

Comprehensive Plan Report

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

December 01, 2016

IZARD COUNTY CONSOLIDATED ELEM SCHOOL NCES - 50002101299

IZARD COUNTY CONSOLIDATED 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	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)
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Status	Tasks completed: 0 of 2 (0%)
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Assess	Level of Development:	Initial: Limited Development 11/29/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is a new initiative put into place this year. We are meeting regularly via grade level instructional data teams, school improvement team meetings, whole faculty meetings, and meetings with our parent group; however, we still feel that we are in limited implementation because it is a new process to us.	
Plan	Assigned to:	Eve Hatman	
	How it will look when fully met:	When this objective is being fully implemented, the leadership team will be meeting in one form or another at least twice a month. This meetings will take place in several different forms. First, key members of the leadership team, Eve Hatman and Kensey Wheat, will meet with the grade-level instructional teams every four months to review progress monitoring data and make decisions regarding the academic improvement plan of each student in either tier two or three of our RTI program. Second, the entire faculty will meet at least once monthly. Third, the leadership team will meet once monthly. Finally, the parental involvement group will meet once monthly.	
	Target Date:	12/22/2016	
	Tasks:		
	1. Make sure the meetings are scheduled and all pertinent staff is notified.		
	Assigned to:	Eve Hatman	
	Added date:	11/29/2016	

		Target Completion Date:	12/22/2016
		Frequency:	monthly
		Comments:	
	2. Gather minutes and agendas for the various meetings that are outlined in the plan.		
		Assigned to:	Kensey Wheat
		Added date:	11/29/2016
		Target Completion Date:	12/22/2016
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/29/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our leadership team is regularly looking at school performance data and making a limited number of decisions based upon that data through monthly meetings with grade-level instructional teams. We are using it to move students through our tiered instruction; however, we have not yet used the data to effect change toward school improvement or professional development needs. Our goal is to more fully integrate the process to include those things.	
Plan	Assigned to:	Kensey Wheat	
	How it will look when fully met:	Our ideal vision for this goal is to meet at least every four weeks to analyze data from various progress monitoring platforms such as DIBELS and Classworks to ascertain student growth for those students in either tier two or three of our RTI plan. We will look at growth charts to make sure students are not only growing but growing at an adequate rate to put them within one grade level of their peers by the end of the school year. If students are not meeting the expected growth, we will decide on the best course of action for the future. Over time, as we see how our intervention program is developing and aiding/not aiding our students, we will look to make changes to our curriculum and professional development needs to address the holes we see in instruction.	
	Target Date:	05/19/2017	
	Tasks:		
	1. Schedule grade level meetings every four to five weeks.		

		Assigned to:	Kensey Wheat
		Added date:	11/29/2016
		Target Completion Date:	05/19/2017
		Frequency:	monthly
		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)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 11/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At the beginning of the year, we are administering the DIBELS benchmark to all students as well as a math benchmark test via an online platform we purchased this year called Classworks. Based off this data, as well as state-mandated testing, we placed our students into tiered levels. Students in tiers one and two are then progressed monitored either each month or every two weeks depending on need. The whole class is reassessed mid-year and at the end-of-year using the DIBELS and Classworks benchmarks test.	
Plan	Assigned to:	Courtney Selph	
	How it will look when fully met:	Students will be screened initially using DIBELS for language arts and Classworks for math. Students placed in either tier two or three interventions will be progress monitored according to their tier. Tier two will be progress monitored every month; tier three will be progress monitored every two weeks. At mid-year and at the end-of-year, all students will again be screened using both DIBELS and Classworks.	
	Target Date:	05/19/2017	
	Tasks:		
	1. Ensure that all teachers have access to both the DIBELS and Classworks online assessments.		
		Assigned to:	Takara Kinion
		Added date:	11/29/2016
		Target Completion Date:	09/14/2016

		Comments:	Classworks was available to all teachers at the beginning of the year. We had to purchase additional DIBELS licenses before all students could be screened. New students took a couple of days longer to screen because they had to be entered into Classworks individually.
		Task Completed:	9/2/2016 12:00:00 AM
	2. Ensure that all teachers are familiar with the screening and progress monitoring schedule- especially any new teachers.		
		Assigned to:	Courtney Selph
		Added date:	11/29/2016
		Target Completion Date:	09/14/2016
		Comments:	The RTI plan was introduced and discussed during a faculty meeting. The progress monitoring schedule is consistent with what we have done in the past so that was not new information. One new teacher, Jackie Densford, is working with her mentor to make sure she is in compliance with the plan.
		Task Completed:	9/7/2016 12:00:00 AM
	3. Monitor progress monitoring data via grade level meetings.		
		Assigned to:	Kensy Wheat
		Added date:	11/29/2016
		Target Completion Date:	05/19/2017
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		67%
Classroom Instruction			
Provide a tiered system of instructional and behavioral supports and interventions			
Indicator	IIID01 - The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.(5193)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/29/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This summer we developed an RTI plan to outline how our school will identify students in need and address those needs. All students are tested three times each year with tier two and three students being progressed monitored much more often.	
Plan	Assigned to:	Eve Hatman	

	How it will look when fully met:	How we will meet this indicator is outlined in our RTI plan, a copy of which shall be located in the uploaded documents folder. This indicator is closely lined to another indicator regarding periodic progress monitoring of our students, and the plan for meeting that indicator can be located there. We have a school-wide goal this year regarding implementing our RTI program with fidelity this year.
	Target Date:	05/19/2017
		Added date: