

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.

November 29, 2016

ELMER H. COOK ELEM SCHOOL NCES - 50633000359

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 In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 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:	Currently, a leadership team is in place. This team works closely with the work that takes place in PLCs.	
Plan	Assigned to:	Billy Spicer	
	How it will look when fully met:	The leadership team will meet twice monthly. This work will translate into distributive leadership where all shareholders take an active role in the decision making process.	
	Target Date:	03/31/2017	
	Added date:		

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

Status In Plan / No Tasks Created

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:	Currently there are no written statements to represent this priority. 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 Set NORMS, roles and responsibilities	

Plan	Assigned to:	Mary Karnes	
	How it will look when fully met:	All teams have written by-laws that include a vision, mission, foals, roles, responsibilities a formal structure.	
	Target Date:	08/31/2015	
	Added date:		
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	All PLC meetings have agendas at this time. Grade level meetings, during planning time do not have agendas at this time.	
Plan	Assigned to:	Tammy Chase	
	How it will look when fully met:	All meetings, including grade level planning and PLCs, will have agendas to serve as a guide for the time spent together. Notes will be taken throughout the meeting and then posted to Google Docs for all participants and administrators to reference.	
	Target Date:	04/11/2016	
	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	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:	Currently a leadership is in place. It is difficult to meet twice montly due to scheduling conflicts with current members.	
Plan	Assigned to:	Billy Spicer	
	How it will look when fully met:	The leadership team will meet at least two times per month. These meetings will use data from TESS observations, student data, and additional school data to drive decisions.	
	Target Date:	05/31/2017	
	Added date:		

Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/29/2016	
	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:	Currently, grades 4-6 are organized by grade level and by content area. Primary grades are organized only by grade level.	
Plan	Assigned to:	Tammy Chase	
	How it will look when fully met:	All teachers will have at least two opportunities per month to collaborate vertically in addition to meeting weekly by grade level.	
	Target Date:	09/10/2018	
	Tasks:		
		1. A master schedule will be created to include opportunities for vertical collaboration at all grade levels.	
		Assigned to:	Tammy Chase
		Added date:	11/29/2016
		Target Completion Date:	09/01/2017
		Comments:	
Implement	Percent Task Complete:	0%	
School Leadership and Decision Making			
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 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:	Currently administrators are observing teachers through formal and informal observations. PLC times are used to discuss curriculum needs.	
Plan	Assigned to:	Not yet assigned	
		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 [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:	At this time, some data from classroom observations are used when determining need for professional development. This information is also shared with instructional facilitators so they can provide job embedded professional development as needed.	
Plan	Assigned to:	Mary Karnes	
	How it will look when fully met:	Professional development will be differentiated and delivered based on need.	
	Target Date:	06/01/2017	
	Added date:		

Indicator **IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)**

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	Currently teachers are creating professional development plan each year. Most plans include a building goal and a personal goal. The building goal is based on school-wide need. The individual goals are based on the teacher's choice. Not all are making those decisions based on TESS data.	
Plan	Assigned to:	Tammy Chase	
	How it will look when fully met:	Teacher will participate in professional development activities based on their TESS evaluations each year.	
	Target Date:	12/20/2016	
	Added date:		

Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/29/2014	
	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:	Teachers are participating in Professional Learning Communities this year. These meetings are conducted under the leadership of the Instructional Facilitators. At this time, data is not driving the meetings,they are based on general instrctional needs.	
Plan	Assigned to:	Tammy Chase	
	How it will look when fully met:	When this is fully implemented, we will use data from TESS observations to determine specific professional development needs. Student data will also be used to guide weekly PLC time. This data will include items such as pre/post assessment information, discipline referrals, state testing scores, RTI data, formative assessments, etc.	
	Target Date:	10/05/2015	
	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		
Assess	Level of Development:	Initial: Limited Development 11/20/2014	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, there is no consistent schedule for instructional times across the building. We provide interventions after the school day as well as during the school day for a limited number of students.	
Plan	Assigned to:	Billy Spicer	

	How it will look when fully met:	Instructional schedules will be created for each grade level. All students will be engaged in bell to bell instruction. Teachers will utilize common planning time to create pre/post assessments that drive instructional decisions. Funding for additional interventionist will be requested from the district, to work with students not meeting grade level expectations. These interventionist will serve students during the day as well as after school.	
	Target Date:	01/29/2016	
	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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/31/2015	
	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:	Fort Smith Public Schools and Cook 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 representative 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:	Tammy Chase	
	How it will look when fully met:	Each student will be served by a highly qualified and motivated teacher. The faculty will reflect the ethnicity of the school's shareholders.	
	Target Date:	06/02/2017	

		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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	Most teachers are following the district's curriculum maps, which are based on CCSS. These maps are made available to all at the beginning of each year. Many teachers also enlist the help of the Instructional Facilitators to develop units of study that are aligned to these curriculum guides.	
Plan	Assigned to:	Billy Spicer	
	How it will look when fully met:	All teachers will use curriculum guides to develop units of study. These units of study will identify the key learnings necessary to be considered proficient. These units of study will also include pre/posttest and the data gained from these assessments will guide future instruction.	
	Target Date:	09/12/2016	
		Added date:	
Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/22/2016	
	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:	Teachers are using PLC time to align instruction to new AR standards and the ACTAspire as well as developing formative assessments to use to guide daily instruction.	
Plan	Assigned to:	Billy Spicer	
	How it will look when fully met:	All staff members will be delivering differentiated, standards-based instruction in all content areas throughout the day.	
	Target Date:	09/28/2018	
		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)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	Currently all 1st-6th grade teachers are administering STAR Math and STAR Reading 4 times per year. They are also administering the PMA and GAP assessment in STRIDE each quarter. Kindergarten teachers are administering quarterly assessment in literacy and math. The data from each of these assessment is disaggregated and next steps for instruction are determined based on the data. Additionally, teachers work with students to establish goals for the new quarter based on the data. This information is communicated with parents too.	
Plan	Assigned to:	Billy Spicer	
	How it will look when fully met:	Lesson plans will reflect the correspondence between the assessments and instructional outcomes. Students will have a variety of ways to demonstrate proficiency on standards. Rubrics will be used by students and teachers to assess work.	
	Target Date:	05/27/2016	
	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)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 10/29/2014	
	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:	Currently students are receiving interventions based on reading and math levels. They are not receiving interventions or enrichment based on pre/post assessments for units of study.	

Plan	Assigned to:	Billy Spicer
	How it will look when fully met:	Instructional teams will meet and develop units of study that include differentiated instruction and pre/post assessments. Teachers will use formative assessment data to make instructional decisions throughout the units of study.
	Target Date:	05/30/2014
	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)
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Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 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:	Currently teachers are using district curriculum documents to guide instruction as well as state and local assessments to monitor progress towards meeting the standards. However, few are developing units of study for this. Instead, instruction takes more of a standard by standard approach.

Plan	Assigned to:	Mary Karnes
	How it will look when fully met:	Teachers will work together to develop units of study based on the district's curriculum documents. Differentiated instructional strategies and Kagan Structures will be included in the units of study. All units of study will include pre/post assessments.
	Target Date:	09/12/2016
	Added date:	

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)
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Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 03/18/2015
	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:	Currently we have a school compact in place that addresses our goals. At the beginning of the year, we invite parents for Open House and provide information that will help the family be successful throughout the year. We host family nights during the school year, in order to bridge the gaps between school and home. During these nights, we provide activities that will support instruction that occurs in the classroom. We have a Parent Center that needs to be better utilized and published. We also have a Parent Involvement Library on our website. Additionally we have computer programs students can utilize from home.	
Plan	Assigned to:	Jo Ann Lovett	
	How it will look when fully met:	The Title I Committee will include representatives from all shareholders and will meet on a regular basis to ensure the needs of all student are being met. The school's website will be maintained to include information that will be helpful to all shareholders.	
	Target Date:	06/01/2015	
	Added date:		

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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/30/2016	
	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:	Currently, teachers are following the CCSS so all students will be college and career ready. Interventions are being provided for students needing additional assistance. The guidance counselor meets with all students and their parents during the second semester to discuss Core and Smart Core pathways in secondary.	
Plan	Assigned to:	Jo Ann Lovett	
	How it will look when fully met:	Students will have opportunities to explore various career paths throughout elementary by participating in various studies and "career fairs". Students will also experience "real world" connections in literacy, math, and science.	
	Target Date:	12/16/2016	
	Added date:		

Student-Focused Learning

Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency

Indicator SE01 - The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 11/29/2016	
	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:	All classes are teaching Second Step on the same day and the same time. Many staff members are using the language used in Second Step. Morning announcements are done over the intercom each day. Each month a school-wide celebration is held to recognize students and staff for outstanding accomplishments. The new Book of the Month is also introduced. The book always has a focuses on character and/or community.	
Plan	Assigned to:	Jo Ann Lovett	
	How it will look when fully met:	Monthly staff meetings will be held to ensure consistency in the development and implementation of Second Step lessons.	
	Target Date:	09/11/2017	

Tasks:

1. Teachers will participate in specific professional development for Second Step.

	Assigned to:	Tammy Chase	
	Added date:	11/29/2016	
	Target Completion Date:	09/11/2017	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	0%	

Indicator SE04 - All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5545)

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 11/29/2016	
	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:	Currently, many teachers are working with the school counselor and the school-based mental health therapist to better understand the emotional needs of their students. Some of the staff are trained or attending training in Conscious Discipline and implementing the principles in the program. Class Dojo is being used as a PBIS tool in most classrooms.	
Plan	Assigned to:	Billy Spicer	
	How it will look when fully met:	All staff will be equipped with the necessary tools to assist students with a variety of social and emotional needs. All staff members will be using the language established in Second Step and Conscious Discipline when working with students. Class Dojo will be used as a tool for PBIS.	
	Target Date:	09/25/2017	
	Tasks:		
	1. Provide Professional Development for all staff members in the areas of meeting students' social and emotional needs.		
	Assigned to:	Tammy Chase	
	Added date:	11/29/2016	
	Target Completion Date:	12/19/2017	
	Comments:		
Implement	Percent Task Complete:	0%	