tasks:

1. The students will have the opportunity to enhance reading and math skills using SuccessMaker, Waterford, and I-Ready during morning sessions before school begins.

Assigned to: Leslie Faulk

Added date: 11/03/2016

Target Completion Date: 01/26/2017

Frequency: daily

Comments:

2. The families of CGES students will have the opportunity to participate in Literacy Night, Book Fair Family Fun Night, Raise a Reader Night, Math Night, and Read to Achieve meeting.

Assigned to: Leslie Faulk

Added date: 11/03/2016

Target Completion Date: 12/01/2016

Frequency: once a year

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

Indicator **B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**

Status **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 10/27/2016

Evidence: A high priority of our administrator is to address this goal as evidenced in her professional development plan.

Dimension C - Professional Capacity

Quality of professional development

Indicator	C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/27/2016	
	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:	Administration and lead teachers collect instructional data from classroom observations and provide feedback for observed needs. Administration conducts follow-up visits to ensure feedback needs are being addressed. Performance data is analyzed in order to establish school improvement goals.	
Plan	Assigned to:	Stephanie Hammond	
	How it will look when fully met:	Performance data of students as well as faculty is observed, collected, and analyzed by administrative personnel. This data is comprised of classroom assessments, online program results such as DIBELS, SuccessMaker and I-Ready, EOG scores, EVASS projections, intervention group data, report cards, and classroom observations applicable to the individual student, his or her grade and subject area, and the teacher's cumulative performance data. The data cited above, administrative records of faculty meetings, either as group or need based per individual teacher, SIT meeting minutes, and PLC agendas/minutes are indicative that this objective is being met.	
	Target Date:	06/10/2016	
	Tasks:		
		1. The administrator will initiate the analytics/evaluation of pertinent data needed to fulfill this objective. Sharing of this data will be at her discretion, based on urgency and sensitivity of said data. Information regarding an individual educator may be deemed necessary initially in a one to one meeting with particular individual. Henceforth, the administration shall share data for analysis and evaluation in a collaborative setting, including but not limited to whole group faculty, SIT, PLC groups, grade levels, content area, intervention personnel, and individuals.	
	Assigned to:	Stephanie Hammond	
	Added date:	11/03/2016	
	Target Completion Date:	11/07/2016	
	Frequency:	monthly	
	Comments:	Responsible team member shall meet with administration and SIT if needed for further guidance.	
		2. If the beginning tasks are ascertained for addressing this objective are unsuccessful or need additional attention and or refinement, administrator will determine personnel to be involved. Subsequent actions shall include, but not limited to, peer coaching, professional development, action plans, schedule	

adjustment, intervention group implementation, review of student programs such as SuccessMaker and I-Ready, and Exceptional Children's programs.

Assigned to:	Stephanie Hammond
Added date:	11/03/2016
Target Completion Date:	11/07/2016
Frequency:	monthly
Comments:	Consult administrator and SIT.

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

Dimension C - Professional Capacity

Talent recruitment and retention

Indicator **C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/27/2016

Evidence: Principals go to job fairs to bring in qualified recruits. Staff members are on interview committees and the interview committee collaborates and makes recommendations to the school district. Administration also collaborates with other administrators in the search for qualified teachers.

Dimension E - Families and Community

Family Engagement

Indicator **E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/27/2016

Evidence: Parents are notified through text messages (remind), parent/PTO/literacy/math nights, social media, emails, newsletters, billboard sign, alert now, school website, calendar, handbooks, teacher classroom webpages, and faith-based organizations.