

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

CAVANAUGH ELEMENTARY SCHOOL NCES - 50633000357

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 **Objective Met** 12/1/2015

Assess	Level of Development:	Initial: Limited Development 03/31/2015
		Objective Met - 12/01/2015
	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:	Various teams and committees exist throughout the schools including School Improvement Team (SIT), Parental Involvement Committee, Crisis Team, Partners in Education Committee, School Safety Team and ACSIP School Leadership Team.
Plan	Assigned to:	Hank Needham
	How it will look when fully met:	Teams will meet regularly during the school year. Each team will have a list of members and assigned duties for each member.
	Target Date:	04/20/2016
	Tasks:	
	1. Members will be assigned to each team and will have specific duties relevant to the team's goals.	
	Assigned to:	Hank Needham
	Added date:	03/31/2015
	Target Completion Date:	08/17/2015
	Comments:	Teams and committees have been established including the School Improvement Team, Parental Involvement Committee, Crisis Team, Partners in Education, School Safety Team, and ACSIP School Leadership Team. In addition, an Accelerated Reader Committee has been established and teachers have formed PLCs (Professional Learning Communities)

		Task Completed:	8/17/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/1/2015
	Experience:		12/1/2015 Teams and Committees were developed based on the interests/expertise of the team/committee members. Staff members were receptive to participating in teams or serving on committees.
	Sustain:		12/1/2015 Committees and teams will meet throughout the year to plan, assess, and monitor the effectiveness of their activities.
	Evidence:		12/1/2015 Team/Committee assignments and meeting agendas are available for review.
Indicator	ID02 - All teams have written statements of purpose and by-laws for their operation. (37)		
Status	No decision has been made Tasks completed: 4 of 4 (100%)		
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:	By-laws have not yet been written. Statements of purpose are on agendas for November and December team meetings. Family/School/Community connections are established with Norms Roles Responsibilities Structure of Leadership Team Clear expectations	
Plan	Assigned to:	Kimberly Stanfill	
	How it will look when fully met:	The School Intervention Team will be created and scheduled to meet on a monthly basis to review students identified for Tier II and Tier III support. The SIT Team will consist of the principal, building interventionist, special education teacher, the school counselor, and a minimum of two classroom teachers. Students performing below basic on formative assessments and daily classwork will be identified and considered for Tier II support. If students continue to struggle after receiving multiple weeks of Tier II assistance, they will be considered for Tier III support and may be referred for a comprehensive evaluation to determine if they have a specific learning deficit. Continuous communication will be utilized by the interventionist with classroom teachers and by the special education Resource Room teacher with classroom teachers to monitor the progress of students and determine the effectiveness of interventions being provided in the general education classroom, the intervention room, and the Resource Room. Conferences will be held with parents to discuss the progress of their children receiving Tier II or Tier III support at least two times each year.	
	Target Date:	09/30/2015	
	Tasks:		

		1. Assign roles and responsibilities to each team member	
		Assigned to:	Hank Needham
		Added date:	10/07/2014
		Target Completion Date:	11/01/2014
		Comments:	*Hank Needham-ACSIP Team Leader-Manages and monitors the work of the Leadership Team. *Kimberly Stanfill-Process Manager-Enters the information into the Indistar web system. *Dacie Rau-Minutes Recorder-keeps detailed records of the items discussed during team meetings and provides them to the Process Manager. *Bath Parker-Staff Liaison-Communicates via email the progress of the team and/or meeting minutes. *Alyson Mason-Time Keeper- Keeps meeting flowing so that tasks are accomplished in the 45 minute time frame.
		Task Completed:	11/3/2014 12:00:00 AM
		2. Establish a Mission Statement	
		Assigned to:	Hank Needham
		Added date:	10/29/2014
		Target Completion Date:	11/01/2014
		Comments:	A meeting was held for the faculty to brainstorm and create a mission statement to represent our school vision. Mission Statement: Educating young minds to be successful and self-sufficient everyday.
		Task Completed:	12/15/2014 12:00:00 AM
		3. Identify responsibilities of the Leadership Team.	
		Assigned to:	Hank Needham
		Added date:	10/29/2014
		Target Completion Date:	11/01/2014
		Comments:	Responsibilities of the Leadership Team: The team will... Meet twice a month for 45 minutes Communicate to the staff about decisions made during team meetings Plan meetings with agendas and minutes Assess, plan, and track progress of indicators Generate reports Electronically submit required information to SEA.
		Task Completed:	11/3/2014 12:00:00 AM
		4. Establish Leadership Team meeting norms	
		Assigned to:	Hank Needham
		Added date:	10/29/2014
		Target Completion Date:	11/01/2014
		Comments:	Leadership Team Meeting Norms: Be prompt to meetings (3:15) Be willing to share your opinions and suggestions Be open-minded to others opinions and suggestions Cell phones silenced
		Task Completed:	11/3/2014 12:00:00 AM
Implement	Percent Task Complete:	100%	

Indicator	ID03 - All teams operate with work plans for the year and specific work products to produce.(38)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/31/2015	
	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:	Teams are given a schedule of meetings and lists of team members in August of every school year.	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	The principal will assign each team members and set a tentative schedule for meetings.	
	Target Date:	05/29/2015	
	Added date:		
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Objective Met 12/1/2015		
Assess	Level of Development:	Initial: Limited Development 03/31/2015	
		Objective Met - 12/01/2015	
	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:	Some teams develop and provide agendas for meetings.	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	Each team will provide an agenda and/or meeting minutes to the principal pertaining to each meeting that is held.	
	Target Date:	08/17/2015	
	Tasks:		
	1. Teams will assign one person to be responsible for maintaining and submitting meeting minutes and agendas.		
	Assigned to:	Teams	
	Added date:	03/31/2015	
	Target Completion Date:	08/17/2015	
	Comments:	Committee chairpersons are responsible for maintaining and submitting meeting minutes and agendas.	
	Task Completed:	8/17/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	12/1/2015	

	Experience:	12/1/2015 Chairpersons were given the charge of maintaining meeting agendas and notes.	
	Sustain:	12/1/2015 The process will be ongoing as meetings are held on a monthly, quarterly, or bi-yearly basis.	
	Evidence:	12/1/2015 Meeting agendas will be provided upon request.	
Indicator	ID05 - The principal maintains a file of the agendas, work products, and minutes of all teams.(41)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/31/2015	
	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:	Principal will maintain a file of each team's meetings and agendas.	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	Principal will maintain an up to date file with each team's meetings and agendas	
	Target Date:	05/29/2015	
	Tasks:		
	1. File will be created to house team agendas and meeting minutes		
	Assigned to:	Hank Needham	
	Added date:	03/31/2015	
	Target Completion Date:	05/29/2015	
	Comments:		
Implement	Percent Task Complete:	0%	
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	Objective Met 3/29/2016		
Assess	Level of Development:	Initial: Limited Development 02/17/2016	
		Objective Met - 03/29/2016	
	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 (SIT) meets twice monthly throughout the school year to discuss student achievement and determine the need for struggling students to receive more intensive intervention support.	

Plan	Assigned to:	Hank Needham
	How it will look when fully met:	An assigned team consisting of the principal, teachers and school support staff will meet every two weeks after school for one hours. Documentation will be made in the form of a sign in sheet and meeting agenda.
	Target Date:	08/17/2015
	Tasks:	
	1. The school principal will create a team of teachers and support staff to compose the ACSIP committee.	
	Assigned to:	Hank Needham
	Added date:	03/29/2016
	Target Completion Date:	08/17/2015
	Comments:	
	Task Completed:	8/17/2015 12:00:00 AM
	2. A committee schedule of meetings will be created and distributed to each committee member, with dates every two weeks.	
	Assigned to:	Hank Needham
	Added date:	03/29/2016
	Target Completion Date:	08/17/2015
	Comments:	
	Task Completed:	8/17/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/29/2016
	Experience:	3/29/2016 The team atmosphere was very beneficial in helping to assure our students' needs were met and allowed for input from various viewpoints.
	Sustain:	3/29/2016 A committee will continue to meet bi-weekly. Committee members will be updated yearly to reflect changes in staff.
	Evidence:	3/29/2016 Agendas and meeting minutes are kept on file.
Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	
Status	Objective Met 3/29/2016	
Assess	Level of Development:	Initial: Limited Development 03/31/2015
		Objective Met - 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)
	Describe current level of development:	Leadership team members provide information to staff semi-regularly.
Plan	Assigned to:	Hank Needham

	How it will look when fully met:	The leadership team will routinely provide the school faculty with updates via monthly faculty meetings.	
	Target Date:	05/12/2017	
	Tasks:		
	1. Monthly faculty meeting dates will be established and distributed to school faculty.		
	Assigned to:	Hank Needham	
	Added date:	03/29/2016	
	Target Completion Date:	08/17/2015	
	Frequency:	monthly	
	Comments:		
	Task Completed:	8/17/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	3/29/2016	
	Experience:	3/29/2016 A faculty meeting schedule was provided and meetings were held routinely each month.	
	Sustain:	3/29/2016 Faculty meeting schedules will need to be updated as necessary to reflect scheduling conflicts.	
	Evidence:	3/29/2016 Staff participate in monthly faculty meetings, as evidenced by sign in sheets kept on file.	
Indicator	ID10 - The Leadership Team 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.(45)		
Status	Tasks completed: 1 of 3 (33%)		
Assess	Level of Development:	Initial: Limited Development 03/31/2015	
		Objective Met - 03/29/2016	
	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 Leadership Team conducts annual reviews of student performance data via standardized test scores.	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	The Leadership Team will conduct reviews of student performance routinely. Data will be collected from standardized test scores and classroom assessments.	
	Target Date:	05/12/2017	
	Tasks:		
	1. Teacher will provide quarterly grades and assessments to the Leadership Team.		
	Assigned to:	Hank Needham	
	Added date:	03/29/2016	
	Target Completion Date:	09/02/2016	

		Frequency:	monthly
		Comments:	
		Task Completed:	8/17/2015 12:00:00 AM
	2. Counselor will provide standardized test scores to the leadership team.		
		Assigned to:	Tiffany Mouada
		Added date:	11/28/2016
		Target Completion Date:	09/02/2016
		Frequency:	four times a year
		Comments:	QUALLS, ACT Aspire, IOWA, ELPA
	3. Teachers will progress monitor with school interventionists.		
		Assigned to:	Hank Needham
		Added date:	11/28/2016
		Target Completion Date:	09/02/2016
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	33%	
	Objective Met:	3/29/2016	
	Experience:	3/29/2016 Teachers have been very accommodating in providing grades, as well as classroom assessment results.	
	Sustain:	3/29/2016 New information will be provided as the year progresses and more testing is completed.	
	Evidence:	3/29/2016 Meeting agendas and minutes are kept on file.	
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)		
Status	Objective Met 3/29/2016		
Assess	Level of Development:	Initial: Limited Development 03/31/2015	
		Objective Met - 03/29/2016	
	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:	Teachers participate in grade level collaboration	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	Teachers will meet routinely for grade level collaboration at school and district levels.	
	Target Date:	08/17/2015	
	Tasks:		

		1. Teachers will participate in monthly lunchtime learning meetings and weekly PLC's (professional learning communities) at the school, as well as routine grade level training within the district.
	Assigned to:	Hank Needham
	Added date:	03/29/2016
	Target Completion Date:	08/17/2015
	Frequency:	weekly
	Comments:	
	Task Completed:	8/17/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/29/2016
	Experience:	3/29/2016 Professional learning communities were established with planned weekly meetings. Facilitators planned and implemented lunchtime learning meetings. The school district provided grade level training throughout the year.
	Sustain:	3/29/2016 Agendas will continue to be made.
	Evidence:	3/29/2016 Agendas, notes and meeting minutes are on file with the office and/or teachers.

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	Objective Met 3/29/2016		
Assess	Level of Development:	Initial: No development or Implementation 02/17/2016	
		Objective Met - 03/29/2016	
		Will include in plan	
	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 principal has not address classroom observations in Leadership (SIT) meetings. There is a need to develop notes from informal classroom observations to enable the Leadership Team to address the Professional Development needs of the staff.	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	The principal will provide both formal and informal classroom observations to the Leadership Team.	
	Target Date:	12/18/2015	
	Tasks:		

		1. The principal will provide formal and informal classroom observations to the Leadership Team at bi-weekly meetings.	
		Assigned to:	Hank Needham
		Added date:	03/29/2016
		Target Completion Date:	12/18/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	12/18/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	3/29/2016	
	Experience:	3/29/2016 The principal participates in Leadership Team meetings and actively shares his observations regarding the professional needs of the teachers, as well as the positive things he feels teachers are doing that would not require more development.	
	Sustain:	3/29/2016 The principal will continue to conduct classroom observations and keep the Leadership Team apprised of changes/concerns he has.	
	Evidence:	3/29/2016 Leadership Team meeting minutes are kept on file.	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Objective Met 3/29/2016		
Assess	Level of Development:	Initial: Limited Development 02/17/2016	
		Objective Met - 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)
	Describe current level of development:	Teachers currently develop their Professional Growth Plan based on their professional needs. At this time, teachers have the autonomy to choose their own Professional Growth Plan.	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	The principal will meet with teachers after performing classroom observations (both formal and informal) to discuss concerns and recommend professional development ideas that might help fill the needs discussed.	
	Target Date:	09/30/2015	
	Tasks:		
	1. The principal will hold meetings have classroom observations with individual teachers.		
		Assigned to:	Hank Needham
		Added date:	03/29/2016

		Target Completion Date:	09/30/2015
		Frequency:	four times a year
		Comments:	
		Task Completed:	10/28/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/29/2016
	Experience:		3/29/2016 Teachers were very open to receiving positive and negative criticism and responded well to professional development suggestions.
	Sustain:		3/29/2016 Classroom observations will be ongoing throughout the year. Professional development needs will change as needs of teachers and students change.
	Evidence:		3/29/2016 Observation meetings are documented in TESS. Professional development transcripts are documented per teacher.
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	Objective Met 12/1/2015		
Assess	Level of Development:	Initial:	Limited Development 03/30/2015
			Objective Met - 12/01/2015
	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:	Professional Development is provided at the District level throughout the year based on the Arkansas Standards for Professional Learning. Teachers may choose workshops to improve their professional practice and to improve student achievement outcomes. Professional Development is also provided at the building level. Eight professional development days were provided during the 2014-2015 school year. Professional Development is also provided throughout the school year to provide training for current statewide initiatives, i.e. CGI, ECM, ELLA, Effective Literacy, and SIOP. Professional Development is also provided at the building level throughout the year according to the needs of teachers. Classroom teachers, Instructional Facilitators, Technology Specialists as well as other specialized educators, provide professional development to address the specific needs of our building. Substitutes are used to allow teachers to attend professional learning opportunities.	
Plan	Assigned to:	Natasha McDaniel	

	How it will look when fully met:	A Professional Development Committee will be developed to create building-level Professional Development training based on the goals and needs of the staff. Assessment data, certified staff self-interest professional development surveys, District initiatives, and state mandated professional development requirements will be reviewed and discussed for building-level Professional Development consideration on a quarterly basis throughout the year. Teacher feedback from Professional Development training will be reviewed to determine the overall effectiveness of the PD training.	
	Target Date:	05/27/2016	
	Tasks:		
	1. A Professional Development Committee will be established by August 28, 2015, and will begin meeting each quarter to determine the PD needs of the Cavanaugh staff for the 2015-2016 school year and beyond.		
	Assigned to:	Natasha Shoate	
	Added date:	03/31/2015	
	Target Completion Date:	08/28/2015	
	Frequency:	four times a year	
	Comments:	The building principal will meet with Natasha Shoate to create a Professional Development Committee for 2015-2016. The committee will begin analyzing the PD needs of the school based on staff feedback and student achievement data.	
	Task Completed:	5/29/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	12/1/2015	
	Experience:	12/1/2015 Natasha Shoate McDaniel met with the Professional Development Committee to determine the professional development needs of the staff. Recommendations were made to the principal as planning for 2015-2016 building-wide professional development was being considered.	
	Sustain:	12/1/2015 The work of the Professional Development Committee is on-going and the PD needs of the staff are analyzed on a quarterly basis.	
	Evidence:	12/1/2015 Professional Development agendas/sign -in forms.	
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	Objective Met 3/29/2016		
Assess	Level of Development:	Initial: Limited Development 03/02/2015	
		Objective Met - 03/29/2016	
	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:	Teachers participate in SPC collaboration meetings once a month for two hours. Our activity schedules have tried to accommodate common planning times. We participate in lunchtime learning meetings 2-3 times a month for K-2 and 3-6. On professional development days, teachers collaborate on different subject areas within the school. We provide after school tutoring for struggling students.	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	Activity schedules will accommodate teachers in same grade levels to allow for 40 minutes of grade level planning a minimum of three days a week. District level, as well as school level, professional development days will be built into the school calendar. After school tutoring will focus on students labeled as basic or below basic on standardized tests, as well as classroom assessments conducted by teachers. Student improvement will be demonstrated by improved scores on tests and on classroom assessments.	
	Target Date:	05/13/2016	
	Tasks:		
	1. Identify struggling students.		
	Assigned to:	SIT team	
	Added date:	03/31/2015	
	Target Completion Date:	05/25/2016	
	Frequency:	monthly	
	Comments:	Due to PARCC data not being available as a resource to determine the intervention needs of students in grades 4-6, STAR Reading and STAR Math assessment results were utilized to place students in intervention groups.	
	Task Completed:	9/4/2015 12:00:00 AM	
	2. Create after-school tutoring groups to help students improve academically.		
	Assigned to:	Kimberly Stanfill	
	Added date:	03/31/2015	
	Target Completion Date:	09/30/2015	
	Frequency:	once a year	
	Comments:	Students were selected to participate in the Extended Day Learning Program that started on September 21, 2015, based on their academic needs. Due to PARCC student assessment data not being released, assessment data from the Spring 2014 ACTAAP was used to determine the students needing the most intervention support.	
	Task Completed:	9/21/2015 12:00:00 AM	
	3. Create and manage school activity schedules. Schedule monthly SBC meetings. Create after-school tutoring groups. Review quarterly achievement data.		

		Assigned to:	Hank Needham
		Added date:	03/31/2015
		Target Completion Date:	08/28/2015
		Frequency:	monthly
		Comments:	The 2015-2016 Cavanaugh Activity Schedule was developed to ensure teachers were provided collaborative time with their grade level peers. Grade-level Professional Learning Communities (PLCs) were created for teachers to review student data and instructional practices on a regular basis. Lunchtime Learning Meetings were also developed for K-2 and 3-6 teachers to meet with the building Literacy, Math, and Science facilitators at least once per month to discuss student achievement and instructional practices.
		Task Completed:	8/21/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/29/2016
	Experience:		3/29/2016 Activity schedules were developed at the beginning of the school year and were changed as necessary to accommodate various activities/testing/etc.
	Sustain:		3/29/2016 Schedule changes will continue to be made as the year progresses.
	Evidence:		3/29/2016 A copy of the activity schedule is on file at the school.

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	Objective Met 3/29/2016		
Assess	Level of Development:	Initial: Limited Development 03/30/2015	
		Objective Met - 03/29/2016	
	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:	Fort Smith Public Schools and Cavanaugh Elementary School have a plan in place to recruit and retain highly qualified staff. The district has established and is sustaining partnerships with universities with teacher preparation programs, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners. Schools within the district facing the greatest challenges in recruiting and retaining teachers have been identified. Recruitment goals in terms of teacher quantity have been established for high poverty and high minority schools to ensure that all students have an equal access to high-quality teachers. District representatives attend career fairs and other recruitment opportunities to attract a highly qualified and diverse staff. Financial incentives, such as salary increases for educational levels and stipends for National Board Certification, are available. A round robin style of interview process is used which allows several principals and district staff the opportunity to meet prospective new hires. In order to retain highly qualified teachers, FSPS provides professional development and support for new hires through the New Teacher Induction program.
Plan	Assigned to:	Hank Needham
	How it will look when fully met:	Cavanaugh School's building administrator, in conjunction with the Fort Smith Public School's Assistant Superintendent for Human Resources and Support Service, will be involved in the recruitment and hiring of teachers. When a teacher is needed specifically for Cavanaugh School, the building principal will interview candidates and make a hiring recommendation to the Human Resources office. The Assistant Superintendent for Human Resources and Support Services will interview the candidate selected by the principal and make a recommendation for employment to the FSPS Board of Education. After the school board approves the hiring of the new teacher, the new hire will be expected to attend mandatory professional development training sessions in literacy development (ELLA or Effective Literacy) and math preparatin (CGI or ECM)to prepare for their first year of teaching in the FSPS. When a first year teacher is selected, a mentor will be assigned to the new teacher to guide and assist their professional development during their inaugural year of service in the FSPS. New teachers are required to attend the FSPS "New Teacher Induction" program during their first year of service to become acquainted with district policies and expectations. Building-level and District-wide professional development New teachers are also provided opportunities to attend professional development activities at the area educational cooperative facility. Opportunities are provided for all teachers during the year to improve their instructional of professional practices. Instructional guidance is provided by the mentor teacher, the building administrator, and the literacy, math, and science facilitators. Over a period of time, teachers are encouraged to pursue National Board Certified Teacher distinction and to gain an advanced educational degree. This objective is on-going as staffing needs arise and professional development needs of all certified teachers occur.

	Target Date:	05/27/2016
	Tasks:	
	1. Meet with the Assistant Superintendent for Human Resources and Support Services with a staffing need arises.	
	Assigned to:	Hank Needham
	Added date:	03/31/2015
	Target Completion Date:	05/27/2016
	Frequency:	once a year
	Comments:	Dr. Annette Henderson met with principal Hank Needham in January 2015 to discuss the professional staff at Cavanaugh and to identify possible staffing needs. In May, July, and August of 2015, new staff members were selected to meet the staffing needs of the school.
	Task Completed:	8/28/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/29/2016
	Experience:	3/29/2016 New teachers were assigned as our student population increased and new classrooms were created.
	Sustain:	3/29/2016 Each year our population will change and teachers will be moved.
	Evidence:	3/29/2016 We have been fully staffed this school year with the addition and transfer of teachers.
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	Objective Met 3/29/2016	
Assess	Level of Development:	Initial: Limited Development 02/17/2016
		Objective Met - 03/29/2016
	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 District facilitators meet with instructional teams to develop standards-aligned units of instruction for each subject and grade level and provide these units of instruction to district teachers via the District website.
Plan	Assigned to:	Beth Parker
	How it will look when fully met:	School facilitators will meet with teachers to provide units of instruction as decided upon by the district.
	Target Date:	08/21/2015
	Tasks:	

		1. Instructional facilitators will meet with teachers to discuss the curriculum map set forth by the district and curriculum pacing for the school year.
		Assigned to: Hank Needham
		Added date: 03/29/2016
		Target Completion Date: 08/21/2015
		Comments:
		Task Completed: 8/17/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/29/2016
	Experience:	3/29/2016 Instructional facilitators work closely with classroom teachers to aide in curriculum pacing and issue that may arise.
	Sustain:	3/29/2016 Facilitators will continue to meet with teachers throughout the school year.
	Evidence:	3/29/2016 Facilitators conduct lunchtime learning meetings as evidenced by the agenda. Facilitators also follow a schedule with school visits.

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)		
Status	Objective Met 3/29/2016		
Assess	Level of Development:	Initial: Limited Development 03/31/2015	
		Objective Met - 03/29/2016	
	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:	Students are provided assessment in the classroom through DIBELS, STAR reading and STAR math and through yearly standardized tests such as the Benchmark, PARCC and ITBS.	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	Students will be tested continually through the year using assessments from various sources.	
	Target Date:	05/25/2016	
	Tasks:		
	1. Teachers will conduct routine classroom assessments.		
		Assigned to:	Hank Needham
		Added date:	03/29/2016
		Target Completion Date:	10/30/2015

		Frequency:	monthly
		Comments:	
		Task Completed:	10/30/2015 12:00:00 AM
	2. Standardized tests will be conducted at each grade level.		
		Assigned to:	Tiffany Mouada
		Added date:	03/29/2016
		Target Completion Date:	05/25/2016
		Frequency:	four times a year
		Comments:	
		Task Completed:	3/28/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/29/2016
	Experience:		3/29/2016 The school test coordinator administered the QUALLS assessment to kindergarten, the ITBS to first and second grades, the ACT Aspire to grades three through six and the ELPA-21 to our ELL population.
	Sustain:		3/29/2016 These tests will be given yearly.
	Evidence:		3/29/2016 Test results are kept in students' cumulative folders. The school test coordinator has testing schedules for each test administered.
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	Objective Met 3/29/2016		
Assess	Level of Development:		Initial: Limited Development 02/11/2015
			Objective Met - 03/29/2016
	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:		Cavanaugh School has a School Intervention Team that meets at least quarterly to review the academic needs of low achieving students based on available standardized test data, interim assessments, formative assessments, classroom grade reports and observational data. The building interventionist develops grade level intervention groups(literacy and math) from input provided by classroom teachers and from collected achievement data. Students demonstrating proficiency on quarterly interim assessments are reviewed to determine if continued interventionist support is warranted.
Plan	Assigned to:		Beth Parker

	How it will look when fully met:	<p>The School Intervention Team will be created and scheduled to meet on a monthly basis to review students identified for Tier II and Tier III support. The SIT Team will consist of the principal, building interventionists, special education teacher, the school counselor, and a minimum of two classroom teachers. Students performing below basic on formative assessments, daily classwork and/or pre/post assessments will be identified and considered for Tier II support. If students continue to struggle after receiving multiple weeks of Tier II assistance, they will be considered for Tier III support and may be referred for a comprehensive evaluation to determine if they have a specific learning deficit. Continuous communication will be utilized by the interventionist with classroom teachers and by the special education Resource Room teacher with classroom teachers to monitor the progress of students and determine the effectiveness of interventions being provided in the general education classroom, the intervention room, and the Resource Room. Conferences will be held with parents to discuss the progress of their children receiving Tier II or Tier III support at least two times each year. Students will be provided enhanced learning opportunities based on their early mastery of objectives.</p>
	Target Date:	05/18/2018
	Tasks:	
	1. Create a School Intervention Team.	
	Assigned to:	Hank Needham
	Added date:	03/31/2015
	Target Completion Date:	08/19/2016
	Frequency:	once a year
	Comments:	<p>The responsible person should begin forming a School Intervention Team in August when teachers return to work. Available achievement data should be reviewed before students return to school in August and subsequent weeks to establish Tier II support groups. Schedule SIT Team meetings each month to review student deficits or progress.</p>
	Task Completed:	8/17/2015 12:00:00 AM
	2. Schedule meetings to review available achievement data.	
	Assigned to:	Hank Needham
	Added date:	03/31/2015
	Target Completion Date:	08/19/2016
	Comments:	<p>Monthly Lunchtime Learning Meetings were established in August of 2015 to provide opportunities for the Cavanaugh School's literacy, math, and science facilitators to meet with K-2 and 3-6 teachers to discuss instructional practices and to review student data. Additionally, regular Professional Learning Community Meetings are held to review student achievement and to discuss ways teachers can better support struggling students.</p>
	Task Completed:	8/17/2015 12:00:00 AM
	3. Develop Tier II intervention groups.	

		Assigned to:	Beth Parker
		Added date:	03/31/2015
		Target Completion Date:	10/28/2016
		Frequency:	monthly
		Comments:	Students targeted for Tier II interventions were identified by classroom teachers and the building interventionist at the beginning of the school year using available standardized test data, STAR Reading and STAR Math assessments, and the Developmental Reading Assessment. Tier II literacy groups were formed in grades 1-3 and math groups were formed in grades 4-6 based on the learning deficits of the targeted students.
		Task Completed:	9/7/2015 12:00:00 AM
	4. Meet to review the progress of students receiving Tier II support and consider additional students for Tier II support.		
		Assigned to:	Hank Needham
		Added date:	03/31/2015
		Target Completion Date:	01/20/2017
		Frequency:	monthly
		Comments:	The School Intervention Team meets twice each month to review the progress of students receiving Tier II support and to identify students needing additional instructional support. The SIT Team uses data to determine if a student needs to be administered a comprehensive evaluation.
		Task Completed:	10/16/2015 12:00:00 AM
	5. Conference with parents to discuss the academic progress of their child and consider the need for Tier III intervention support.		
		Assigned to:	Beth Parker
		Added date:	03/31/2015
		Target Completion Date:	10/21/2016
		Frequency:	twice a year
		Comments:	
		Task Completed:	10/29/2015 12:00:00 AM
	6. Meet to review quarterly interim assessments and classroom progress.		
		Assigned to:	Hank Needham
		Added date:	03/31/2015
		Target Completion Date:	10/28/2016
		Frequency:	four times a year
		Comments:	Classroom teachers meet with the building's literacy and math facilitators to review interim assessment results and to discuss barriers that may prevent students from performing proficiently.
		Task Completed:	10/23/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/29/2016

Experience:	3/29/2016 The SIT Team has met bi-weekly for the school year, with teachers who have concerns presenting students at the meeting. This time is also used to review student scores and grades.
Sustain:	3/29/2016 Students will be monitored continually throughout the school year.
Evidence:	3/29/2016 SIT team meeting minutes and agendas are kept on file in the office.

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	Objective Met 3/30/2016		
Assess	Level of Development:	Initial: Limited Development 02/17/2016	
		Objective Met - 03/30/2016	
	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 District provides curriculum maps to classroom teachers in all grade levels and content areas.	
Plan	Assigned to:	Hank Needham	
	How it will look when fully met:	The District Task Force in each content area meets throughout the year to develop or revise the curriculum maps for district teachers. A building representative from Cavanaugh is assigned to each Curriculum Task Force developed by the District.	
	Target Date:	06/01/2016	
	Tasks:		
	1. * The FSPS Coordinator for each content area requests a teacher from each school to be appointed as a building representative on the Curriculum Task Force. * A teacher is selected by the principal to serve as the building representative on the specific Curriculum Task Force. * The FSPS Coordinator arranges meeting dates for the Curriculum Task Force to meet to review and revise the Curriculum Maps that the FSPS utilizes. * The work of the Curriculum Task Force is reviewed by the FSPS Instruction Department. * The Curriculum Maps developed by the Curriculum Task Force and reviewed by the FSPS Instruction Department are accepted or rejected by the FSPS Board of Education. * After the Curriculum Maps are approved, the maps are placed on the FSPS website for teacher access. * Teachers meet with Building Facilitators to review the Curriculum Maps, and teachers begin utilizing the maps for instructional purposes. * The Curriculum Maps are used by teachers for pacing purposes over the course of four grading periods.		
	Assigned to:	Hank Needham	
	Added date:	03/30/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	once a year	

		Comments:	Mr. Needham is responsible for selecting teachers to serve on the Curriculum Task Forces and for ensuring Curriculum Maps developed by the Curriculum Task Forces are used by the classroom teachers on a weekly basis.
		Task Completed:	3/30/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/30/2016
	Experience:		3/30/2016 The building principal selected building representatives to serve on the FSPS Curriculum Task Forces. The FSPS Curriculum Task Forces met to create the Curriculum Maps for each content area. Once completed and approved for teacher utilization, the Curriculum Maps were placed on the FSPS website for teacher access.
	Sustain:		3/30/2016 The Curriculum Task Forces meet as needed to review and revise the work of the committee.
	Evidence:		3/30/2016 The Curriculum Maps may be reviewed on the FSPS website. The building principal monitors the usage of the Curriculum Maps by the classroom teachers by checking weekly lesson plans.

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

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)		
Status	Objective Met 12/1/2015		
Assess	Level of Development:	Initial: Limited Development 01/14/2015	
		Objective Met - 12/01/2015	
	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:	A school compact has been developed, but needs to be reviewed and updated by the school staff and parent representatives.	
Plan	Assigned to:	Tiffany Mouada	
	How it will look when fully met:	The school compact will be updated yearly. School staff will strive for distribution and acknowledgement of the compact from 100% of students and families. The compact, including mission statement, will be displayed throughout the school to serve as a reminder for students and guests.	
	Target Date:	05/19/2017	
	Tasks:		
	1. Create a school wide compact for families and students outlining expectations.		

		Assigned to:	Tiffany Mouada
		Added date:	03/31/2015
		Target Completion Date:	05/19/2017
		Frequency:	once a year
		Comments:	The Compact was reviewed and will be revised for the 2016/17 school year.
		Task Completed:	3/31/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/1/2015
	Experience:		12/1/2015 The ACSIP Leadership Committee eagerly reviewed the Cavanaugh Compact and made suggestions regarding the content of the compact.
	Sustain:		12/1/2015 The Cavanaugh Compact will need to be reviewed annually to determine if the compact supports the mission of the school.
	Evidence:		12/1/2015 A compact is provided to every parent and is available on request.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)		
Status	Objective Met 3/29/2016		
Assess	Level of Development:	Initial: Limited Development 02/17/2016	
		Objective Met - 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)
	Describe current level of development:	The school counselor meets with sixth grade parents during the third quarter of the academic year to discuss the District curriculum pursued by students in grades 7-12 and how well they are prepared for higher education and their careers upon high school graduation. The Arkansas State Board of Education requires that parents be informed of the options and that they be active participants in the decisions affecting their child. Each student will participate in the curriculum the Arkansas State Board of Education has named "Smart Core". This course of study will prepare students for higher education and will ensure that they have a challenging course of study.	
Plan	Assigned to:	Tiffany Mouada	

	How it will look when fully met:	The school counselor will meet with parents and have them sign a form noting that they are aware of the Arkansas State Board of Education's requirements for high school graduation and the rigor necessary to ensure students are challenged to be prepared for their higher education pursuits.
	Target Date:	03/18/2016
	Tasks:	
	1. The school counselor will meet with sixth grade parents during parent/teacher conferences to discuss junior high and high school schedules and requirements.	
	Assigned to:	Tiffany Mouada
	Added date:	03/29/2016
	Target Completion Date:	03/17/2016
	Comments:	
	Task Completed:	3/17/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/29/2016
	Experience:	3/29/2016 Parents were open to speaking with the counselor. We had 100% of parents sign the SmartCore forms.
	Sustain:	3/29/2016 Junior high counselors will also meet with sixth grade and send home information to parents regarding the rigor of seventh grade and beyond.
	Evidence:	3/29/2016 SmartCore forms are located in the students' cumulative folders.