

# 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.

12/14/2016

Evergreen 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

<b>Indicator</b>	<b>A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/13/2016	
	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:	Lessons are aligned to the standard course of study for the particular grade level being taught. Pacing guides are develop by district leads and select core teachers which address all subjects.	
<b>Plan</b>	Assigned to:	Not yet assigned	

### 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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/13/2016	
	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:	Teachers, assistants, lab managers, and principal reflect and analyze student data on classwork, benchmarks, and computer based programs to monitor student performance and growth. Teachers, assistants, and lab managers then develop intervention groups to modify instruction to reach the areas of weakness.	
Plan	Assigned to:	Not yet assigned	
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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/13/2016	
	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:	At the beginning of the year, teachers make contact with the families of their students. Teachers and administrative staff assist students who are in need of supplies and clothing. The school counselor, school nurse, and school social worker are on call throughout the year to assist families when needed. The school is currently working of development of a school-wide PBIS program.	
Plan	Assigned to:	Not yet assigned	
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 11/13/2016	
	Evidence:	The principal and assistant principal conduct formal and informal observations and provide feedback to teachers for their growth. The LEA has grade specific Lead teachers (2 for K-5 and 2 for 6-8) who observe and provide feedback to teachers. They also assist teachers in developing their lesson plans as well as collecting needed materials for lessons. The Lead teachers also participate in PLC's with teachers. All district curriculum leads and the EC Director participate in informal observations and provide feedback to teachers.	
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 11/13/2016	
	Evidence:	The principal is highly qualified and has recently been moved from another school in the county which has exceeded growth for the past two years. She collaborates with district leads and with staff to develop instruction which is aligned with the standards. She provides feedback to teachers to help them monitor their student success. She knows and understands the Teacher Working Condition Survey and analyzes it to understand which areas of the school need addressing more than others.	
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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/13/2016	
	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:	A new principal and 8 new staff members have been hired during the summer. All staff has met to vote on a new School Improvement Team and grade level leads have been appointed.	
Plan	Assigned to:	Georgia Spaulding	
	How it will look when fully met:	Leadership team meetings will occur at a minimal of 2 to 4 times a	

	How it will look when fully met:	month. The team will review and analyze teaching strategies and test data to determine what areas need to be addressed in more detail. Agendas, sign-in sheets and data reviewed will be artifacts. Minutes from meetings will also be recorded.
	Target Date:	06/12/2017
	<b>Tasks:</b>	
	1. Collect test data from benchmarks and computer based programs (Successmaker and IReady) and have available for PLC meetings and SIT meetings.	
	Assigned to:	All Members
	Added date:	11/13/2016
	Target Completion Date:	11/30/2016
	Frequency:	weekly
	Comments:	Collect: IReady and Successmaker progress reports (students who are not on grade level) Benchmark data for all students will need to be collected Record minutes at each meeting.
	2. Conduct weekly PLC meetings	
	Assigned to:	Kelly Bullard
	Added date:	11/13/2016
	Target Completion Date:	11/25/2016
	Frequency:	weekly
	Comments:	
	3. Conduct weekly staff meetings that address instructional strategies that are proven to be successful.	
	Assigned to:	Georgia Spaulding
	Added date:	11/13/2016
	Target Completion Date:	05/31/2017
	Frequency:	weekly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

### Dimension B - Leadership Capacity

#### Distributed leadership and collaboration

<b>Indicator</b>	<b>B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/13/2016
	Evidence:	Common planning times for grade level and grade span (K-4) PLC Meetings beginning to occur on regular basis SIT team STAT team Duty schedule Administrative team and SIT team will meet throughout the year to monitor and adjust as needed.

### Dimension B - Leadership Capacity

#### Monitoring instruction in school

Indicator

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 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/14/2016	
	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:	School schedule includes time set aside for intervention with all students. Current schedule allows for a 90 minute block of uninterrupted period for grades K-4. Math and ELA are taught for most grade levels in the morning period.	
Plan	Assigned to:	Kelly Bullard	
	How it will look when fully met:	Schedule will be reworked to allow for students to receive ELA and Math instruction in the morning. All students will receive intervention using a computer based program (Waterford (K-1), Successmaker (2-5) and IReady for grades 6-8. Students who will be eligible to take Math I will be able to access it during the school day inorder to take it online. The implementation of the extended learning programs will enhance learning and in turn result in an increase of student achievement.	
	Target Date:	06/12/2017	
	Tasks:		
	1. Create a schedule to include at least a 45 minute intervention block for all students		
	Assigned to:	Georgia Spaulding	
	Added date:	11/14/2016	
	Target Completion Date:	11/16/2016	
	Frequency:	daily	
	Comments:		
	2. Meet with SIT to approve budget for online programs		
	Assigned to:	All team members	
	Added date:	11/14/2016	
	Target Completion Date:	09/14/2016	
	Comments:		
	3. Analyze previous EOG scores and current semester average to determine which 8th grade students qualify for Math I		
	Assigned to:	Kelly Bullard	
	Added date:	11/14/2016	
	Target Completion Date:	12/14/2016	
	Comments:		
	4. Meet with SIT to decide if Lab Facilitator will be allocated in budget. Upon approval, lab facilitator will monitor and provide reports of students progress on programs		
	Assigned to:	All Members	
	Added date:	11/14/2016	
	Target Completion Date:		

	Target Completion Date:	09/14/2016	
	Frequency:	weekly	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	
<b>Indicator</b>	<b>B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/14/2016	
	Evidence:	Principal and Assistant principal observes classes frequently and provides effective feedback to teachers to assist them in their instructional growth. Administrators and curriculum leads meet with teachers in PLC's to analyze data and adjust instruction/intervention periods.	
<b>Dimension C - Professional Capacity</b>			
<b>Quality of professional development</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/15/2016	
	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:	At this time only one data notebook is kept for the entire school. It contains data from benchmark tests, Successmaker, IReady, and EOG data. The notebook is used during PLC meetings to analyze students data.	
<b>Plan</b>	Assigned to:	Bradley Pontious	
	How it will look when fully met:	Teachers will create notebooks for each class to include data (class tests, benchmarks, Successmaker, IReady, and attendance. The notebooks will be used to analyze, monitor and reteach information to students. Evergreen will move from low performing list to exceeding growth.	
	Target Date:	06/13/2017	
	<b>Tasks:</b>		
	1. All lessons will be aligned to the standards that are rigorous in their development and delivery.		
	Assigned to:	All teachers	
	Added date:	11/15/2016	
	Target Completion Date:	06/12/2017	
	Frequency:	weekly	
	Comments:		
	2. Teachers will analyze benchmark data, class tests, successmaker, Waterford, AR, Diebel and IReady data in PLC's in order to modify instruction to reach all students at their level to promote growth from 2016 to 2017.		
	Assigned to:		

	Assigned to:	Kelly Bullard
	Added date:	11/15/2016
	Target Completion Date:	05/31/2017
	Frequency:	weekly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

### Dimension C - Professional Capacity

#### Talent recruitment and retention

<b>Indicator</b>	<b>C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/14/2016
	Evidence:	The human resource director and principals attend job fairs to recruit teachers. A countywide evaluation process/timeline is in place to monitor and support teachers. The administration staff develops an interview team to interview all prospective candidates. Teachers are recognized throughout the year for their hardwork (social events, breakfasts, refreshments, snacks during National Education Week and Teaccheer Appreciation week, emails/notes to recognize a job well done). All teachers vote on a Teacher of the Year to represent the school.

### 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	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/15/2016	
	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 an open house is held at the beginning of the year and two parent nights are held throughout the school year.	
Plan	Assigned to:	Georgia Spaulding	
	How it will look when fully met:	Communication between school and parents/guardians will be increased to include information about school events and academic events/concerns. Communication will increase from 8-10 times a year to a minimum of 20 times a year	
	Target Date:	06/13/2017	
	Tasks:		
	1. School Report Cards will be sent home 4 times a year		
	Assigned to:	Wanda Simmons	
	Added date:	11/15/2016	

	Target Completion Date:	06/12/2017
	Frequency:	four times a year
	Comments:	
	2. Interim progress reports will be sent home at least 4 times a year.	
	Assigned to:	All teachers
	Added date:	11/15/2016
	Target Completion Date:	06/12/2017
	Frequency:	four times a year
	Comments:	
	3. Open House nights will be held each nine weeks for teachers and parents to collaborate about students progress	
	Assigned to:	All teachers
	Added date:	11/15/2016
	Target Completion Date:	06/12/2017
	Frequency:	four times a year
	Comments:	
	4. Newsletters and School Messenger Calls will be sent out informing parents of school events.	
	Assigned to:	Spaulding,Butner
	Added date:	11/15/2016
	Target Completion Date:	06/12/2017
	Frequency:	monthly
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)