

Comprehensive Plan Report

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

10/24/2016

Catawba Elementary School NCES - na

Catawba County

Student Success Indicators

Key Indicators are shown in RED.

Dimension A - Instructional Excellence and Alignment

Curriculum and instructional alignment

| | | | |
|-------------------|--|--|--|
| Indicator | A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | | |
| Status | Tasks completed: 0 of 2 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 10/10/2016 | |
| | 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: | <p>-Teachers in grade levels frequently meet to plan instructional units; however, they do not always keep artifacts or evidence of their development meetings.</p> <p>-Teachers are following & implementing our district wide pacing guides for covering our learning objectives.</p> <p>-We frequently implement instructional units, but we need to become more purposeful in establishing congruency between our standards and activities or tasks.</p> | |
| Plan | Assigned to: | Amber Sipes | |
| | How it will look when fully met: | By Jan. 24, 2017, we will have implemented standards-aligned units of instruction for mathematics & science for each of our grade levels kindergarten through sixth grade. | |
| | Target Date: | 01/24/2017 | |
| | Tasks: | | |
| | 1. All grade levels will conduct weekly grade level meetings to plan & discuss standards based units. | | |
| | Assigned to: | Amber Sipes | |
| | Added date: | 10/13/2016 | |
| | Target Completion Date: | 11/08/2016 | |
| | Frequency: | weekly | |
| | Comments: | We discussed the possibility of creating a Google folder to collect all evidence of meeting dates & minutes. | |
| | 2. Lesson plans will be created and implemented with standards and/or objectives referenced within the plans. This will be documented by the accumulation of lesson plans throughout the year. | | |
| | Assigned to: | Grade Level Teachers | |
| | Added date: | 10/13/2016 | |
| | Target Completion Date: | 11/08/2016 | |
| | Frequency: | weekly | |
| | Comments: | | |

| | |
|-----------|---|
| Comments: | All of our lesson plans are collected and kept outside of our classroom in the clear mailbox bin. |
|-----------|---|

| | | |
|------------------|------------------------|------------------------------|
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) |
|------------------|------------------------|------------------------------|

Dimension A - Instructional Excellence and Alignment

Student support services

| | |
|------------------|---|
| Indicator | A4.01 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) |
|------------------|---|

| | |
|---------------|------------------------------|
| Status | Tasks completed: 0 of 2 (0%) |
|---------------|------------------------------|

| | | |
|-------------------|-----------------------|--|
| Assessment | Level of Development: | Initial: Limited Development 10/10/2016 |
| | 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: | <ul style="list-style-type: none"> -We are currently re-structuring our Guided Reading system, taking into account the individual students' levels & providing differentiated instruction. -Several grade levels are implementing Guided Math practices, which also provides differentiated instruction to students. -Our literacy & math specialists are currently providing ALL tier II & III interventions to our students. -Specialists are also providing enrichment activities to our AIG students. -We meet monthly to discuss our students' data & success. During these meetings, we determine appropriate interventions or if adjustments need to be made for their learning. We also determine when these students need to be referred for EC testing & additional services. -We also meet the needs of students who qualify for EC, ESL, & 504 services. -We attend professional development to help train us for providing these differentiated instructional strategies. |
|--|---|

| | | |
|-------------|----------------------------------|--|
| Plan | Assigned to: | Kae Treadway |
| | How it will look when fully met: | 100% of our students will receive appropriate evidence-based instruction aligned with their individual needs throughout the school year. |
| | Target Date: | 05/09/2017 |

Tasks:

| |
|---|
| 1. Teachers will attend scheduled MTSS meetings to discuss the individual needs of their students based on progress monitoring and benchmarking data. |
|---|

| | |
|-------------------------|--------------------------|
| Assigned to: | All Grade Level Teachers |
| Added date: | 10/13/2016 |
| Target Completion Date: | 12/13/2016 |
| Frequency: | monthly |
| Comments: | |

| |
|---|
| 2. EC students will receive individualized goals through special education plans, which will be monitored through IEP team meetings and progress reports. |
|---|

| | |
|--------------|----------------|
| Assigned to: | Madeleine Murr |
| Added date: | 10/13/2016 |

| | | |
|--|--|---|
| | Target Completion Date: | 12/20/2016 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) |
| Indicator | A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | |
| Status | Tasks completed: 0 of 2 (0%) | |
| Assessment | Level of Development: | Initial: Limited Development 10/10/2016 |
| | 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: | -We discuss students who are struggling with their behavioral or emotional needs on a monthly basis. We provide them with interventions to make them more successful & to obtain more academic success. -Our school counselor gives classroom instruction in social skills, including violence prevention, bullying, behavior management, & discipline assistance. She also provides individual/family/small group counseling, home visits, & family referrals. She also tries to connect the families back to the school environment as much as possible. |
| Plan | Assigned to: | Pat Elston |
| | How it will look when fully met: | 100% of teachers will be attentive to students' emotional states, guide students in managing their emotions, & arrange for supports & interventions when necessary. |
| | Target Date: | 05/23/2017 |
| | Tasks: | |
| | 1. Teachers will use the referral form created by the school counselor to refer students who are in need of emotional support. | |
| | Assigned to: | All teachers |
| | Added date: | 10/13/2016 |
| | Target Completion Date: | 11/08/2016 |
| | Comments: | |
| | 2. MTSS will develop behavioral strategies & interventions for identified students who are exhibiting emotional and/or behavioral issues and are currently in the tiered process. | |
| | Assigned to: | Pat Elston |
| | Added date: | 10/13/2016 |
| | Target Completion Date: | 11/22/2016 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) |
| Dimension B - Leadership Capacity | | |
| Strategic planning, mission, and vision | | |
| Indicator | B1.01 - The LEA has an LEA Support & Improvement Team.(5135) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 10/10/2016 |
| | Evidence: | |

| | | | |
|-------------------|---|--|--|
| | Evidence: | <p>The district has created a team to assist us with this improvement process. They have attended trainings with us & will support us during this process.</p> <p>Members: Assistant Superintendent for Curriculum and instruction Chris Gibbs, Assistant Superintendent for Human Resources Shelly Black, Director of Elementary Education DeAnna Taylor, Director of Secondary Educaiton Leslie Barnette, Director of Federal Programs Rae Thompson, Director of New Teacher Support Amy Wilson, Director of Expectional Children Kelly Rhoney, Director of Accountability Maria Ballard, Director of Student Services Marty Sharpe, Director of Technology Dana Greene, ESL Coordinator Jo-Nell Isenhour, AIG Coordinator</p> | |
| Indicator | B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 10/10/2016 | |
| | Evidence: | Catawba County has hired a qualified administrative team. This is the first year of the current principal's tenure in this school. | |
| Indicator | B1.03 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137) | | |
| Status | Tasks completed: 1 of 2 (50%) | | |
| Assessment | Level of Development: | Initial: Limited Development 10/10/2016 | |
| | 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: | -We currently have scheduled monthly meetings until the end of the year. We will schedule a second monthly meeting, which will be the second and fourth Tuesday of each month. -We will meet as needed for any data review or discussions throughout the year. | |
| Plan | Assigned to: | Jackie McGill | |
| | How it will look when fully met: | By June 2017, we will have met twice monthly for a minimum of 16 times. | |
| | Target Date: | 05/23/2017 | |
| | Tasks: | | |
| | 1. We will schedule the meetings for the 2nd & 4th Tuesday of each month. | | |
| | Assigned to: | J. R. Sigmon | |
| | Added date: | 10/13/2016 | |
| | Target Completion Date: | 10/18/2016 | |
| | Comments: | We have scheduled all of our meetings for the year. Most of the time we will meet the 2nd & 4th Tuesday of the month, in cases of a | |

| | | |
|---|---|--|
| | | conflict, we have altered the date, but still have 2 scheduled for each month through May. |
| | Task Completed: | 10/18/2016 |
| | 2. We will keep minutes for each of our meetings to indicate our discussions & how we have reviewed our tasks & implemented effective practices. | |
| | Assigned to: | Brigette DeArman |
| | Added date: | 10/18/2016 |
| | Target Completion Date: | 11/08/2016 |
| | Frequency: | twice monthly |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 1 of 2 (50%) |
| Dimension B - Leadership Capacity | | |
| Distributed leadership and collaboration | | |
| Indicator | B2.03 - The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 10/10/2016 |
| | Evidence: | -We currently have a master schedule that provides for grade level team instructional planning periods, as well as, specialists planning periods. They also have assigned leadership roles within each team that they have delegated to each other. |
| Dimension B - Leadership Capacity | | |
| Monitoring instruction in school | | |
| Indicator | B3.01 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147) | |
| Status | Tasks completed: 1 of 2 (50%) | |
| Assessment | Level of Development: | Initial: Limited Development 10/10/2016 |
| | 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: | -We currently have a schedule based on the Canaday Model of instruction. This schedule includes uninterrupted instructional blocks for both reading & math, as well as, intervention times during another part of the school day. We have also included academic blocks for social studies & science. -During the MTSS monthly meetings, we monitor the progress of the students and their interventions and determine adjustments to their learning. We use the progress monitoring data as one of the pieces that determine success. -Volunteers also provide additional instructional strategies to struggling students, as well as, our paraprofessionals. |
| Plan | Assigned to: | Lois Chamberlain |
| | How it will look when fully met: | Every month our MTSS team will review the progress monitoring data of each student in tier II & III (reading, math, writing, & behavior) to determine the effectiveness of the extended learning times & any |

| | | |
|-------------------|--|--|
| | | modifications that need to occur as a result to meet the needs of individual students. |
| | Target Date: | 05/23/2017 |
| | Tasks: | |
| | 1. Create a schedule that models Canaday structure to ensure students have individualized instruction based on their data and needs. | |
| | Assigned to: | J. R. Sigmon |
| | Added date: | 10/18/2016 |
| | Target Completion Date: | 08/17/2016 |
| | Comments: | see attached file of master schedule |
| | Task Completed: | 08/17/2016 |
| | 2. Create & share a list of research-based interventions for teachers to use for students. Keep minutes of the meetings & updated paperwork of intervention changes that were successful & those that were modified. | |
| | Assigned to: | Pat Elston |
| | Added date: | 10/18/2016 |
| | Target Completion Date: | 05/23/2017 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 1 of 2 (50%) |
| Indicator | B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | |
| Status | Tasks completed: 2 of 4 (50%) | |
| Assessment | Level of Development: | Initial: Limited Development 10/10/2016 |
| | 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 principal will conduct Super Observation for every certified staff member by November 1. This will include a pre-conference & a post-conference. -Provides walkthroughs with a running record of what is observed, as well as, a 30-second coaching email for positive feedback. -Requires lesson plans to be posted for viewing on a weekly basis. |
| Plan | Assigned to: | J. R. Sigmon |
| | How it will look when fully met: | Provide specific, constructive feedback to all teachers whenever the principal conducts a walk-through, super observation, full observation, and/or snapshots within a timely manner. |
| | Target Date: | 05/23/2017 |
| | Tasks: | |
| | 1. Create a schedule for walk-throughs for the entire school year based on grade levels. | |
| | Assigned to: | J. R. Sigmon |
| | Added date: | 10/18/2016 |
| | Target Completion Date: | 08/17/2016 |
| | Comments: | see attached walk-through schedule |

Task Completed: 08/17/2016

2. Provide emails using the 30-second coaching feedback from the Artisan Teacher model after each walk-through.

Assigned to: J. R. Sigmon

Added date: 10/18/2016

Target Completion Date: 09/06/2016

Frequency: daily

Comments: see attached examples of email feedbacks

Task Completed: 09/06/2016

3. Conduct super observations for each certified staff member, which includes pre-conference, post-conference, & summative evaluation.

Assigned to: J. R. Sigmon

Added date: 10/18/2016

Target Completion Date: 11/08/2016

Comments:

4. Conduct post conferences for all full observations & snapshots within 10 days of the observation.

Assigned to: J. R. Sigmon

Added date: 10/18/2016

Target Completion Date: 05/23/2017

Comments:

Implement Percent Task Complete: Tasks completed: 2 of 4 (50%)

Dimension C - Professional Capacity

Quality of professional development

Indicator C2.01 - The LEA/School 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.(5159)

Status Tasks completed: 2 of 4 (50%)

Assessment Level of Development: Initial: Limited Development 10/10/2016

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:
 -We currently provide a universal screening three times a year on all students for reading & math. This data is used to determine academic groups & placements, along with differentiated instructional strategies.
 -We progress monitor on a regular basis those students who are below grade level & use this data to help determine interventions.
 -5th grade will be conducting NC Check-Ins three times this year for preparation for the EOG.
 -Based on previous test data & EVAAS data we have scheduled appropriate professional development to address needs and areas for improvement.

Plan Assigned to: Kathy Pesce

How it will look when fully met: We will review our school performance data at least three times a year (beginning, middle, & end) in order to make decisions about school

| | | |
|--|--|--|
| | | improvement & professional development needs. |
| | Target Date: | 06/13/2017 |
| | Tasks: | |
| | 1. During the summer planning meeting, we disaggregated the EOG, mClass, & MAP data, in order, to create improvement goals for this school year. | |
| | Assigned to: | J. R. Sigmon |
| | Added date: | 10/18/2016 |
| | Target Completion Date: | 08/17/2016 |
| | Comments: | see attached school goals used for our professional development plans; also school wide data |
| | Task Completed: | 08/17/2016 |
| | 2. Complete the BOY benchmarking assessment for mClass, MAPs, & Dibels. | |
| | Assigned to: | Brigette DeArman |
| | Added date: | 10/18/2016 |
| | Target Completion Date: | 10/10/2016 |
| | Comments: | District provided a bench-marking window from Sept. 6 - Oct. 7. All teachers completed their assigned bench-marks as noted in computer based assessment programs. |
| | Task Completed: | 10/10/2016 |
| | 3. Principal will review teacher effectiveness data within the EVAAS database in a one-on-one meeting. | |
| | Assigned to: | J. R. Sigmon |
| | Added date: | 10/18/2016 |
| | Target Completion Date: | 12/13/2016 |
| | Comments: | |
| | 4. Complete the Interim SchoolNet assessments for ELA & Math & the NC Check In for 5th grade math. | |
| | Assigned to: | Lois Chamberlain |
| | Added date: | 10/18/2016 |
| | Target Completion Date: | 05/23/2017 |
| | Frequency: | three times a year |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 2 of 4 (50%) |
| Dimension C - Professional Capacity | | |
| Talent recruitment and retention | | |
| Indicator | C3.04 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 10/10/2016 |
| | Evidence: | -The district has board policy regarding the hiring of qualified staff. As a school, we follow those guidelines. Also, as a Title I school ALL of our employees are highly qualified. We have 0% teacher turn-over this previous school year. -The district has a plan for recruiting which includes face-to-face and virtual job fairs, the CCS webpage and social media advertisements. CCS has a strong system of support for new teachers through its |

Beginning Teacher Support Program. This program is a chief recruiting tool for recent graduates and career changers. The district utilizes the NC Educator Evaluation System for all teacher evaluations. State training is provided for all new hires. CCS participates in the NC Teacher of the Year process to recognize excellence in teaching as well as other state based recognition programs. Newly certified and those renewing National Board certifications are also honored each year. When replacing a teacher, CCS utilizes the NC Department of Public Instruction's system also known as Teacher Match. This application system is used to hire all new employees to Catawba County Schools.

Dimension E - Families and Community

Family Engagement

Indicator **E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**

Status Tasks completed: 0 of 3 (0%)

| | | | |
|-------------------|-----------------------|--|--|
| Assessment | Level of Development: | Initial: Limited Development 10/10/2016 | |
| | 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: | <ul style="list-style-type: none"> -We have quarterly parent nights that involve curriculum & academic standards. -Teachers conduct parent conferences -School wide phone calls reminding students & parents of reading nightly -School emails & electronic communication to parents for curriculum activities -Newletters & agenda notes -PAC meetings, PTO meetings, & Title I meetings |
|--|---|

| | | |
|-------------|----------------------------------|---|
| Plan | Assigned to: | Connie Burkett |
| | How it will look when fully met: | 80% of our students will have parent/guardian/adult representation at a school sponsored academic event during the 2016-2017. |
| | Target Date: | 06/13/2017 |

Tasks:

1. Collect parent sign-ins for each academic night.

| | |
|-------------------------|--------------------|
| Assigned to: | Classroom Teachers |
| Added date: | 10/18/2016 |
| Target Completion Date: | 06/13/2017 |
| Comments: | |

2. Conduct parent conferences at least once a year.

| | |
|-------------------------|-------------------|
| Assigned to: | Homeroom Teachers |
| Added date: | 10/18/2016 |
| Target Completion Date: | 06/13/2017 |
| Comments: | |

3. Plan 3 curriculum nights during the 2nd, 3rd, & 4th nine weeks.

| | | |
|------------------|-------------------------|------------------------------|
| | Assigned to: | Kae Treadway |
| | Added date: | 10/18/2016 |
| | Target Completion Date: | 05/23/2017 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 3 (0%) |