

# 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.

12/6/2016

Hallsboro-Artesia 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	Objective Met 10/26/2016		
Assessment	Level of Development:	Initial: Limited Development 09/26/2016	
		Objective Met - 10/26/2016	
	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 teachers are building onto their pacing guides and resources provided by the district and the state. We also meet weekly for Professional Learning Communities, and weekly for team planning. Teachers plan weekly with the assistant principal and or principal present. They set the standards that will be taught and review any assessments that are to be given.	
Plan	Assigned to:	Rachel Smith	
	How it will look when fully met:	When this objective is met, each grade level will have a comprehensive plan for teaching all units of instruction that they have developed together as a team. Evidence will include the unit plans, PLC minutes, and common planning minutes.	
	Target Date:	06/12/2018	
	Tasks:		
	1. Develop a consistent common planning time for each grade level including minutes during each meeting.		
	Assigned to:	Rachel Smith	
	Added date:	09/26/2016	
	Target Completion Date:	10/26/2016	
	Frequency:	weekly	
	Comments:	The team leader from each grade level will complete common planning minutes. A rubric will be provided for the keeping of the minutes. These minutes will be kept in a notebook for easy access and accountability.	
	Task Completed:	10/26/2016	
Implement	Percent Task Complete:		

	Objective Met:	10/26/2016
	Experience:	10/26/2016 The Leadership Team considered where we were in the PLC process and decided that we needed to shift our template in the direction that we are going in planning.
	Sustain:	10/26/2016 We will maintain our weekly meetings and minutes. The minutes will stay organized and accessible in our Google folder.
	Evidence:	10/26/2016 A link is provided for our shared Google folder containing the evidence of task completion.  <a href="https://drive.google.com/open?id=0B_zx0GDuQqFidIU4YlhLSGF3NDQ">https://drive.google.com/open?id=0B_zx0GDuQqFidIU4YlhLSGF3NDQ</a>

#### 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 10/19/2016	
	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:	Our teachers schedule 40 minutes of interventions each day. Daily interventions are designed to reteach skills for struggling students. Our full-time exceptional children's teacher provides additional support through a program tailored to meet the needs of students who are below grade level. Teacher Assistants push-in to meet with leveled-groups for additional guided reading and math support. Support staff and volunteers help struggling students during additional intervention periods.	
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 10/19/2016	
	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:	Positive Behavior Intervention Support, also known as "PBIS" is a school-wide system used to promote positive behavior among all students. Our 3-5 grade teachers use "house points" as a token of exceptional behavior demonstrated by their students. K-2 teachers use charm bracelets as a reward for exceptional behavior. Students are reminded daily to follow "PROWL" (proud, responsible, optimistic, wimmers, leaders). Our school also selects students to become the student of the week. These students were selected based on our school behavior matrix "PROWL". These matrixes are posted	

		throughout the school hallways and classrooms to serve as friendly reminders of school expectations. The student of the week will receive a charm, certificate, and pencil from the principal. The school guidance counselor teaches character education once a month to all students. Fifth grade students participates in Club Day which is used as an outlet to explore interests and build relationships in small groups. Many grade levels use a compliment system as a reward for exceptional behavior. Other grade levels also use Class Dojo as a tool to encourage positive behavior among all students.	
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 10/26/2016	
	Evidence:	The LEA has provided our school with a district Support & Improvement Team and the district's strategic plan. We get weekly check ins that they have worked with teachers by observing classroom instruction and participating in school PLC and common planning meetings.	
Indicator	B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/09/2016	
	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:	The LEA selects and hires qualified principals based on applicant interviews and the process outlined by indicator B1.02. The LEA's induction process is less formal than designated by indicator B1.02. However, the LEA is currently revising the induction process to offer more guidance and support to each candidate.	
Plan	Assigned to:	Not yet assigned	
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: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/26/2016	
	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 is currently creating the 2016-2017 school improvement plan. Our Leadership Team has been restructured this year. We are meeting at least twice a month.	
Plan	Assigned to:	Josephine Spaulding	

	How it will look when fully met:	When this objective is fully met our Leadership Team will have scheduled bimonthly meetings to monitor and modify the School Improvement Plan. The team will act as the decision making unit for the school using input from other teachers and staff, community, and any data available to the team.
	Target Date:	06/09/2017
	<b>Tasks:</b>	
	1. Schedule bimonthly meeting dates.	
	Assigned to:	Lindsay Kern
	Added date:	11/01/2016
	Target Completion Date:	11/30/2016
	Comments:	Create a calendar.
	<b>Task Completed:</b>	<b>11/28/2016</b>
	2. Meeting minutes and agendas will be documented before and after each Leadership Team meeting.	
	Assigned to:	Kristin Sellars
	Added date:	11/01/2016
	Target Completion Date:	06/09/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 2 (50%)
<b>Dimension B - Leadership Capacity</b>		
<b>Distributed leadership and collaboration</b>		
<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 10/19/2016
	Evidence:	The School Leadership Team meets twice a month. The School Advisory Council meets quarterly. We will continue to sustain our efforts by keeping minutes for School Leadership meetings and Council meetings. School instructional teams meet for PLC meetings and instructional planning meetings weekly. School faculty will continue to meet once a week for school meetings. The STAT team meets once a month as well. All of the teams are structured to meet the needs of the students as well as analyze student data and growth. Grade levels meet once a week to discuss instructional plans to ensure consistency and pacing alignment.
<b>Dimension B - Leadership Capacity</b>		
<b>Monitoring instruction in school</b>		
<b>Indicator</b>	<b>B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 10/26/2016
	Evidence:	Our school reconfigured the school schedule to maximize instructional time. We include intervention and enrichment periods for all students during this additional time. The staff's schedules were adjusted to maximize instructional time for the students. Our school offers programs that can be used during school and at home such as Think Central, ConnectEd, Waterford, Read Theory, and Google Drive

		applications. We also offer an after school program that provides additional academic support for families that choose to participate. Through our PLC process we continuously evaluate student data to determine the effectiveness of the programs and teaching strategies being implemented and make changes as necessary.
<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: <b>Full Implementation</b> 10/26/2016
	Evidence:	The principal monitors curriculum and classroom instruction by conducting classroom walkthroughs and quarterly 45 minute teacher evaluations. The principal also participates in weekly PLC and common planning meetings to monitor instruction. All walkthroughs and evaluations are completed electronically which allows almost instantaneous principal and teacher feedback. The electronic evaluation also includes a pre-observation conference and post-observation conference to discuss each quarterly evaluation.

### 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 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/26/2016	
	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 LEA reviews all school performance data and bases professional development days for certified and noncertified personnel. The individual schools are operating under the mandates provided by the central office and many of the professional development opportunities are scheduled by central office curriculum services and not directly by this school's leadership team.	
Plan	Assigned to:	Josephine Spaulding	
	How it will look when fully met:	When this objective is fully met at the school and at the district level we will constantly be using data about student outcomes and teaching practices to make decisions about appropriate professional development.	
	Target Date:	11/07/2018	
	Tasks:		
	1. The administrative team, school improvement team, and grade level PLCs will regularly analyze data from students testing (Chapter tests, benchmark tests, mClass reports, SuccessMaker, Waterford, Accelerated Reader, Read to Achieve) and from observations of teaching and classroom walk throughs. This data will be summarized and used by the administrative team and school improvement team to make decisions about professional development and other decisions that effect student learning.		
	Assigned to:	Josephine Spaulding	
	Added date:	11/09/2016	
	Target Completion Date:	06/09/2017	

	Frequency:	monthly	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
<b>Dimension C - Professional Capacity</b>			
<b>Talent recruitment and retention</b>			
<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 10/31/2016	
	Evidence:	The school and the LEA use Truenorthlogic as an evaluation tool. It is completely online. Teachers are evaluated by the principal or assistant principal and by teacher peer observers. At this school all teachers will be evaluated every nine weeks on at least a standard evaluation scale. Because the tool is electronic evaluators are able to provide almost instant feedback. By sharing the evaluation electronically teachers have almost immediate access to the results. Once the teacher has reviewed the observation then a meeting with the evaluator takes place within seven days.Evaluations are tailored to address where a teacher is in his/her career, or to address a particular role they may have.The process for evaluating school leaders is very similar it is also electronic and can be tailored to meet an individual leader's needs. It also includes a rubric for developing their own professional development plan.	
<b>Dimension E - Families and Community</b>			
<b>Family Engagement</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/19/2016	
	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:	All grade levels send home a weekly newsletter explaining classroom expectations. During open house all teachers met with their student's parents regarding the importance of the curriculum and classroom expectations. Our school hosted a PTO meeting during which the parents were able to conference with their child's teacher. We communicate with parents via Remind, Facebook, School Messenger, Home Connects, Student Handbooks and Parent Portal. We also host a literacy and math night twice a year so that parents can gain a greater understanding of curriculum expectations. Progress Reports are sent home each three weeks followed by report cards every nine weeks. At the beginning of the school year parents are invited to learn about the Read To Achieve program in a meeting for that purpose only. Parents may also meet with teachers during fire prevention night and book fair open house. Dads are also invited to join Watch D.O.G.S (Dads of Great Students) and volunteer in our school.	
<b>Plan</b>	Assigned to:	Josephine Spaulding	

	How it will look when fully met:	When this objective is fully met all teachers will have phone or in-person conferences with 100% of parents every nine weeks. Over the course of the school year we will double the percentage of parents participating in our PTO meetings.
	Target Date:	06/09/2017
	<b>Tasks:</b>	
	1. All teachers will attempt to contact 100% of parents by phone or in-person to discuss their child's academic progress each nine weeks.	
	Assigned to:	Susan Patrick
	Added date:	11/01/2016
	Target Completion Date:	01/24/2017
	Frequency:	four times a year
	Comments:	Collect all parent contact lists at the end of every nine weeks from each teacher.
	2. On December 6, 2016, we will host a PTO meeting where there will be a student performance. The student performance will encourage parent attendance and student participation in a school-based activity.	
	Assigned to:	Darlene Graham
	Added date:	11/01/2016
	Target Completion Date:	12/07/2016
	Comments:	Make sure all parents sign in during the PTO meeting and collect the sign in sheet.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)