

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.

December 01, 2016

Howard Elementary School NCES - 50633000364

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 Full Implementation

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|---------------|-----------------------|--|--|
| Assess | Level of Development: | Initial: Full Implementation 03/29/2016 | |
| | Evidence: | The team structure for our school consists of a Leadership Team (principal and teacher leaders, interventionists and parents). Regular Leadership Team meetings are scheduled in the afternoons on the first Monday of each month. | |
| | Added date: | | |

Indicator ID02 - All teams have written statements of purpose and by-laws for their operation. (37)

Status In Plan / No Tasks Created

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|---------------|--|---|--|
| Assess | Level of Development: | Initial: Limited Development 10/07/2014 | |
| | 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: | Leadership team is in place with purpose, need to implement by-laws and schedule second meeting each month. Need to add times to current agenda to stay on track in meetings. | |
| Plan | Assigned to: | Velmar Greene | |
| | How it will look when fully met: | Members will know the day of each month when team meetings are to be held (e.g., first Monday morning and 3rd Wednesday afternoon of each month). Agendas will have times to make meetings more efficient. Purpose and By-laws will be established in writing and passed on to new members for easy transition. | |
| | Target Date: | 05/15/2017 | |
| | Added date: | | |

Indicator ID04 - All teams prepare agendas for their meetings.(39)

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| Status | In Plan / No Tasks Created | | |
| Assess | Level of Development: | Initial: Limited Development 10/31/2014 | |
| | 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: | Team chairs will keep copies of their team meeting agendas to turn in to leadership team electronically. Information will be kept in a shared drive so that all Leadership Team members can access this information. | |
| Plan | Assigned to: | Velmar Greene | |
| | How it will look when fully met: | Team meeting agendas and SMART Goal job charts will be gathered from teams and kept in a Title I folder annually. | |
| | Target Date: | 05/15/2017 | |
| | 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) | | |
| Status | Full Implementation | | |
| Assess | Level of Development: | Initial: Full Implementation 03/29/2016 | |
| | Evidence: | Our team meetings have been regularly scheduled for several years now. We meet once each month for a formal meeting which lasts 3-4 hours, then communicate in group emails and collaborate with each other informally to check progress as we meet with our respective teams (Literacy, Math and Wellness) which are chaired by Leadership Team members. All meetings include agendas, minutes and SMART goals to keep everyone on track and document staff involvement. | |
| | Added date: | | |
| 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 | Tasks completed: 0 of 2 (0%) | | |
| Assess | Level of Development: | Initial: Limited Development 03/29/2016 | |
| | 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) |

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| | Describe current level of development: | We are beginning to discuss the benefits of putting together summary accounts of classroom observations to compile "patterns of practice" and aggregate the observations from several teachers anonymously. This analysis will be useful in planning professional development. |
| Plan | Assigned to: | Velmar Greene |
| | How it will look when fully met: | Leadership team meetings will include on the agenda one to two principal summary reports to review and discuss. |
| | Target Date: | 05/31/2017 |
| | Tasks: | |
| | 1. Principal prints selected summary reports for discussion at meetings. | |
| | Assigned to: | Velmar Greene |
| | Added date: | 03/29/2016 |
| | Target Completion Date: | 05/31/2017 |
| | Frequency: | monthly |
| | Comments: | Principal prints selected summary reports for discussion at meetings. |
| | 2. Recorder records in minutes discussion of observation as well as professional development ideas. Recorder also adds this section to the agenda created for each meeting. | |
| | Assigned to: | Kimberly Vongphachanh |
| | Added date: | 03/29/2016 |
| | Target Completion Date: | 05/31/2017 |
| | Frequency: | monthly |
| | Comments: | Recorder records in minutes discussion of observation as well as professional development ideas. Recorder also adds this section to the agenda created for each meeting. |
| Implement | Percent Task Complete: | 0% |
| 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 03/30/2016 |
| | Evidence: | All teachers are observed as required through the TESS program annually. Each certified teacher follows the guidelines for where they are on the TESS spectrum. Each teacher hones his or her own practice through a personal professional development plan. |
| | Added date: | |
| Indicator | IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984) | |
| Status | Full Implementation | |
| Assess | Level of Development: | Initial: Full Implementation 10/07/2014 |
| | Evidence: | Relevant professional development is available to all certified staff through My Learning Plan. |
| | Added date: | |

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 In Plan / No Tasks Created

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|---------------|--|---|--|
| Assess | Level of Development: | Initial: Limited Development 10/07/2014 | |
| | 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: | Staff members involved in extended learning time programs will have designated time to monitor the progress of the students. Staff members will utilize digital reports generated by various sources to track progress and will ultimately use reports generated from TLI to gather pertinent progress information. | |
| Plan | Assigned to: | Gigi Liner | |
| | How it will look when fully met: | Interventionists will utilize digital reports generated by various sources to track progress and will ultimately use reports generated from TLI to gather pertinent progress information. | |
| | Target Date: | 05/15/2017 | |
| | Added date: | | |

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 **Full Implementation**

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| Assess | Level of Development: | Initial: Full Implementation 10/07/2014 | |
| | Evidence: | School staff and administration demonstrate collegial support, are given an opportunity for common planning time and are given the opportunity for on-going content specific professional development at the district level. | |
| | 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)**

Status **Full Implementation**

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| Assess | Level of Development: | Initial: Full Implementation 03/30/2016 |
| | Evidence: | Teacher Instructional Teams, organized by grade-level are continuously developing instructional units, formative assessments, and instructional plans together in our building. Grade level teachers are given a common planning period of 40 minutes daily as well as PLC time monthly for planning with interventionists from both the school and the district to facilitate the most valuable lessons and curriculum being taught. All curriculum being taught is standards-aligned. |
| | Added date: | |

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

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| Indicator | IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100) |
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Status Tasks completed: 0 of 4 (0%)

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| 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) |

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| | Describe current level of development: | Our district has switched from TLI testing each quarter to ACT Aspire Interim testing, and some teachers have chosen other quarterly assessments for the current school year. In order for our leadership team to truly gauge the effectiveness of our curriculum planning, we will begin moving all 3-6 grade assessments to the ACT Aspire Interim Tests to cover our 3 time per year assessment obligation. The ADE Tentative Testing Calendar for 2016-17 also shows an Assessment Statewide being administered for grades 1 and 2 in the Fall, Winter and Spring (currently states Iowa Testing but we have been told this has not been voted on officially at this time). We will continue to follow ADE's Testing Calendar as well as our district calendar for quarterly assessments. Further, students in our district are currently completing both STAR Reading and STAR Math to track progress and to make adjustments to instructional groups. We would like to see the results of all testing be used more widely with district interventionists to make their groups more fluid throughout the year instead of working with the same students all year. |
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| Plan | Assigned to: | Jane Stewart |
| | How it will look when fully met: | District-wide testing will again be consistent for the entire year, as it was when we were completing quarterly TLI testing at each grade level. This is a transition year to ACT Aspire. Second grade students completed two TLI assessments and will complete one Iowa test, but next year they will complete three of the same tests to truly track progress. |

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| | Target Date: | 05/31/2017 |
| | Tasks: | |
| | 1. Interventionists will meet and discuss data three times per years as it coincides with the ADE and/or district testing schedule. Teachers and interventionists will meet monthly in PLC meetings to discuss curriculum organization, intervention strategies and common assessments. | |
| | Assigned to: | Velmar Greene |
| | Added date: | 03/30/2016 |
| | Target Completion Date: | 05/31/2017 |
| | Frequency: | three times a year |
| | Comments: | Interventionists in year's past met quarterly to review the TLI quarterly results and track progress of students. Leadership team also review data from these meetings. This year is a transition year, so we are assuming that interventionists will be meeting next year three times to review Benchmark testing results. At that time, the leadership team will also review the data from these meetings as we did in the past. This year, we have met, gathered and analyzed data from PARCC, Stride Gap Assessment and STAR results. |
| | 2. During Leadership Team and PLC meetings intervention groups will be assessed to determine if changes need to be made in grouping or instruction. | |
| | Assigned to: | Velmar Greene |
| | Added date: | 03/30/2016 |
| | Target Completion Date: | 05/31/2017 |
| | Comments: | Often students who are currently being seen in intervention groups qualify for other services, so may be pulled from original intervention group. Other times students with higher needs move in to our school and those needs should also be discussed. Is grouping of students a requirement of the district to pretty much stay the same to track student progress or is it plausible for intervention groups to be more fluid as needs differ throughout the year. |
| | 3. School test coordinator will create testing schedules and provide Security Training to certified staff. | |
| | Assigned to: | Jane Stewart |
| | Added date: | 03/30/2016 |
| | Target Completion Date: | 05/31/2017 |
| | Frequency: | three times a year |
| | Comments: | Test coordinator will keep up with students moving in and out of school, put in ACT Aspire transfer requests and approve other districts' transfer requests. The testing schedule for each of the three tests are fluid as student move in and out of the school and accommodations for students change occasionally. |
| | 4. School test coordinator will conduct Test Security Training for staff as it is provided to her annually. STC will also be available on testing days to answer any questions and provide support to test administrators as needed. | |
| | Assigned to: | Jane Stewart |

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| | | Added date: | 03/30/2016 |
| | | Target Completion Date: | 05/31/2017 |
| | | Comments: | |
| Implement | Percent Task Complete: | | 0% |
| Indicator | IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108) | | |
| Status | Tasks completed: 2 of 3 (67%) | | |
| Assess | Level of Development: | Initial: Limited Development 03/20/2015 | |
| | 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: | Instructional teams review Benchmark and ITBS testing results provided in pdf file from district to determine students in greatest need of instructional support or enhancement. Teams serve BELOW BASIC students first, then BASIC in order of greatest need as determined by test scores. | |
| Plan | Assigned to: | Gigi Liner | |
| | How it will look when fully met: | Instructional teams will use ITBS scores, as well as DRA scores and Star Reading data to determine students in greatest needs from grades 1 through 3. TLI data, PARCC data, DRA scores, and Star Reading data will be used to determine students in greatest need of instructional support in grades 4 through 6. | |
| | Target Date: | 05/15/2017 | |
| | Tasks: | | |
| | 0. Substitutes will be provided to teachers for DRA testing in the fall and interventionists will be provided with a copy of the testing results by classroom teachers. | | |
| | Assigned to: | Velmar Greene | |
| | Added date: | 03/31/2015 | |
| | Target Completion Date: | 05/15/2017 | |
| | Comments: | Have secretary schedule subs for DRA testing. | |
| | 1. Interventionists will collect state testing result data from school test coordinator/counselor. | | |
| | Assigned to: | Jane Stewart | |
| | Added date: | 03/31/2015 | |
| | Target Completion Date: | 09/30/2015 | |
| | Frequency: | once a year | |
| | Comments: | Get cut scores for ITBS tests from District Test Coordinator. | |
| | Task Completed: | 8/19/2015 12:00:00 AM | |
| | 2. Classroom teachers will provide STAR Reading results to interventionists. | | |
| | Assigned to: | Gigi Liner | |

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| | | Added date: | 03/31/2015 |
| | | Target Completion Date: | 09/30/2015 |
| | | Frequency: | once a year |
| | | Comments: | Principal will email staff to remind them to get STAR testing done and provide reports to interventionists. |
| | | Task Completed: | 9/11/2015 12:00:00 AM |
| Implement | Percent Task Complete: | | 67% |
| 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 | Full Implementation | | |
| Assess | Level of Development: | Initial: Full Implementation 10/07/2014 | |
| | Evidence: | Staff members use results from previous year's ACTAAP and ELDA scores to identify student needs. Staff members assess current level DRA scores at the beginning of each school year to identify students in need of intervention. | |
| | | 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 03/30/2016 | |
| | Evidence: | Fort Smith Public School District provides curriculum guides that align the curriculum to standards and assessments. These documents are used by teacher Instructional Teams to develop detailed lesson plans which are uploaded weekly to our Google Drive. | |
| | | Added date: | |
| Indicator | IIIA35 - Students are engaged and on task.(144) | | |
| Status | In Plan / No Tasks Created | | |
| Assess | Level of Development: | Initial: Limited Development 10/08/2014 | |
| | 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: | We currently have one set of mini computers per grade level. For full implementation of this indicator, a set for each classroom would be desired. | |

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| Plan | Assigned to: | Jane Stewart |
| | How it will look when fully met: | First we will need to assess the number of working sets of mini computers available and the number of sets needed. Then we allocate Title I funds to purchase additional sets. We will also seek outside funding through grants or stimulus money should it become available again. In addition to mini computers, we will also need a working mouse and working headphones or ear buds for each student. Ear buds may be added to the annual school supply list for each class. |
| | Target Date: | 05/15/2017 |
| | Added date: | |

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

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| 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) | |
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Status **Full Implementation**

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|---------------|-----------------------|--|
| Assess | Level of Development: | Initial: Full Implementation 10/07/2014 |
| | Evidence: | Compacts have been developed and are signed by parents, students and teachers at Parent/Teacher conferences annually in the school building. |
| | Added date: | |