

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.

May 27, 2016

Stough Elementary NCES - na

Wake County Public School System

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)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 04/27/2016
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Evidence:

Instructional Teams meet weekly in Professional Learning Teams (PLTs) to analyze and discuss data, align instruction and assessments, and plan instruction aligned to the Common Core and NC Essential Standards. All teachers keep record of these units of study in their lesson plans and PLT agenda meeting minutes. Lesson plans are required to be visible in the classroom. Teachers are also expected to post language standards and objectives so that students understand the purpose of their learning. This is monitored through classroom learning rounds in which we observe student engagement, visible thinking, and evidence of learning. In addition, our support staff co-teaches with classroom teachers in order to effectively differentiate instruction for our ESL, AIG, SWD and Tier II/Tier III students.

Added date:

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)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 04/27/2016
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Evidence:		Starting in 2014-2015, Stough Elementary was chosen to pilot a Multi-Tiered System of Support - following the state's model. A school-wide team was developed and these individuals received extensive training around Team Initiated Problem Solving strategies, MTSS protocols, and implementation models. During the 2015-2016 school year, this team provided the staff with professional development around the philosophy of MTSS with focus on research-based strategies from renowned educators. Through this work, we have established core planning (Tier I) using the work of John Hattie, in which our teachers isolated specific research-based instructional practices to improve student learning. Our core instruction was monitored through observations, learning rounds, and data analysis (via mCLASS progress monitoring). For students not demonstrating mastery of common core indicators, teachers collaborated with one another in PLTs to identify and establish group plans. Students in group plans (Tier II) are receiving additional instruction aligned to best teaching practices. Progress monitoring occurs every 10 and 20 days. Groups plans are evaluated every 6 weeks. If analysis yields positive growth, teachers continue to problem solve and increase/change the group plan. When analysis yields limited growth, teachers create an individual plan (Tier III) to provide yet another layer of research-based instruction - which is in addition to the core plan and group plan interventions already in place to support the learner. This occurs through a collaborative meeting with the school-wide MTSS Implementation Team.	
		Added date:	
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/27/2016	
	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:	Currently, we have an active PBIS (Positive Behavior Intervention Support) program. This thematic program provides structures for setting up school-wide expectations, as well as, a system of recognition for positive behavior in the classroom and throughout the building. Additionally, there is a full-time counselor who is teaching monthly classroom lessons on regulating and/or recognizing emotions. Further, students who need additional support are selected for small group and/or individualized counseling sessions. Our school psychologist addresses behavior individually with students by supporting teachers as they create individualized behavior plans through observation and data collection.	

Plan	Assigned to:	Not yet assigned	
	Added date:		
Dimension B - Leadership Capacity			
Strategic planning, mission, and vision			
Indicator	B1.01 - The LEA has an LEA Support & Improvement Team.(5135)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/27/2016	
	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:	Currently, Stough has a School Improvement Planning Team that is combined with our Leadership Team. This team meets monthly and is scheduled and facilitated by the LEA. The team consists of the Principal, Assistant Principal, Counselor, grade level chairs, department chairs, instructional coaches, and administrative assistant. Decisions that need to be made are done by consensus of the Support and Improvement Team and are documented in meeting minutes - which are stored on a Google drive.	
Plan	Assigned to:	William Helfrich	
	How it will look when fully met:	When this objective is in full implementation, the Support and Improvement Team will meet twice a month. On one of those meetings, agenda items will focus on the day to day operations of the school. The second monthly meeting will be designated solely as a School Improvement Planning Team (SIP) meeting. This team will be comprised of a core group of stakeholders that will commit to adopting and engaging in shared and distributed leadership while monitoring the progress of the 12 Indistar indicators that we are currently working on. A parent representative will be invited to join the team. For any indicator that is in limited development/implementation, a team member will be assigned to manage and monitor the work toward this objective. Each meeting, that person will report out any progress toward the goal. All decisions and progress will be documented in the NCStar system.	
	Target Date:	09/15/2016	
	Tasks:		
	1. Select School Improvement Team Members		
	Assigned to:	William Helfrich	
	Added date:	04/27/2016	
	Target Completion Date:	09/02/2016	
	Comments:	None at this time	

Implement	Percent Task Complete:		0%
Indicator	B1.02 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders.(5136)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 05/12/2016
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:		Based on an email sent to Michelle Woodson, Director of Title I, we are waiting on a description of current level of development and implementation which will be provided by the district at a later date
Plan	Assigned to:		Not yet assigned
		Added date:	
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		
Assess	Level of Development:		Initial: Full Implementation 04/05/2016
	Evidence:	Stough's Leadership Team meets twice a month and at the conclusion of each meeting a record of minutes is uploaded to Google Drive via the meeting agenda template. As a part of our review of implementation of effective practices, we have created three sub-committees of the leadership team. These sub-committees, under the direction of a committee chair, focus on the improvement of core instruction, intervention strategies, and positive behavior intervention support.	
		Added date:	
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	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 04/05/2016
	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:		Stough has created a PLT meeting agenda template that addresses the structures and process of implementation around TIPS. Grade levels use this agenda during weekly PLT/Planning meetings to guide their thinking around data analysis, problem solving, and next steps in terms of instruction and assessment.
Plan	Assigned to:		Not yet assigned
		Added date:	
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/27/2016	
	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:	At Stough, we have established a framework that allows for co-teaching in classrooms K-5. All support staff have been assigned to specific classrooms to provide small group and/or individualized instruction. This may occur during language arts/math core instruction, during the 30 minute arrival time, and/or during the 30 minute lunch period. Additionally, several of our grade levels have used their PLTs to plan for a 'flex grouping' instructional time. This flex grouping provides opportunities for a double dose of the common core objectives.	
Plan	Assigned to:		Not yet assigned
		Added date:	
Indicator	B3.03 - The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 04/27/2016	
	Evidence:	At the beginning of the year, the principal spends quality time with each teacher reviewing their NC Teacher Evaluation System self-assessment, establishing goals that are focused on school improvement, professional growth, and student achievement. Through on-going communication and collaboration, the principal visits classrooms in learning rounds and formal observations. She provides both oral and written feedback to teachers to improve their craft. Throughout the year, the principal offers coaching and/or other professional development support. The teachers are then required to implement their new learning and document the instructional strategies in their PLT planning minutes.	

		Added date:	
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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 04/27/2016	
	Evidence:	<p>Stough begins each school year by analyzing end of grade and EVAAS growth data. With this data, we revise our school improvement plan to increase proficiency goals and sub-group AMO's. In addition, professional development goals are written with teachers in order to meet the needs of all learners and, specifically, students in our subgroups. This data analysis continues when the teachers assess students using the mCLASS tool at BOY, MOY, and EOY. Based on these results, teachers work collaboratively to design instruction that meets our tiered levels of instruction/support (MTSS). Throughout the year, Stough provides professional learning days that allow teachers to use the 'Understanding By Design' model to analyze data and plan for instruction. We monitor this instruction through learning rounds and formal observations with the principal and coaching staff.</p>	
		Added date:	
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/27/2016	
	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:	In order to recruit and replace teachers, the principal and assistant principal currently attend the Wake County job fair. Open positions are posted on the Wake County career website. The principal collaborates with VIF to recruit international teachers to support the global magnet theme. Once hired, the principal and assistant principal evaluate teachers using the NCES - the NC Teacher Evaluation Tool. In an effort to reward staff, teachers are invited to monthly social events related to a school theme, recognized for perfect attendance, and student growth. In partnership with the PTA, the administrative team also provides small tokens of appreciation throughout the year.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/27/2016	
	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:	Stough provides weekly school phone messages from the principal providing information about upcoming events and other important news. We also communicate transportation changes, classroom highlights, and information through social media (Twitter, school website, PTA Facebook page). As a Title I school, we host Parent Reading Nights, LEP Nights, Science Fair, Art & Music Night, Parent/Teacher Conferences and other curriculum-based events. Our teachers send home newsletters on either a weekly or monthly basis. PTA hosts several 'Family Spirit Nights' throughout the year.	
Plan	Assigned to:	Not yet assigned	
	Added date:		