

# 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 31, 2016

**Ward Central Elementary School** NCES - 50375000170

Cabot School District

**School Success Indicators**

Key Indicators are shown in **RED**.

## School Leadership and Decision Making

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

**Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 01/06/2016	
	Evidence:	Ward Central has a summer leadership program. Each grade level, special team, and activity team has a representative. Guidelines were set for parent nights, building-wide schedules, roles as team leaders, and organization within a team. Motivational strategies are taught and implemented so team leaders can effectively lead. Issues and concerns are communicated to these team leaders, who then communicate with school administration.	
	Added date:		

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

**Status** Tasks completed: 0 of 2 (0%)

<b>Assess</b>	Level of Development:	Initial: Limited Development 09/29/2015	
	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:	Administrators email agendas for embedded team meetings. Some team leaders provide an agenda ahead of regular team meetings. All teams take notes of discussion points during meetings.	
<b>Plan</b>	Assigned to:	Andy Sullivan	
	How it will look when fully met:	Team leaders will email agendas no less than 24 hours in advance to team members. Evidence will consist of time stamped emailed agendas and notes taken from team meetings.	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		

	1. Building administration will communicate the need of a pre-planned agenda to all team leaders.		
	Assigned to:	Andy Sullivan	
	Added date:	03/07/2016	
	Target Completion Date:	12/23/2016	
	Comments:		
	2. Building administration will create a template for team meeting agendas. This will be distributed to grade level team leaders to use.		
	Assigned to:	Andy Sullivan	
	Added date:	03/07/2016	
	Target Completion Date:	12/23/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/06/2016	
	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:	Team leaders meet with administration twice annually. The demand of two hours monthly is restrictive.	
<b>Plan</b>	Assigned to:	Dawn Verkler	
	How it will look when fully met:	Team leaders will meet twice each month for leadership meetings. Evidence of these meetings will consist of meeting agendas and notes taken from these minutes.	
	Target Date:	05/31/2019	
	<b>Tasks:</b>		
	1. Mrs. Verkler will address the school with a weekly digital meeting/memo. This memo will include important events and dates in the upcoming week.		
	Assigned to:	Dawn Verkler	
	Added date:	03/07/2016	
	Target Completion Date:	05/31/2019	
	Frequency:	weekly	
	Comments:		
	2. Mrs. Verkler will assess the needs of the students and teachers to determine an effective (recurring) day and time for leadership to meet. She will analyze daily schedules to locate a day and time that does not interfere with the educational needs of the students, violate labor laws, or place restrictions on teachers' off contract time.		
	Assigned to:	Dawn Verkler	

		Added date:	03/07/2016
		Target Completion Date:	05/31/2019
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2016	
	Evidence:	The principal communicates with the Leadership team via biannual Leadership meetings and frequent email, texts, and Google calendar updates. Leadership members then distribute this information as needed to their teams. The flow of information also works in reverse, with faculty communicating to the principal via Leadership Team.	
		Added date:	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Not a priority or interest</b>		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 03/31/2016	
		<b>Not a priority or interest</b>	
	Explain why not a Priority or Interest:	The administration at Ward Central does not consider sharing classroom observation data with other classroom teachers. Not only does this blur the line of ethics, it can deteriorate morale or be grounds for a professional grievance.	
		Added date:	
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2016	
	Evidence:	Each grade level has a common planning time. They meet at least weekly for team meeting to discuss data, instructional strategies, and building business. Self discipline and a good schedule will be needed to sustain this model.	
		Added date:	
<b>Indicator</b>	<b>ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2016	

	Evidence:	Each summer teachers attend a week of professional development. One day is committed to data, and one or more days attend to curriculum/instructional units. To continue this, the responsibility falls on administration to plan appropriately for these PD days.
	Added date:	
<b>School Leadership and Decision Making</b>		
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>		
<b>Indicator</b>	<b>IE05 - The principal participates actively with the school's teams. (56)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/31/2016
	Evidence:	Each team meets at least weekly for a team meeting. One or more administrator meets weekly with teams. The principal also communicates with teams several times per week via email, text, and Google calendar. With proper planning and prioritization by the principal, this is easily sustainable.
	Added date:	
<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/31/2016
	Evidence:	The principal prioritizes utilizing common assessments and data walls to drive instruction, intervention, and differentiation. The principal meets individually with all third and fourth grade students prior to standardized testing to review their previous year's achievement and set goal for the current year's testing. Again, prioritization and planning on the part of the principal will be necessary to sustain this.
	Added date:	
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/31/2016
	Evidence:	The principal checks lesson plans as needed. She encourages teachers to note standards and district units in their plans. The principal monitors classroom instruction via classroom walk-throughs and TESS.
	Added date:	
<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assess</b>	Level of Development:	Initial: Limited Development 03/31/2016
	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:	Due to the size of the school, the principal would need additional administrative staffing to handle all of her other job duties to be able to devote 50% of her time working directly with teachers.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal monitors teachers via classroom walk-throughs and TESS.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2016	
	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:	The principal celebrates students in the following ways: Good Character Breakfast, Caught Ya Being Good, Perfect Attendance, and daily rewards during standardized testing for students who use their entire time and appear to be giving their best work and using their strategies.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) (Focus)</b>		

<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2016	
	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:	Staff and parents are able to address concerns via Class Dojo, email, parent advisory meetings, PTO meetings, or visits (formal or informal) to the principal's office.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

**Indicator IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)**

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 03/31/2016	
		Will include in plan	
	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:	TESS gives great feedback that is used by administration. It is not currently shared with the rest of the staff due to potential ethics violations, morale, and the possibility of a formal grievance being filed.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

**Indicator IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)**

**Status** Tasks completed: 0 of 2 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/06/2016	
	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:	We currently do not give classroom observation data to team leaders. Some topics are generalized during the summer leadership meeting, and some general building needs are addressed during EdCamp professional development sessions, which are led by building teachers.	
<b>Plan</b>	Assigned to:	Andy Sullivan	
	How it will look when fully met:	Teachers will complete surveys detailing teaching strengths and weaknesses. These surveys will be analyzed to find areas of expertise and areas of need. Administration will then offer a variety of mini professional development sessions, EdCamp, allowing teachers to lead and learn.	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		
	1. Building administration will create and distribute a digital survey for staff members to list areas of teaching expertise and deficit.		
	Assigned to:	Andy Sullivan	
	Added date:	03/07/2016	
	Target Completion Date:	05/31/2019	
	Frequency:	twice a year	
	Comments:		
	2. EdCamp professional development will be offered annually. Teachers will lead 15 minute sessions of professional development. Other teachers will attend sessions that are applicable to their teaching needs and educational field.		
	Assigned to:	Andy Sullivan	
	Added date:	03/07/2016	
	Target Completion Date:	05/31/2019	
	Frequency:	once a year	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2016	
	Evidence:	The principal follows a prescribed rotation for observations using TESS. Adhering to this schedule will sustain this effort.	
	Added date:		
<b>Indicator</b>	<b>IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)</b>		
<b>Status</b>	<b>Not a priority or interest</b>		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 03/31/2016	

		Not a priority or interest
	Explain why not a Priority or Interest:	Budget and time constraints do not allow this. Additionally, this can decrease morale and lead to a toxic or fearful working environment.
	Added date:	
<b>Indicator</b>	<b>IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/31/2016
	Evidence:	TESS covers all requirements for this indicator. As long as the building adheres to TESS, this indicator is sustainable.
	Added date:	
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assess</b>	Level of Development:	Initial: Limited Development 09/29/2015
	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:	Teachers met with building administration in May 2015 to develop professional growth plans (PGP). These plans were based off classroom observations in the 2014-2015 school year. Subsequently, teachers created a professional development plan based off of their growth needs as indicated by their PGP.
<b>Plan</b>	Assigned to:	Andy Sullivan
	How it will look when fully met:	Each fall teachers will write a professional development (PD) plan. The plan will reference growth areas indicated in professional growth plans from May of the previous school year. Teachers will attend PD related to both plans, gather documentation of attendance, and implement strategies learned.
	Target Date:	09/30/2016
	<b>Tasks:</b>	
	1. Each May, during a regular team meeting, building administration will present the district's professional development plan template, and guide teachers through planning their PD for the upcoming year.	
	Assigned to:	Andy Sullivan
	Added date:	03/07/2016
	Target Completion Date:	05/31/2016
	Frequency:	once a year
	Comments:	



		2. Teachers will analyze professional development offerings from the state, local co-op, and district along with professional development guidelines required by the state. Teachers will create a plan for their PD that satisfies all legal requirements and addresses the area of certification by each teacher.	
		Assigned to:	Andy Sullivan
		Added date:	03/07/2016
		Target Completion Date:	05/31/2016
		Frequency:	once a year
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2016	
	Evidence:	Cabot Public Schools prioritizes training related to Kagan strategies, Marzano, Ruby Payne, and utilizes instructional units that are researched based and include best practices.	
		Added date:	
<b>Indicator</b>	<b>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2016	
	Evidence:	TESS fully covers requirements for this indicator. As long as we are using TESS, this is sustainable.	
		Added date:	
<b>Indicator</b>	<b>IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2016	
	Evidence:	Teachers are encouraged to share during team meetings, faculty meetings, and Ed Camp. Teachers are also often recommended to present at co-op and district PD sessions.	
		Added date:	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 8 of 9 (89%)		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/18/2014	
		<b>Will include in plan</b>	
	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 complete a state required 30 hours of professional development each year. Teachers engage in book studies, HOTS training, weekly team meetings, embedded professional development, and professional development that fulfills their individual professional growth plan.	
<b>Plan</b>	Assigned to:	Dawn Verkler	
	How it will look when fully met:	Ward Central Staff will participate in the following professional development trainings throughout the year: *Bloomboard *TESS *Engage NY Math *Higher Order Questioning (Embedded) *The Positive Dog (Embedded) *Integrating Technology *Dyslexia Completion of these objectives will be evidenced by documentation of the following: *Bloomboard- Attendance to summer professional development; completion of digital portfolio using Bloomboard *TESS- Formal teaching evaluations *Engage NY Math- Integration of these lessons in lesson planning and teaching math *Higher Order Questioning (Embedded)- A minimum of two HOT questions per day documented in lesson plans *The Positive Dog (Embedded)- Attendance of embedded PD sessions *Integrating Technology- Teachers will integrate a variety of technology in core subjects (math, literacy, science, social studies) to enhance and extend learning opportunities. *Dyslexia- Attendance of summer professional development training	
	Target Date:	05/29/2015	
	<b>Tasks:</b>		
	1. All teachers will attend a district summer professional development training on dyslexia.		
	Assigned to:	Kristina Eisenhower	
	Added date:	10/09/2014	
	Target Completion Date:	08/29/2014	
	Comments:		
	<b>Task Completed:</b>	8/29/2014 12:00:00 AM	
	2. Teachers will integrate a variety of technology in core subjects (math, literacy, science, social studies) to enhance and extend learning opportunities.		
	Assigned to:	Holly Woodruff	
	Added date:	10/09/2014	
	Target Completion Date:	12/19/2014	
	Frequency:	twice monthly	
	Comments:		
	<b>Task Completed:</b>	12/12/2014 12:00:00 AM	
	3. All staff will read The Positive Dog and attend three hours of embedded PD sessions.		
	Assigned to:	Dawn Verkler	
	Added date:	10/09/2014	
	Target Completion Date:	04/30/2015	

		Frequency:	monthly
		Comments:	
		<b>Task Completed:</b>	5/28/2015 12:00:00 AM
	4. All teachers will attend 9 embedded hours of professional development over Higher Order Thinking Skills.		
		Assigned to:	Dawn Verkler
		Added date:	10/09/2014
		Target Completion Date:	04/30/2015
		Frequency:	monthly
		Comments:	
		<b>Task Completed:</b>	4/30/2015 12:00:00 AM
	5. Teachers will write two HOT questions each day in lesson plans and use them in instruction.		
		Assigned to:	Dawn Verkler
		Added date:	10/09/2014
		Target Completion Date:	09/30/2015
		Frequency:	daily
		Comments:	The entire school has undergone embedded hour training over HOT (higher order thinking) questions. Teachers are two include a minimum of two HOT questions into our lessons plans each day. Teachers highlight the questions so that they are easily visible, and lesson plans are left on the corner of the teacher's desk. Administrators regularly conduct CWTs to assess inclusion of HOT questioning.
		<b>Task Completed:</b>	9/30/2014 12:00:00 AM
	6. Teachers will attend summer professional development to learn to use Bloomboard.		
		Assigned to:	Tereasa Noblin
		Added date:	10/09/2014
		Target Completion Date:	08/29/2014
		Comments:	
		<b>Task Completed:</b>	8/13/2014 12:00:00 AM
	7. Teachers will complete a digital portfolio using Bloomboard.		
		Assigned to:	Tereasa Noblin
		Added date:	10/09/2014
		Target Completion Date:	05/29/2015
		Comments:	
		<b>Task Completed:</b>	5/28/2015 12:00:00 AM
	8. Teachers will integrate Engage NY Math as a part of their math instruction. This will be documented in lesson plans.		
		Assigned to:	Dawn Verkler
		Added date:	10/09/2014
		Target Completion Date:	12/19/2014
		Frequency:	weekly

		Comments:	
		<b>Task Completed:</b>	12/12/2014 12:00:00 AM
		9. Teachers will be formally evaluated on a rotating basis using TESS.	
		Assigned to:	Dawn Verkler
		Added date:	10/09/2014
		Target Completion Date:	05/29/2015
		Comments:	TESS evaluations are updated to a four year rotation. Evaluation is ongoing throughout the year, with EOY evaluations in the spring as applicable.
<b>Implement</b>		Percent Task Complete:	89%
<b>School Leadership and Decision Making</b>			
<b>Expanded time for student learning and teacher collaboration</b>			
<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 3 of 4 (75%)		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/18/2014	
		Will include in plan	
	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:	Ward Central Elementary offers a before and after school program called "Club Awesome." Students are targeted by regular classroom teachers as needing improvement in math, literacy, or needing learning challenges. Data collected by DIBELS, reading running records, Developmental Spelling Assessment, Developmental Reading Assessment, and math module assessments will be used to monitor the progress of these extended learning programs.	
<b>Plan</b>	Assigned to:	Dawn Verkler	
	How it will look when fully met:	An average percentage of 80% will attend extended learning times. Monitoring will be accomplished by entering children who are currently on the waiting list into open spots. We will continue clubs that are in high demand and discontinue those that have lower appeal/participation. Discontinued clubs will be replaced using data from student surveys. Online data walls will document student progress. Anecdotal notes by math and reading teachers will also document educational observations and gains.	
	Target Date:	05/27/2016	
	<b>Tasks:</b>		
		1. Daily attendance will be taken for Club AWESOME (after school program).	
		Assigned to:	Jennifer Lea Griffin

		Added date:	10/20/2014
		Target Completion Date:	12/18/2015
		Frequency:	daily
		Comments:	Club AWESOME does not meet on Fridays.
		<b>Task Completed:</b>	12/12/2014 12:00:00 AM
	2. The afterschool program coordinator will contact parents of students with poor attendance to confirm participation in the program. The coordinator will replace students who drop from the program with those on the current waiting list.		
		Assigned to:	Jennifer Lea Griffin
		Added date:	10/20/2014
		Target Completion Date:	12/18/2015
		Frequency:	monthly
		Comments:	
		<b>Task Completed:</b>	12/12/2014 12:00:00 AM
	3. Club AWESOME coordinator will survey students to assess interests. When the first rotation of clubs ends, another survey will be administered to reassess club interests and demands.		
		Assigned to:	Jennifer Lea Griffin
		Added date:	10/20/2014
		Target Completion Date:	12/18/2015
		Frequency:	twice a year
		Comments:	
		<b>Task Completed:</b>	12/12/2014 12:00:00 AM
	4. Jennifer Lea Griffin, coordinator of our after school program, will consult the Cabot Public Schools online data wall to monitor the academic needs of each Club Awesome attendee.		
		Assigned to:	Jennifer Lea Griffin
		Added date:	10/20/2014
		Target Completion Date:	05/06/2016
		Frequency:	twice monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:		75%
<b>School Leadership and Decision Making</b>			
<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>			
<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 09/18/2014	
		Will include in plan	
	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 administrator of WC meets with district curriculum and personnel staff to outline needs of the building. Together they determine criteria for job applicants, collaborate on job requirements posted online, and necessary qualifications for applicants.	
<b>Plan</b>	Assigned to:	Dawn Verkler	
	How it will look when fully met:	Every certified teacher will be labeled as "highly qualified" and will complete all requirements as designated by the Arkansas Department of Education.	
	Target Date:	05/27/2016	
<b>Tasks:</b>			
	1. Mrs. Verkler works with Lisa Baker, Director of Personnel, to determine that all Title 1 teachers are highly qualified teachers.		
	Assigned to:	Dawn Verkler	
	Added date:	03/31/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	once a year	
	Comments:		
	2. Qualifications for each posted job will be detailed on the job listing. Mrs. Baker will check qualifications as a part of the hiring process.		
	Assigned to:	Lisa Baker	
	Added date:	03/07/2016	
	Target Completion Date:	05/27/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Opportunity to Learn</b>			
<b>Post-Secondary School Options</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2015	
	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:	Students are led by teachers to understand the requirements to succeed in the next grade. Fourth grade students are coached by teachers to prepare socially, emotionally, and academically to change schools for fifth grade (middle school). Cabot Schools are vertically aligned K-12 in terms of advancing curriculum to ensure that students are college and career ready.
<b>Plan</b>	Assigned to:	Whitney Malham
	How it will look when fully met:	Students will know their "future story." Not only will they articulate career aspirations, but will be able to work backwards to determine what they need to achieve in either college or trade school, high school, junior high, middle school, all the way back to their current grade. Students will be able to name a university in Arkansas. Teachers will accomplish this through Responsive Classroom, Go College! week, and whole group lessons from the guidance counselor.
	Target Date:	05/26/2017
	<b>Tasks:</b>	
	1. Each regular classroom teacher will discuss their students "Future Story." Unlike simply asking the kids what they want to be when they grow up, teachers will address children individually and work backwards from their desired career to determine what they need to achieve in college, high school, junior high, middle school. By working backwards, they break down their life goal to determine what they need to learn in their current grade level to help them achieve their future story.	
	Assigned to:	Melissa LeMay
	Added date:	03/07/2016
	Target Completion Date:	05/26/2017
	Frequency:	once a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Curriculum, Assessment, and Instructional Planning</b>		
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>		
<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 01/06/2016
	Evidence:	Cabot Public Schools has a district-wide committee for each grade in each subject. Committee members are composed of teachers from each building to align content with standards, pace standards, and determine which skills are listed on each report card. Ward Central has several teacher in each grade level on various curriculum committees.
	Added date:	
<b>Curriculum, Assessment, and Instructional Planning</b>		
<b>Assessing student learning frequently with standards-based assessments</b>		

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/06/2016	
	Evidence:	All students are preassessed using DRA, DSA, and Engage NY math tests. Teacher frequently assess both formally and informally (multiple times throughout the year) to determine curriculum pacing. Grades 1-4 are formally assessed in the spring using the current statewide standardized testing dictated by ADE. Kindergarten students are assessed formally using QUALLS, KSA, ARRAN, PCA, and DIBELS.	
	Added date:		
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 11/5/2014		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/18/2014	
		<b>Objective Met</b> - 11/05/2014	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	To be addressed	
<b>Plan</b>	Assigned to:	Kathryn Brooks	
	How it will look when fully met:	Each child will receive individualized instruction in reading and math. Children below level in reading will receive interventions both in the classroom and in a small group from one of three reading interventions. These small groups will meet daily and will focus on best practices to improve fluency, comprehension, oral reading, and decoding strategies. Children below level in math will receive interventions both in the regular classroom and in a small group from one of two math interventionists. Data from Arkansas Benchmark, DRA, DSA, pre, mid, and post unit math assessments (Engage NY), and Cognition Based Assessment and Teaching will be used initially to place students. Progress monitoring and authentic observational assessments will be used to maintain and adjust intervention groups.	
	Target Date:	12/19/2014	
	<b>Tasks:</b>		
		1. Analyze Arkansas Benchmark data.	



		Assigned to:	Dawn Verkler
		Added date:	10/09/2014
		Target Completion Date:	08/29/2014
		Comments:	Building administration met multiple times over the summer, both independently of regular classroom teachers and with classroom teachers, to analyze student achievement data for the 2014 ACTAAP.
		<b>Task Completed:</b>	<b>8/29/2014 12:00:00 AM</b>
	2. Analyze and rank DRA scores from May 2014.		
		Assigned to:	Kathryn Brooks, Cindy Leonard, Stacey Crumpton
		Added date:	10/09/2014
		Target Completion Date:	08/29/2014
		Comments:	Our reading interventionists met extensively with building administration to analyze data from spring DRA testing from April 2014. Students designated as 1-3 reading levels below grade level were identified and grouped by ability. The three reading interventionists set a schedule to meet the needs of these students.
		<b>Task Completed:</b>	<b>8/29/2014 12:00:00 AM</b>
	3. Assess new students using the DRA.		
		Assigned to:	Kathryn Brooks, Cindy Leonard, Stacey Crumpton
		Added date:	10/09/2014
		Target Completion Date:	08/29/2014
		Comments:	Students who were not assessed in reading using the DRA in spring of 2014 were assessed during the first two weeks of school. This included students whose testing data was missing, students transferring from another school within district that did not undergo the DRA, and students new to Cabot Schools.
		<b>Task Completed:</b>	<b>8/29/2014 12:00:00 AM</b>
	4. Assess targeted students using Cognition Based Assessment and Teaching (math).		
		Assigned to:	Sherry Voegele, Macy Leggett
		Added date:	10/09/2014
		Target Completion Date:	09/12/2014
		Comments:	The math interventionists met with every student in third and fourth grade that were either "Basic" or "Below Basic" on the 2014 ACTAAP. They also did individual assessments of any student upon teacher recommendation. Data was used to form ability based intervention groups.
		<b>Task Completed:</b>	<b>9/12/2014 12:00:00 AM</b>
	5. Meet with district level curriculum heads and building administration to analyze math assessment data and form intervention groups.		
		Assigned to:	Sherry Voegele, Macy Leggett
		Added date:	10/09/2014
		Target Completion Date:	09/12/2014

		Comments:	The math interventionists met with every student in third and fourth grade that were either "Basic" or "Below Basic" on the 2014 ACTAAP. They also did individual assessments of any student upon teacher recommendation. Data was used to form ability based intervention groups. The math interventionists pull small groups (3-5 students) for 30 minutes per group daily. They rotate the times at which they pull each group so that students do not miss the same regular classroom activity/lesson every day. The groupings are flexible.
		Task Completed:	9/12/2014 12:00:00 AM
		6. Meet with building administration to analyze reading assessment data and form intervention groups.	
		Assigned to:	Cindy Leonard, Stacey Crumpton, Kathryn Brooks
		Added date:	10/09/2014
		Target Completion Date:	09/12/2014
		Comments:	Our reading interventionists met extensively with building administration to analyze data from 2014 ACTAAP scores and spring DRA testing from April 2014. Students designated as 1-3 reading levels below grade level were identified and grouped by ability. The three reading interventionists set a schedule to meet the needs of these students.
		Task Completed:	9/12/2014 12:00:00 AM
		7. Pull small groups for reading and math interventions.	
		Assigned to:	Sherry Voegele, Macy Leggett, Kathryn Brooks, Cind
		Added date:	10/09/2014
		Target Completion Date:	09/12/2014
		Frequency:	daily
		Comments:	The math interventionists pull small groups (3-5 students) for 30 minutes per group daily. They rotate the times at which they pull each group so that students do not miss the same regular classroom activity/lesson every day. All groupings are flexible. The reading interventionists pull small groups (3-4 students) for 30 minutes per group daily. They meet at the same time daily. All groupings are flexible.
		Task Completed:	9/12/2014 12:00:00 AM
		8. Meet as grade level teams with the GT teacher to discuss flex groups (accelerated learning for differentiation).	
		Assigned to:	Renee Johnson
		Added date:	10/09/2014
		Target Completion Date:	09/12/2014

		Comments:	Judy Hopper, the GT teacher, met with each grade level within the first two weeks of school. She supplied every regular classroom teacher with lists of students who achieved "Advanced" on the math and/or literacy sections of the ACTAAP. She also supplied teachers with lists of students she had worked with in flex groups the previous year, but were not identified as gifted. Teachers were advised to observe student participation and interests within the first two weeks of school. Each grade level recommended up to 24 students for flex grouping: 12 for math, 12 for literacy. Students could double block if needed. Flex groups will meet weekly for the remainder of the school year.
		Task Completed:	9/12/2014 12:00:00 AM
	9. Flex groups will be pulled to extend learning for advanced students.		
		Assigned to:	Judy Hopper
		Added date:	10/09/2014
		Target Completion Date:	10/01/2014
		Frequency:	weekly
		Comments:	Each grade level recommended up to 24 students for flex grouping: 12 for math, 12 for literacy. Students could double block if needed. Flex groups will meet weekly for the remainder of the school year. Students who attend flex groups are subject to change, based on the needs of the student.
		Task Completed:	10/1/2014 12:00:00 AM
	10. Classroom teachers will pull math intervention groups.		
		Assigned to:	Renee Johnson
		Added date:	10/09/2014
		Target Completion Date:	10/31/2014
		Frequency:	daily
		Comments:	The math interventionists pull small groups (3-5 students) for 30 minutes per group daily. They rotate the times at which they pull each group so that students do not miss the same regular classroom activity/lesson every day. All groupings are flexible.
		Task Completed:	10/30/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		11/5/2014
	Experience:		11/5/2014 The tasks for this objectives fit in with our reading and math block and interventions. As as staff we were able to accomplish many of these tasks either in our embedded professional training or state required professional development. The RTI committee and team discussions during team meetings focused on strategies helping the specific needs of the targeted groups.

Sustain:	11/5/2014 We will continue progress monitoring in both reading and math using data from interventionists and regular classroom anecdotal notes and assessments. We will reevaluate targeted students as needed. Administration will ensure accountability through lesson plan checks and classroom walk throughs.
Evidence:	11/5/2014 Documentation of classroom schedules, data wall, interventionist student records, teacher anecdotal records, and progress monitoring data support our success in meeting this goal.

## Classroom Instruction

### Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/07/2016	
	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:	District curriculum committees have compiled and written lesson plans for all subject areas. Lessons have aligned current Arkansas teaching standards and include goals, objectives, activities, and assessments. All teachers have access to these materials.	
<b>Plan</b>	Assigned to:	Dawn Verkler	
	How it will look when fully met:	Teachers will utilize Cabot Curriculum Units daily in their instruction. Teachers will cite the unit and lesson in their lesson plans as evidence.	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		
	1. District curriculum department heads will allow teacher access to Google Sites containing curriculum units and maps.		
	Assigned to:	Tammy Tucker	
	Added date:	03/07/2016	
	Target Completion Date:	05/27/2016	
	Comments:		
	2. Teachers will be given guidelines by building administration or curriculum department heads regarding the organization and use of Google sites containing curriculum units and maps.		
	Assigned to:	Dawn Verkler	
	Added date:	03/07/2016	
	Target Completion Date:	05/27/2016	

		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Family Community Engagement</b>			
<b>Defining the purpose, policies, and practices of a school community</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 2/27/2015		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/18/2014	
		<b>Objective Met</b> - 02/27/2015	
		Will include in plan	
	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:	Ward Central provides parent nights for literacy, math, and science. Teachers send home weekly newsletters to inform parents of learning goals, to provide homework, and to communicate games and websites that can be utilized at home to support learning. Some teachers also use Class Dojo for parent communication purposes.	
<b>Plan</b>	Assigned to:	Evelyn Schumacher	
	How it will look when fully met:	Students, parents, and teachers will work together to create common objectives and expectations of for communication and learning.	
	Target Date:	10/31/2014	
	<b>Tasks:</b>		
	1. During parent/teacher conferences, teachers will communicate ways parents can support and extend learning at home.		
	Assigned to:	Katrina Holland	
	Added date:	10/09/2014	
	Target Completion Date:	10/31/2014	
	Frequency:	twice a year	

		Comments:	On October 14 and 16, our school held parent teacher conferences. Each grade sent home handouts including ways to read with children at home, math strategies, games that can be played to support learning, and Classworks logins and passwords. Additionally, the reading and math interventionists double blocked conferences of students with whom they meet. Third grade gave away detailed explanations of mathematical practices. Kindergarten sent home games. Fourth grade sent home detailed examples of how we complete math.
		Task Completed:	10/31/2014 12:00:00 AM
		2. Parents, students, and teachers will sign a compact outlining learning goals and expectations.	
		Assigned to:	Katrina Holland
		Added date:	10/09/2014
		Target Completion Date:	08/29/2014
		Comments:	
		Task Completed:	8/29/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	2/27/2015	
	Experience:	2/27/2015 The counselor prepared a student, teacher, parent compact. The compact was distributed to every student before or on the first day of school. Incentives were provided for families to promptly return the compacts during the first week of school. Additionally, ample communication was prepared and presented to parents during parent teacher conferences.	
	Sustain:	2/27/2015 The compact will need to be reviewed annually before redistribution. Teachers and administrators will need to assess the types of communication and handouts that are needed biannually for parent/teacher conferences. These changes will be based on student achievement data, district curriculum choices, and Arkansas/National teaching standards.	
	Evidence:	2/27/2015 Mrs. Malham, the counselor, has files of completed and returned compacts. Teachers, along with office staff, have documentation of sign-in sheets from parent teacher conferences. Teachers also have retained copies of communications distributed.	