

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.

11/16/2016

Vanceboro-Farm Life Elementary NCES - na

Craven County Schools

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 **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 09/07/2016

Evidence:

Grade level teams plan at least once a week.
Grade level teams document the standards on lesson plans.
Teachers are developing learning focused lessons in at least one subject.
Grade level teams meet once a week in a PLC to review grade level proficiency for standards taught.

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 5 (0%)

Assessment Level of Development: Initial: **Limited Development** 09/07/2016

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:

Grade level teams participate in MTSS meetings each month.
Teachers have been trained and understand what a multi-tiered system of support is.
Teachers track data using common assessments.
Students receive Tier 2 and Tier 3 math intervention from a Math Intervention Specialist.

Plan Assigned to: Sarah Willhite

How it will look when fully met:

100% of all teachers will increase the effectiveness of their lessons as indicated on MOY and EOY benchmarks so that 80% or more students needs are met through core instruction at Tier 1, no more than 15% of students need additional instruction provided through Tier 2, and 5% of students or less require the previous instruction as well as Tier 3 instruction by June 2017.

Target Date: 06/07/2017

Tasks:

1. Learning Focused Professional Development - TBD

Assigned to:

Assigned to:	Sarah Willhite
Added date:	10/18/2016
Target Completion Date:	11/15/2016
Frequency:	monthly
Comments:	Teachers will receive whole school professional development on Higher Order Thinking through Learning Focused. Teachers will be provided with resource material (Learning Focused Lesson Plan Book) and access to Craven County Schools Learning Focused tools through the instructional toolbox.

2. Michelle Lee working with PLCs for Learning Focused implementation

Assigned to:	Sarah Willhite
Added date:	10/18/2016
Target Completion Date:	09/19/2016
Frequency:	monthly
Comments:	Michelle Lee, Learning Focused Coordinator, will work with PLCs on the implementation of the Learning Focused lesson plans. All components will be evaluated by administration during the course of the year. Ms. Lee will provide professional development for PLCs scheduled by our school principal and as needed, by PLC request. Components of the Learning Focused lesson plan will be implemented in a staggered method to ensure the validity of each component is assessed for accuracy of implementation.

3. MTSS will meet bi-monthly where PLCs will bring aggregated data to discuss Core instruction.

Assigned to:	Sarah Willhite
Added date:	10/18/2016
Target Completion Date:	09/19/2016
Frequency:	twice monthly
Comments:	MTSS will meet every other Monday to discuss core data within each respective grade level. Team Leader and the MTSS Coordinator (Assistant Principal - Sarah Willhite), will present and discuss core instruction. Methods of support will be shared to help whole class instruction and resources will be available to assist teachers with individual student needs. MTSS is an ongoing process which will develop strategies and processes to empower teachers to provide quality and effective instruction for students not performing on grade level. Grade level expectations will be established and shared during MTSS. Expectations will be used as a guide to formulate a base line of support for all students at Vanceboro Farm Life Elementary School.

4. MTSS will analyze individual students' core instruction and provide resources/support for at-risk students.

Assigned to:	Sarah Willhite
Added date:	10/18/2016
Target Completion Date:	

	Target Completion Date:	09/19/2016
	Frequency:	twice monthly
	Comments:	<p>MTSS will also provide a collaborative opportunity for grade levels to meet to discuss not only whole group instruction, but also individual student needs.</p> <p>Data collected through formative processes such as common formative assessments and other summative assessments, will be presented and discussed. Derived from whole class assessment data, individual students will be identified based on needs and resources will be provided, along with support, to help equip these students with the knowledge to meet foundational learning goals.</p>
5. PLCs will meet weekly to discuss Learning Focused plans and pre/post assessment data.		
	Assigned to:	Sarah Willhite
	Added date:	10/18/2016
	Target Completion Date:	09/19/2016
	Frequency:	weekly
	Comments:	<p>PLCs will meet on a designated day to discuss Learning Focused lesson plans and to analyze/aggregate pre/post assessment data. Instruction will be data driven.</p> <p>Revisions and clarification of learning needs will be evident and examined for validity throughout the school year.</p> <p>Assessment data will include: Benchmarks, BOGs, RtA, Classroom Assessments (CFA and Informative), and prior year EOGs (if applicable)</p>
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (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 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/07/2016
	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:	<p>Teachers write classroom management plans which are given to administration at the beginning of the year.</p> <p>Teachers meet with a student's previous teachers at the beginning of the year to gain a better understanding of the student's needs.</p> <p>The school counselor gives monthly guidance instruction to each class.</p> <p>The school partners with the community to offer "Backpack Blessings."</p> <p>Students receive food on Fridays to make sure they have meals over the weekend.</p> <p>A student from each class is recognized as the "Student of the Month."</p> <p>They are recognized for modeling the character word of the month.</p> <p>These students' pictures are displayed at school and at the local Food Lion grocery store. One student a month receives a gift card from Food Lion.</p>
Plan	Assigned to:	Kaitlyn Hatcher
	How it will look when fully met:	100% of teachers will implement effective behavior management

	HOW IT WILL LOOK WHEN FULLY MET:	strategies within their classroom and through positive reinforcement programs a reduction of less than 15 monthly office discipline referrals (ODR) and by the end of the year a 10% reduction in out-of-school suspensions (OSS) from the prior year.
	Target Date:	06/07/2017
	Tasks:	
	1. Guidance Counselor will create a Classroom Management Survey for teachers to complete. Survey will be due November 30th. Data will be aggregated by SIT to determine where support is needed.	
	Assigned to:	Kaitlyn Hatcher
	Added date:	10/24/2016
	Target Completion Date:	12/04/2017
	Frequency:	once a year
	Comments:	Guidance Counselor will speak with 4th grade teachers, create the Google Spreadsheet for 4th grade teachers to complete during the Raiders Patrol application period.
	2. Meet monthly in SIT meeting to determine progress in meeting this goal.	
	Assigned to:	Kaitlyn Hatcher
	Added date:	10/24/2016
	Target Completion Date:	12/07/2016
	Frequency:	monthly
	Comments:	Guidance Counselor will share information regarding the progress of full implementation of this indicator.
	3. Professional development provided to staff addressing skills and interventions for managing student needs as determined by the classroom management survey.	
	Assigned to:	Kaitlyn Hatcher
	Added date:	10/24/2016
	Target Completion Date:	01/11/2016
	Frequency:	monthly
	Comments:	Guidance counselor will work with individual teachers and PLCs.
	4. Track student data through Discipline Referral Document on the school's share drive. Trends will be identified, shared with SIT, and new strategies will be implemented.	
	Assigned to:	Sarah Willhite
	Added date:	11/03/2016
	Target Completion Date:	12/07/2016
	Frequency:	monthly
	Comments:	Sarah Willhite (AP) will create Discipline Referral Document and share with Guidance Counselor. Not school wide due to confidentiality.
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (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 09/07/2016
	Evidence:	Craven County Schools has a support and improvement team focused on improving student performance within the schools through a systematic and systemic approach to continuous improvement. To provide targeted support to schools for improvement, the district ensures the following: 1) develop processes and procedures for development of the school improvement plans, 2) provide information, professional development, and technical assistance to school-based personnel and School Improvement Team, 3) establish a program for assessment of outcomes at the district and school level, to report these outcomes to the public, and to use student achievement data and other indicators in the evaluation of the implementation of the school improvement plan, and 4) ensure that laws and policies regarding School Improvement Plans are followed.
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 09/07/2016
	Evidence:	All principal vacancies are posted on the district and state webpages for qualified applicants to view. Per local board policy, all vacancies are posted on the district webpage for a minimum of five days. Once the vacancy posting has ended, applications will be reviewed and scored using a highly comprehensive rubric that evaluates multiple criteria. Applicants with the top scores on the rubric and the most exceptional qualifications are scheduled for interviews with the Superintendent and the district leadership team. Once interviews are completed, the Superintendent reviews all information, checks references and credentials, selects the best candidate, discusses the candidate with the local school board and makes a recommendation for hire.
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/07/2016
	Evidence:	Scheduled meetings twice a month, grade chairs, principals, intervention specialists, resource, EC
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 09/07/2016
	Evidence:	Planning everyday, school schedule, grade level planning minutes, LF drive
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: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/07/2016	
	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:	Contact Cheryl Wilson	
Plan	Assigned to:	Katy Chadwick	
	How it will look when fully met:	After analyzing benchmark and progress monitoring data, teachers will create and continually update grade level action plans to strengthen core instruction in areas where the grade level has not reached 80% proficient.	
	Target Date:	06/07/2017	
	Tasks:		
	1. During PLC's, teachers will analyze data to drive lesson planning and increase learning time.		
	Assigned to:	Grade Level Lead Teachers	
	Added date:	10/19/2016	
	Target Completion Date:	09/05/2016	
	Frequency:	twice monthly	
	Comments:	PLCs within MTSS will analyze their core instructional data. Artifact will include; Grade Level Action Plans	
	2. Teachers will use data to provide intervention to students in small groups and/or one-on-one instruction. Pre/Post assessment data will be used to guide curriculum development and the use of instructional strategies.		
	Assigned to:	Grade Level Lead Teachers	
	Added date:	11/16/2016	
	Target Completion Date:	09/05/2016	
	Frequency:	daily	
	Comments:	Teachers will pre/post on PowerStandard Common Formative Assessments. Data will be recorded on CFA Data Sheet. Students will be required to meet 75% proficiency. Students below 75% will be remediated and data will be updated.	
	3. Using BOY Benchmark Data, Dibels, and TRC data will be analyzed to provide acceleration and differentiation for students who need enrichment and additional support.		
	Assigned to:	Grade Level Lead Teachers	
	Added date:	11/16/2016	
	Target Completion Date:	09/05/2016	
	Frequency:	daily	
	Comments:	AIG designated grade levels (4/5) will record AIG pre/post data. Differentiation will be recorded on Learning Focused lessons and CFA Pre/Post data.	
	4. Extended learning time will be accomplished in small groups. Individual teachers will closely monitor		

the results to gauge extended learning time success.

	Assigned to:	Grade Level Lead Teachers
	Added date:	11/16/2016
	Target Completion Date:	09/05/2016
	Frequency:	weekly
	Comments:	Pre/post data will record remediated students.

Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Indicator	B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/07/2016
	Evidence:	observations, teacher evaluation pre/post, PLC, MTSS

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/07/2016	
	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:	Learning Focused, PLC, SCC	

Plan	Assigned to:	Sarah Willhite
	How it will look when fully met:	<p>Craven County Schools identifies instructional needs based on data review and provides required staff development on identified topics each school year. Vanceboro Farm Life Elementary School reviews assessment data periodically throughout the school year to determine priority areas and make plans for staff development accordingly.</p> <p>Team Leaders will share with Sarah Willhite pre/post assessment data on all Common Formative Assessments. All Team Leaders will create a system of data aggregation, which will be shared during their PLCs. Data will be presented at MTSS where teachers and administration will discuss instructional direction and support for at risk students. Minutes from MTSS will be provided to reflect discussions and data shared.</p>
	Target Date:	11/07/2016

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 09/07/2016

	Evidence:	<p>The Craven County School District makes recruiting qualified and effective educators and classified personnel one of its priorities. Each year, federal recruitment and retention funds are used to fund recruitment efforts including attending college recruitment fairs, local job and career fairs, production of recruitment videos, and implementation of programs that enhance the work experience and professional growth of our employees. The NC Educator Evaluation System is used to evaluate all licensed teachers and other district support personnel whose evaluations have been placed in the online platform. An evaluation timeline has been developed at the district level and is shared with principals/evaluators so that each employee receives the required number of evaluations in the course of the academic year. The evaluation timeline also gives consideration to employees that will need additional or fewer evaluations than others. An all-encompassing evaluation system allows principals/evaluators to rate employees based on their performance and contribution to the district and student learning. Employees who receive less than adequate ratings on their evaluations are provided with feedback and ways in which they can improve their performance. Specific measures are provided so that the employee knows what steps will be taken if they meet or do not meet performance standards. Licensed staff submit letters of resignation when they choose to exit the district. Upon receiving a resignation, if the vacancy is approved, Human Resources posts the vacancy on the district and state webpage for a minimum of five days. Applications are gathered and a process very similar to the hiring of principals is followed for filling other vacancies in the district.</p>
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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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/07/2016
	Evidence:	Title I Nights, school messenger, daily progress reports, social media, teacher websites, communication folders, drama and music performances, parent conferences, parent resource center, newsletters, pre-k to k transition meetings, PACT time, school compacts