

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 30, 2016

Central Elementary School-Cabot NCES - 50375001431

Cabot School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)
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Status	In Plan / No Tasks Created
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Assess	Level of Development:	Initial: Limited Development 09/21/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 will research our district's school governance policy. We will then take action as needed.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)
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Status	Tasks completed: 0 of 1 (0%)
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Assess	Level of Development:	Initial: Limited Development 09/21/2015	
	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:	The expectation is for each grade level team to create a shared document for agendas prior to each team meeting. The minutes will be included. The document will be shared with each team member and the administration.	
Plan	Assigned to:	Bethany Hill	

	How it will look when fully met:	Each grade level will make a google doc that will be shared with our principal and assistant principal on a weekly basis. Our goal as an effective team is to operate with agendas, keep minutes, stay focused, and follow through with the plans that we make. We will continue to strive toward this goal by sharing with grade level leaders the expectations and helping them as needed.	
	Target Date:	06/02/2016	
	Tasks:		
	1. Mrs. Hill will meet with and discuss expectations of grade level leaders for documenting weekly grade level meetings.		
	Assigned to:	Bethany Hill	
	Added date:	11/30/2015	
	Target Completion Date:	02/22/2016	
	Frequency:	weekly	
	Comments:	Teachers are sharing their document with Mrs. Hill and Mrs. Spencer to document grade level meetings	
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)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 09/21/2015	
	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:	We have a leadership team that consists of grade level representatives, administrators, and the counselor. We meet twice monthly with available staff members. It is limited due to time constraints and other scheduled meetings.	
Plan	Assigned to:	Sally Tarvin	
	How it will look when fully met:	The leadership team will meet twice a month to continue to progress and discuss issues of importance.	
	Target Date:	06/02/2016	
	Tasks:		
	1. Ms. Tarvin will schedule and conduct meetings twice a month to discuss and act on important issues for our school.		
	Assigned to:	Sally Tarvin	
	Added date:	11/30/2015	
	Target Completion Date:	06/02/2016	
	Frequency:	twice monthly	
	Comments:		

Implement	Percent Task Complete:	0%
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 09/21/2015
	Evidence:	Administration worked on scheduling so that grade level teams can plan together.
	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) (All Schools,Focus,Priority)	
Status	Not a priority or interest	
Assess	Level of Development:	Initial: No development or Implementation 10/26/2015
		Not a priority or interest
	Explain why not a Priority or Interest:	Due to the new teacher evaluation system (TESS and bloomboard), it would be difficult to share this with the leadership team until the administrators become more proficient with the system.
	Added date:	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 10/26/2015
	Evidence:	The administrators use the Bloomboard site to view the professional growth goals for each teacher. The PGP's are created by the teacher with the administrators' support, in the Spring based on the year's observation data and evaluation rating. The PGP will be revisited mid-year to reflect on progress. The PGP is based on the Danielson model. At the end of the year, the teacher will be evaluated on the progress of the PGP and will determine the next steps for a new goal or to continue with the current goal.
	Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 2 (0%)	
Assess	Level of Development:	Initial: Limited Development 10/31/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Central Elementary provides all staff with high quality professional development through our embedded sessions. Our goal for this year is Classroom environment throughout the entire building, not just the classroom. This puts in place the optimal learning environment for students in the classroom and teachers. They are given immediate feedback after an observation and support in which they can be successful and grow as a professional. Through the support of differentiated embedded sessions, we journey through the TESS components as teachers and/or special staff. Our focus for the year is Component 2A using the Danielson model. The plan for the school year is to provide 9 one hour embedded pd sessions. Topics for each session tie back to the building goal of respect and rapport.	
Plan	Assigned to:	Bethany Hill	
	How it will look when fully met:	Faculty will meet on a regular basis for embedded sessions. During these sessions, different professional opportunities will be addressed.	
	Target Date:	06/01/2016	
	Tasks:		
	1. Assign teachers to a professional learning community based on subject and grade level.		
	Assigned to:	Bethany Hill	
	Added date:	03/31/2015	
	Target Completion Date:	06/01/2016	
	Frequency:	twice monthly	
	Comments:	Be sure to refer to common plan times per grade level schedule. Include special staff schedules.	
	2. Through improved classroom environment, discipline referrals will decrease. Data from discipline tracker, administrator notes, teacher behavior data, teacher observation reports, etc. will be used to monitor progress.		
	Assigned to:	Kelly Spencer	
	Added date:	03/31/2015	
	Target Completion Date:	06/01/2016	
	Comments:	Clear communication to staff on administrator's expectations on what constitutes as a discipline referral. Embedded sessions and kid talk notes.	
Implement	Percent Task Complete:	0%	
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		

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:	Central Elementary offers an after school Extended Learning Opportunity (ELO) for our school population when students are needing more learning time. Our population is of low SES so therefore, the extra time on task is of much benefit for students. This extended learning time allows our school to focus specifically on literacy or math skills/strategies that students may be lacking or need more practice in order to reach mastery.	
Plan	Assigned to:	LeeAnn Reed	
	How it will look when fully met:	Students will show progress from their extended learning experiences via classroom participation, work completion, and application of concepts/skills/strategies practiced in ELO. Teachers will note progress on students attending ELO, showing improvements in the above areas.	
	Target Date:	04/07/2016	
	Tasks:		
		1. Student attendance for after school learning opportunities will increase during the 2015-2016 school year, providing more time for students to gain skills and knowledge required for their grade level. Attendance incentives will be implemented and follow up to parents on student absences. We will use attendance data from the 2014-2015 school year to compare to the new school year, and also target kids who attended last year and had attendance issues in order to promote their ability to be present.	
		Assigned to:	Bethany Hill
		Added date:	03/31/2015
		Target Completion Date:	04/07/2016
		Comments:	Gather attendance data from previous ELO school year and identify students who had attendance issues.
		2. Student participation, work completion, and level of understanding will increase due to the extended learning opportunities provided in either literacy or math. Students with a low SES status will be looked at closely to determine the greatest need and placed in that particular subject area if a weakness is shown.	
		Assigned to:	LeeAnn Reed
		Added date:	03/31/2015
		Target Completion Date:	04/07/2016
		Comments:	Teacher data, discipline referrals, and amount of work completed will serve as a data source for monitoring progress.
Implement	Percent Task Complete:	0%	
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/31/2015	
	Evidence:	We have documentation from each teacher as highly qualified from our personnel department. Sustaining this effort includes using teacher observations and classroom walkthroughs by administrators to inform them of additional professional learning and resources that may be needed in order for each teacher to continue their growth and keep their highly qualified status.	
	Added date:		

Opportunity to Learn

Post-Secondary School Options

Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: No development or Implementation 10/26/2015	
		Will include in plan	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The after school program has been restructured for this school year, for the purpose of increasing knowledge and experiences regarding careers and technical fields, rather than only focusing on interventions. The program will provide opportunities for kids to create and explore their world. The program will utilize community members to expand students' understanding of their future opportunities. The counselor will organize a career week for all students. She will plan and implement our future story week, placing emphasis on college and careers as well as technical fields.	
Plan	Assigned to:	Jacque Howard	
	How it will look when fully met:	Career week will be implemented with a focus on college and career. We will develop the future story week as we increase awareness about opportunities for our students' futures.	
	Target Date:	05/20/2016	
	Added date:		

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/26/2015	
	Evidence:	Instructional plans are developed by teams of grade level teachers from around the district. Each teacher uses the plans as a guide for planning instruction. The year at a glance gives the teacher a scope and sequence to follow through out the year. The district uses the plan so that all schools will be able to support highly mobile students that may transition between the schools.	
		Added date:	
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/28/2016	
	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:	We are at the limited development stage for this indicator due formative assessment consistency. We plan to make this a priority for the 2016-2017 school year.	
Plan	Assigned to:	Not yet assigned	
		Added date:	
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/31/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 have very limited development in this area of standards based assessments. We recently included Engage NY math curriculum as a resource for teachers. This program included standards based mid module and end of module assessments. Teachers are currently learning this curriculum and what pieces are appropriate for our students. The need is high for development of standards based assessments for literacy and math areas. Pre and post tests will provide much needed data, but we have not created such assessments as of yet.
Plan	Assigned to:	Bethany Hill
	How it will look when fully met:	Assessments will be created based on CCSS for literacy and math. Formats will be considered based on multiple ways for kids to demonstrate their learning and application of the skills/concepts. Assessments will be aligned with the appropriate grade level CCSS for literacy and math.
	Target Date:	05/31/2018
	Tasks:	
	1. Teachers will reflect and use data from the assessments to determine interventions, reteaching, and to drive further instruction for students. These assessments will be considered a summative view of particular units of study, but will also provide formative data that will steer teachers in providing aligned instruction to target individual and class needs.	
	Assigned to:	Bethany Hill
	Added date:	03/31/2015
	Target Completion Date:	05/31/2018
	Frequency:	four times a year
	Comments:	Team meetings will need to be devoted for reflection of assessments. This will be facilitated by the administrators. Cumulative data will be taken to analyze the credibility of test questions and also student performance on particular test items.
	2. Teachers will use pre tests to determine which students have a high level of understanding and require enrichment, and also show background of students on particular concepts. This information will provide teachers with more targeted instruction to meet individual student needs by aligned resources and instructional strategies with the formative data.	
	Assigned to:	Bethany Hill
	Added date:	03/31/2015
	Target Completion Date:	05/31/2018
	Frequency:	four times a year
	Comments:	Pre tests will have to be created for some areas. Engage NY tests may be utilized for some areas of math.
Implement	Percent Task Complete:	0%
Classroom Instruction		
Expecting and monitoring sound instruction in a variety of modes		
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)	
Status	In Plan / No Tasks Created	

Assess	Level of Development:	Initial: Limited Development 03/28/2016	
	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:	We have the document in place. We plan on focusing on the implementation of assessments and utilizing them for instruction and interventions.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)		
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Status Tasks completed: 0 of 2 (0%)

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:	Central Elementary has encompassed school wide family engagement through several initiatives. 1) "The Energy Bus", written by Jon Gordon. All staff including special staff, cafeteria staff, custodial staff, office staff, PTO leaders and teachers have read this book. We have shared it with students in the form of "The Energy Bus for Kids". All personnel in the school, as well as students are striving to use suggested character traits from the this book in the form of positive energy for our school environment. Central Elementary also hosts two parent nights each year, one in the fall, and one in the spring. This is to communicate and express our intention of involvement with our parents. Parents and students are engaged in activities done as a family through our school. Central Elementary has initiated a School wide reading incentive. Through this incentive, families are encouraged to read together. Reading minutes are logged and visuals are used to display student achievement through minutes read/accumulated.	
Plan	Assigned to:	Kelly Spencer	

	How it will look when fully met:	A culture of positive language and kindness will be evident throughout the building in staff, teachers, and students. Families will be aware of our rules from The Energy Bus via their children. Evidence of teaching of the five rules will be visible in classrooms via anchor charts. All teachers will review the book provided throughout the school year.
	Target Date:	05/31/2016
	Tasks:	
	1. Parent engagement will increase in the area of family reading outside the school day. Reading incentives and logging of minutes read as a family will be used to praise kids and their families for their efforts. Parents will receive information on summer reading with their children and how they can better support at home.	
	Assigned to:	LeeAnn Reed
	Added date:	03/31/2015
	Target Completion Date:	05/31/2016
	Comments:	Summer reading proposal and funding will be point of resource for parent engagement and training. Mrs. Reed will use a Google Doc for teachers to log their classroom minutes and a running school total will be collected to use for a school wide celebration.
	2. Family nights will be used (one per semester) to focus on more parent engagement and insight into how they can better support their child at home in the areas of social, literacy, and math development.	
	Assigned to:	LeeAnn Reed
	Added date:	03/31/2015
	Target Completion Date:	03/31/2016
	Frequency:	twice a year
	Comments:	Research on parent engagement, use federal title money to fund family nights, providing food and resources.
Implement	Percent Task Complete:	0%