

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.

March 30, 2016

Westside Elementary School Cabot NCES - 50375001181

Cabot 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) (All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 09/30/2015
	Evidence:	Grade level leaders and support staff create a leadership team where decisions are made for the building. The whole team meets in the summer to plan the calendar for the year, student activities and programs, and other building initiatives. Smaller parts of the team meet throughout the year to plan grade level events and other things such as the parental involvement leadership team, one book one school team, and other small leadership groups. The group also plans way to implement district goals in our building as well.
	Added date:	

Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 09/30/2015
	Evidence:	All teams planning has agendas to make sure that priorities are met. Grade level teams also fill out a weekly planning sheet and agenda at each of their team meetings. All embedded sessions and leadership teams have an agenda and sign in sheet as well.
	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)(All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 09/30/2015
	Evidence:	Our Indistar leadership team meets twice a month to address issues of the school and assess indicators that we are currently working on.
	Added date:	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/30/2016	
	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 principal uses information gathered through TESS (Teacher Excellence and Support System) to create an overarching theme used to drive professional development and develop building goals. We are currently exploring new evaluation tools to enhance the information gathered through TESS.	
Plan	Assigned to:	Sherri Jennings	
	How it will look when fully met:	Work with staff to establish a schedule of teacher - peer observations that can be implemented throughout the school year.	
	Target Date:	08/31/2016	
	Added date:		
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/30/2016	
	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:	A survey given at the beginning of the year indicated that the staff wanted to participate in peer observations. The teachers filled out peer observation forms, and a few teachers have presented to the staff.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Full Implementation		

Assess	Level of Development:	Initial: Full Implementation 09/30/2015	
	Evidence:	Based upon scores and observation feedback provided to teachers through Bloomboard and the TESS componenets, teachers plan to attend pd based on areas of need. This evidence is also used for teachers to plan their Professional Growth Goals as well.	
	Added date:		
Indicator	IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/04/2015	
	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:	To build capacity for leadership in the building, teachers are encouraged to present on areas of curriculum where they have strengths. This will help teachers have buy in to implement strategies and programs.	
Plan	Assigned to:	Sherri Jennings	
	How it will look when fully met:	The leadership team was encouraged to find an area to present on at our back to school meetings as well as different PLC's and meetings throughout the year. This will be an ongoing goal. We will plan for full implementation for the spring, but will start with teacher presentations in August.	
	Target Date:	05/13/2016	
	Tasks:		
	1. 6 teacher presentations are planned for back to school agenda on areas of our curriuclum		
	Assigned to:	Sherri Jennings	
	Added date:	12/04/2015	
	Target Completion Date:	08/14/2015	
	Comments:		
	2. Cindy Wilson- math coach will present to teachers on math programs during PLC times.		
	Assigned to:	Sherri Jennings	
	Added date:	12/04/2015	
	Target Completion Date:	09/23/2015	
	Comments:		
	3. Literacy teachers will help present on reading and scoring DRA's and group placement for reading groups during PLC time.		
	Assigned to:	Sherri Jennings	
	Added date:	12/04/2015	
	Target Completion Date:	10/07/2015	

		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/30/2015	
	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:	Teachers will receive quality professional learning that will increase student achievement and teacher effectiveness. Teachers will collaborate together to build learning communities where everyone can grow together. Teachers will turn in Shoebox forms showing that they met their required number of pd hours.	
Plan	Assigned to:	Sherri Jennings	
	How it will look when fully met:	Teachers will attend embedded sessions throughout the year as well as attend weekly professional learning community and team meetings.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Lead teachers turn in agenda and meeting notes from weekly meetings.		
	Assigned to:	Sherri Jennings	
	Added date:	03/30/2015	
	Target Completion Date:	05/29/2015	
	Comments:	Grade level leaders were informed of task and given documentation to fill out at each meeting. Notes/form will be turned in weekly to Sherri Jennings and kept in grade level leader binder.	
	2. All teachers turn in documentation form from shoebox showing detailed information of professional development hours.		
	Assigned to:	Sherri Jennings	
	Added date:	03/31/2015	
	Target Completion Date:	06/03/2015	
	Comments:	Sherri Jennings will collect data from each teacher and keep documentation in PD notebook.	
	3. Teachers will have completed 6 embedded sessions throughout the year focused on our building priority. They will still continue to work on areas of the curriculum that need to grow during their weekly team meetings as well as PLC's.		
	Assigned to:	Michelle Atherton	
	Added date:	12/04/2015	
	Target Completion Date:	03/03/2015	

		Comments:	
Implement	Percent Task Complete:		0%
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Tasks completed: 2 of 4 (50%)		
Assess	Level of Development:	Initial: Limited Development 10/30/2014	
	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:	We are currently holding an extended learning opportunity called ELO at our school for students. The extended day allows students to focus on an area of academic concern. ELO is held from November to March for grades 2-4.	
Plan	Assigned to:	Kathy Hill	
	How it will look when fully met:	Student will begin attending ELO on November 4th. Students will received small group instruction in math and/or literacy. Students have been invited to attend based on scores. Data will be collected based on reading DRA scores and compared at the end of program for growth.	
	Target Date:	12/02/2014	
	Tasks:		
	1. Teachers create lists of struggling students to turn into office and Kathy Hill for ELO registration. Packets were given to parents to sign up children for the ELO program.		
	Assigned to:	Kathy Hill	
	Added date:	03/30/2015	
	Target Completion Date:	10/20/2014	
	Comments:	Kathy is going to collect all forms from teachers and parents. She will then look at guided reading level data to determine which class/teacher is needed for each student based on need.	
	Task Completed:	11/7/2014 12:00:00 AM	
	2. Teachers will gather to plan curriculum for the ELO program. Materials and class lists were distributed.		
	Assigned to:	Kathy Hill	
	Added date:	03/30/2015	
	Target Completion Date:	10/30/2014	
	Comments:	Teachers will plan according to registration data provided by the classroom teacher. Class lists and placement will be passed out by Mrs. Hill.	

		3. First Official Day of ELO.	
		Assigned to:	Kathy Hill
		Added date:	03/30/2015
		Target Completion Date:	11/13/2014
		Comments:	Lead teaches and all other teachers will help with snack and transportation home at the end of day.
		Task Completed:	12/2/2014 12:00:00 AM
		4. ELO teachers will turn in ending DRA/ guided reading level to Mrs. Hill.	
		Assigned to:	Kathy Hill
		Added date:	03/31/2015
		Target Completion Date:	04/16/2015
		Comments:	Mrs. Hill will collect data for leadership team to determine if students grew in the area of literacy as part of our ELO program.
Implement		Percent Task Complete:	50%

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/04/2015	
	Evidence:	Mrs. Jennings works with Lisa Baker, Director of Personnel, to determine that all Title 1 teachers are HQT. Every year Mrs. Baker provides Mrs. Jennings with a list of teachers who have achieved HQT status.	
		Added date:	

Opportunity to Learn

Post-Secondary School Options

Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/30/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 elementary celebrates go college week where we talk about colleges in the state each day, share places staff went to college, and other college events such as college t-shirt day. This is all to expose students to options for their future stories. We have students write their hopes and dreams for their future and encourage them to do necessary work to meet those goals.
Plan	Assigned to:	Not yet assigned
	Added date:	

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)(All Schools,Focus,Priority)	
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Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 09/30/2015	
	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:	The district has a grade level team that helps with the development of grade level curriculum based on common core standards. Our challenge at our building is to implement the curriculum but to continue to differentiate for the learning levels of our students. Teachers meet during team time to discuss ways they are differentiating and interventions that are working for their classroom students. Our goal is to keep the target of main rock of the curriculum, but to find different ways to teach it to ensure all students are successful.
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Plan	Assigned to:	Not yet assigned
	Added date:	

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)(All Schools,Focus,Priority)	
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Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 03/30/2016	
	Evidence:	DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments are given at the beginning, middle, and the end of the school year. Also, monthly accuracy checks are administered for every student to assess student progress.	
	Added date:		

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)(Focus)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 11/20/2014	
	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 we review and progress monitor DIBELS testing data for all students. In the area of mathematics, we do a post test and analyze data, but not a pre-test.	
Plan	Assigned to:	Sherri Jennings	
	How it will look when fully met:	We will implement a screener on the computer from FrontRow education in which we monitor the progress of students who are not achieving at or above grade level. Based on teacher observation in class, class work, and previous year test data, students will be identified and Mrs. Wilson (math interventionist) will begin pre-testing on FrontRow to determine if further intervention is required. Based upon those results, an intervention plan will be created for each student based on need.	
	Target Date:	11/24/2014	
	Tasks:		
	1. Screen third and fourth grade students using Front Row Ed to see who scores basic or below basic.		
	Assigned to:	Cindy Wilson	
	Added date:	02/24/2015	
	Target Completion Date:	09/05/2014	
	Comments:		
	Task Completed:	9/5/2014 12:00:00 AM	
	2. Assess students in third and fourth grades who scored basic or below basic using the Battista interview assessments. Small groups will be formed based on areas of weakness and levels of student performance.		
	Assigned to:	Cindy Wilson	
	Added date:	02/24/2015	
	Target Completion Date:	09/12/2014	
	Comments:		
	Task Completed:	9/12/2014 12:00:00 AM	
	3. Perform progress monitoring assessments to determine if group changes need to be made.		
	Assigned to:	Cindy Wilson	
	Added date:	02/24/2015	

		Target Completion Date:	10/10/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:		67%
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)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 09/30/2015	
	Evidence:	<p>Teachers in our building/district are provided with materials and lessons on our district wiki pages. The materials and books to carry out lesson are also provided. They are created with a leadership team of grade level teachers using backward planning to make sure all report card and common core standards are met.</p> <p>Assessments and exit tickets have also been created to monitor student learning and need for interventions as the pacing of the lessons move forward.</p> <p>Our district regardless of building, stays at the same pace so that students who are transferring from building to building will not miss out on important curriculum and instruction.</p>	
		Added date:	
Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/04/2015	
	Evidence:	<p>All teachers are required to have weekly lesson plans based on their curriculum and pacing guides provided by the district and common core standards. The principal an assistant principal check plans every Monday morning to make sure they are up to date and completed.</p>	
		Added date:	
Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/04/2015	
	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 building goal is working with assessments that are given to students. Teachers are required to give specific assessments such as DRA, DSA, Dibles, Math tickets, and other classroom assessments. Our grade level teams are looking at summative and formative assessments and making sure we stay on target with progress. Mrs. Atherton will also monitor our data base to make sure all teachers are uploading student scores.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Classroom Instruction			
Expecting and monitoring sound classroom management			
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/04/2015	
	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:	To increase positive behavior and positive interactions between staff and students, a new rockstar program will be implemented. Teachers will give out rock star cards to students who are making good choices with behavior or other character areas such as responsibility, organization, cooperation, kindness, and attitude.	
Plan	Assigned to:	Sherri Jennings	
	How it will look when fully met:	Postcards were ordered to pass out to students who are recognized to send to parents.	
	Target Date:	08/21/2015	
	Tasks:		
	1. Leadership team presented to staff on how to use cards and program to increase positive behavior.		
	Assigned to:	Sherri Jennings	
	Added date:	12/04/2015	
	Target Completion Date:	08/13/2015	
	Comments:		
	2. Program was started at school. Names are drawn out of basket for weekly winner, tweeted, and picture hung on wall at school. This will happen every Friday.		
	Assigned to:	Sherri Jennings	
	Added date:	12/04/2015	
	Target Completion Date:	09/04/2015	

		Comments:	
Implement	Percent Task Complete:		0%
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	IVA01 - 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)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/30/2014	
	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:	Westside currently holds family nights to provide parents with materials and ideas on how to provide academic support at home. We hold a family night each semester. During our math night we are also holding a Math 101- which walks parents through the math block in each grade level. That way they can have a hands on experience with the tools that the students use daily. WE send home a compact with parents to sign at the beginning of the year. Through he data of the survey that went home with it, it was determined that Math 101 was needed.	
Plan	Assigned to:	Michelle Atherton	
	How it will look when fully met:	We have met several times with each grade level to plan activities and gather parent information for our fall family night. We will meet again in the spring as we continue to plan our spring family night. Our leaders help with the overall vision, but every teacher will pull together to run stations and do presentations.	
	Target Date:	03/06/2015	
	Tasks:		
	1. Fall Family Night and Math 101		
	Assigned to:	Michelle Atherton	
	Added date:	10/30/2014	
	Target Completion Date:	10/30/2014	
	Comments:	Outlined who is responsible for each task and station.-- Grade level reps Cindy Wilson- math interventionist will also aid in parent discussions	
	2. Look at school percentage of attendance for Math 101 and family night.		
	Assigned to:	Michelle Atherton	
	Added date:	03/31/2015	

		Target Completion Date:	04/17/2015
		Comments:	Michelle will look at sign in sheets from Math 101 and Family night to see percentage of participation from each activity.
		3. This year to create more interaction between teachers and parents we created sneak peak nights where teachers will go over daily expectations and curriculum with parents. This will make them aware of what they are going to be taught this school year and how parents can help at home.	
		Assigned to:	Michelle Atherton
		Added date:	12/04/2015
		Target Completion Date:	09/10/2015
		Comments:	
Implement		Percent Task Complete:	0%