

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 18, 2016

LAVACA ELEMENTARY SCHOOL NCES - 50873000586

LAVACA 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 Tasks completed: 2 of 4 (50%)

Assess	Level of Development:	Initial: Limited Development 09/29/2015	
	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:	Our school has created a leadership team comprised of at least one teacher from every grade level, a specialist teacher, and the principal. The leadership team meets twice a month to discuss policies and various issues that have arisen. There is a specific time we meet and an agenda so there is a specific plan and purpose for the meeting. The school scheduling allows for all of the members to attend the meetings. A team structure is a high priority for our school, but it is limited development at this time. There are changes that must be made to our current policy in our handbook that specifies the amount of time and frequency of meetings. Other team structures we have in place in our school are various committees that meet. We have a Response to Intervention team, Title I, grade level teams, and a parental involvement committee. The parental involvement committee is made of parents and teachers.	
Plan	Assigned to:	Caitlin Staton	
	How it will look when fully met:	When our school is fully meeting this objective, all of our instructional and leadership teams will be meeting on a set schedule. Each team will create an agenda prior to each meeting and maintain a record of minutes and discussion points. Each team will have created a mission statement and norms for their team to ensure productivity and effective use of time. The evidence we will use to show we are fully implementing this objective is a schedule of our meetings and an agenda with all members listed that were present, minutes, and discussion points.	
	Target Date:	12/01/2016	

	Tasks:		
	1. Create a leadership team with a member from each grade level, guidance counselor, and any other key professionals.		
	Assigned to:	Samuel Slott III	
	Added date:	10/08/2015	
	Target Completion Date:	10/01/2015	
	Comments:		
	Task Completed:	9/1/2015 12:00:00 AM	
	2. Create a schedule for all meetings of the leadership team.		
	Assigned to:	Caitlin Staton	
	Added date:	10/08/2015	
	Target Completion Date:	10/31/2015	
	Frequency:	once a year	
	Comments:		
	Task Completed:	9/17/2015 12:00:00 AM	
	4. Create an electronic file or form of record keeping to maintain accurate and up-to date records.		
	Assigned to:	Caitlin Staton	
	Added date:	10/08/2015	
	Target Completion Date:	12/01/2015	
	Frequency:	once a year	
	Comments:	We will need to create a new file for each year.	
	5. Members of the leadership team will be monitored and re-evaluated on a yearly basis.		
	Assigned to:	Samuel Slott III	
	Added date:	10/08/2015	
	Target Completion Date:	09/01/2016	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:	50%	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	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:	Grade levels are meeting consistently but not creating an agenda for those meetings. An agenda format has been created and given to grade levels. Each grade level will create an agenda with specific tasks and discussion points prior to their meeting from this point forward. The agendas with minutes will be turned in to the building principal following the meetings. The agenda will consist of curriculum planning and other issues that need to be discussed. This is a high priority to create the agendas prior to the meeting, so a specific purpose will be in place. The leadership team that meets twice a month will have a specific agenda created prior to each meeting and sent to each member in advance, so all members can adequately prepare for each meeting. The agenda will be created by the principal and process manager. The RTI/Dyslexia teams meet regularly to discuss student progress and are given an informal agenda via email, prior to the meeting.
Plan	Assigned to:	Caitlin Staton
	How it will look when fully met:	When our school is fully meeting this objective, all teams will have a prepared agenda for every meeting. The team leader will be in charge of preparing an agenda for each meeting. The team will provide input to the team leader about the needs that need to be addressed at each meeting. Each team will be provided the agenda prior to the meeting, so members will be fully prepared for each meeting. The team leaders will have a record of each meeting. The evidence for this objective will be the agendas and meeting minutes which will be stored using Google docs.
	Target Date:	12/01/2016
	Tasks:	
	1. Team leaders and recorders will be selected for each and every team.	
	Assigned to:	Samuel Slott III
	Added date:	10/08/2015
	Target Completion Date:	03/31/2016
	Frequency:	once a year
	Comments:	
	2. Create an uniform agenda format for all teams to use in their meetings.	
	Assigned to:	Katie Bucella
	Added date:	10/08/2015
	Target Completion Date:	12/01/2015
	Frequency:	once a year
	Comments:	Look at the Indistar format
	Task Completed:	11/13/2015 12:00:00 AM
	3. The leadership team will determine how the records for each team will be stored and/or published. It may be stored physically or electronically.	
	Assigned to:	Samuel Slott III
	Added date:	10/08/2015
	Target Completion Date:	12/01/2015

	Frequency:	once a year
	Comments:	
	Task Completed:	1/28/2016 12:00:00 AM
Implement	Percent Task Complete:	67%
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	No decision has been made Tasks completed: 1 of 1 (100%)	
Assess	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:	A leadership team has been developed consisting of the principal, a teacher from each grade level, and a specialist teacher. The team meets twice a month for an hour at each time. This is a high priority for our school but limited development because the leadership team was created this year.
Plan	Assigned to:	Samuel Slott III
	How it will look when fully met:	When this objective is fully implemented, a leadership team containing all key personnel will be in place. The leadership team will be meeting twice a month for an hour at each meeting. The evidence we will provide to show that this objective is fully implemented will be a leadership team meeting schedule,a list of members on the leadership team, and agendas with minutes from each meeting.
	Target Date:	12/01/2016
	Tasks:	
	1. Create a schedule for the leadership team meetings.	
	Assigned to:	Samuel Slott III
	Added date:	10/08/2015
	Target Completion Date:	10/31/2015
	Frequency:	once a year
	Comments:	
	Task Completed:	9/15/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
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	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/17/2015	
		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 leadership team has not reviewed the principal's summary reports of classroom observations to plan professional development at this time.	
Plan	Assigned to:	Samuel Slott III	
	How it will look when fully met:	When this objective is fully implemented, the principal will be completing classroom observations and creating summary reports. The leadership team will be meeting periodically to review these reports and disaggregate the data as a team. The principal and leadership team will use this information to plan professional development according to the school's needs shown on the reports.	
	Target Date:	12/01/2016	
	Tasks:		
	1. The principal will complete regular informal and formal classroom observations following TESS guidelines.		
	Assigned to:	Samuel Slott III	
	Added date:	11/17/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	once a year	
	Comments:		
	2. A summary report will be generated using the data from the classroom observations.		
	Assigned to:	Samuel Slott III	
	Added date:	11/17/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	once a year	
	Comments:		
	3. The leadership team will meet and review the summary reports provided by the principal. The team will create a list of strengths and weaknesses of the school to plan professional development.		
	Assigned to:	Samuel Slott III	
	Added date:	11/17/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	once a year	

		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/17/2015	
	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 using their classroom observations to create a professional growth plan and to choose their professional development for the year.	
Plan	Assigned to:	Samuel Slott III	
	How it will look when fully met:	All teachers will use the formal and informal classroom observations to plan professional development.	
	Target Date:	05/27/2016	
	Tasks:		
	1. Teachers will review their classroom observations and then create a professional growth plan that allows for opportunities for growth based on the data from the observations.		
	Assigned to:	Samuel Slott III	
	Added date:	11/17/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:		0%
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 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/17/2015	
	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:	The district contracts with the Guy Fenter Education Service Cooperative to provide differentiated professional development for all staff members. Arkansas Ideas is an additional source for professional development. In addition, professional development is provided on site.	
Plan	Assigned to:	Samuel Slott III	

	How it will look when fully met:	When this objective is fully implemented, the staff will be provided a multitude of high quality professional development that is subject specific through multiple sources. Teachers will be encouraged to observe in other classrooms to learn effective techniques and teaching strategies from highly qualified professionals.
	Target Date:	05/26/2017
	Tasks:	
	1. Teachers and staff will be given an anonymous survey to evaluate the quality of professional development that is currently offered.	
	Assigned to:	Melissa Eckart
	Added date:	11/17/2015
	Target Completion Date:	05/27/2016
	Frequency:	once a year
	Comments:	The survey should ask for staff to describe the effectiveness of the professional development. Staff will be able to tell what needs they have for professional development.
	2. The data from the surveys will be compiled into a report. The report will be assessed by the principals and curriculum coordinator to plan future professional development.	
	Assigned to:	Samuel Slott III
	Added date:	11/17/2015
	Target Completion Date:	05/27/2016
	Frequency:	once a year
	Comments:	
	3. The district superintendent in conjunction with the building principals and the curriculum coordinator will evaluate the current professional development budget to determine if the budget is able to meet all the professional development needs to ensure teachers are receiving high quality, differentiated professional development.	
	Assigned to:	Steve Rose
	Added date:	11/17/2015
	Target Completion Date:	05/27/2016
	Frequency:	once a year
	Comments:	
	4. The data from classroom observations will be used to plan professional development.	
	Assigned to:	Samuel Slott III
	Added date:	02/05/2016
	Target Completion Date:	05/27/2016
	Comments:	
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: No development or Implementation 01/25/2016	
		Will include in plan	
	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 do not have an extended time learning program at this time.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

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	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/17/2015	
	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:	The building principal attends career fairs at local colleges to meet education majors entering the job market. The principal chooses a panel to interview potential candidates. The panel collaborates with the principal to help choose the best fit for the school. The school district posts job openings on the school website and the AAEA website to recruit potential teachers.	
Plan	Assigned to:	Samuel Slott III	
	How it will look when fully met:	The district will create an information packet for potential candidates that highlight the strengths of the community and the school. The packet will be given to perspective teachers at job fairs and when they inquire about a possible position at the school district. This tool will also be available online as well if they visit the AAEA or school website about a job opening. The school district will list the compensation schedule plus dental, health, vision, and life insurance policies that are available as well.	
	Target Date:	05/26/2017	
	Tasks:		

	1. Create an information packet to be used for teacher recruitment that promotes the strengths of the school and community. This packet will be in print and electronic form.		
	Assigned to:	Wendi Curtis	
	Added date:	11/17/2015	
	Target Completion Date:	05/26/2017	
	Frequency:	once a year	
	Comments:		
	2. The district superintendent will work to ensure that the district's salary schedule and benefit package is comparable to local schools in the area.		
	Assigned to:	Steve Rose	
	Added date:	11/17/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	once a year	
	Comments:		
	3. Building principals will attend career fairs at area colleges to recruit potential candidates.		
	Assigned to:	Samuel Slott III	
	Added date:	11/17/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	twice a year	
	Comments:		
	4. Building principals will post job openings on several websites including but not limited to the school website and the AAEA website.		
	Assigned to:	Samuel Slott III	
	Added date:	11/17/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:	0%	
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: Limited Development 01/25/2016	
	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:	The school has many guest speakers that come to speak to the students about various careers. The schools welcomes student interns and practicum students from local colleges. The teachers use those experiences to discuss with students about college. Third and fourth grade attends a science festival at the University of Arkansas Fort Smith and also has toured the campus. Some classroom have participated in the Adopt a Professor program through UAFS and the professors work with the teachers and the students.	
Plan	Assigned to:	Not yet assigned	
	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	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/17/2015	
	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:	Grade levels have developed units of instructions for most subject areas. These units are standards based and cross curricular to multiple subject areas.	
Plan	Assigned to:	Samuel Slott III	
	How it will look when fully met:	When this objective is fully implemented, the grade levels will be branching out and working with vertical alignment teams. The vertical alignment teams will be creating units across grade levels so we are not teaching the same topics multiple times. There would be time available for vertical alignment teams to meet and plan the units.	
	Target Date:	12/01/2016	
	Tasks:		
	1. Create a list of vertical alignment teams.		
	Assigned to:	Samuel Slott III	
	Added date:	11/17/2015	
	Target Completion Date:	09/01/2016	
	Frequency:	once a year	
	Comments:		

		2. Create a common planning time for vertical alignment team members.
	Assigned to:	Samuel Slott III
	Added date:	11/17/2015
	Target Completion Date:	05/27/2016
	Frequency:	once a year
	Comments:	
		3. Vertical alignment teams will create cross curricular units.
	Assigned to:	Samuel Slott III
	Added date:	11/17/2015
	Target Completion Date:	05/27/2016
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	0%

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 01/25/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The students are tested multiple times a year using Dibels, DRA, Star tests, MAP, and Dyslexia screenings.	
Plan	Assigned to:	Not yet assigned	
	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)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: No development or Implementation 01/25/2016	
		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:	There is no document that all teachers use to guide their curriculum and instruction.	
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)		
------------------	---	--	--

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

Assess	Level of Development:	Initial: Limited Development 01/25/2016	
	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:	There is a Title I compact in the student handbook that requires parental and student signatures.	
Plan	Assigned to:	Not yet assigned	
	Added date:		