

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 31, 2016

Don Roberts Elementary School NCES - na

Little Rock 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: 1 of 2 (50%)

Assess	Level of Development:	Initial: Limited Development 03/28/2016	
	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, Roberts Elementary Leadership Team (consisting of counselors,reading teacher, math instructional facilitator, media specialist, technology specialist, and building-level administrators) meets on an as-needed basis to review student assessment results and to identify school-wide and after school interventions to address student needs. Grade level and subject area teams meet weekly at regularly scheduled days and times in order to collaboratively plan instruction and to plan school-wide events to enhance the school program. The School-Based Intervention Team and the Language Proficiency Acquisition Committee meet monthly to review student progress and to provide appropriate interventions to address identified needs. Our Parent Teacher Association meets monthly to plan events to increase parental involvement.	
Plan	Assigned to:	Barbara Anderson	

	How it will look when fully met:	When fully implemented, Roberts will formulate teams and conduct team meetings on a monthly basis to identify students' needs, develop interventions to address identified needs, obtain input from and communicate with all stakeholders, and promote increased parental involvement. The Leadership Team, School-Based Intervention Team, Language Proficiency Acquisition Committee, grade level and subject area teams, and the Parent Teacher Association will accomplish the aforementioned tasks. Professional development will be provided to equip teams with the planning and decision-making skill needed to accomplish this indicator. The school schedule will incorporate time needed to fully implement this indicator. Agendas, sign-in sheets, minutes, work products, and the school schedule will provide evidence that this indicator is fully met.	
	Target Date:	06/03/2016	
	Tasks:		
	1. Identify team members for the following teams: Leadership Team, School-Based Intervention team, Language Proficiency Acquisition Committee, Campus Leadership Team, grade level/subject area teams, and the Parent Teacher Association.		
	Assigned to:	Barbara Anderson	
	Added date:	03/29/2016	
	Target Completion Date:	12/31/2015	
	Comments:		
	2. Structure the school schedule to provide time for each team to meet on a regular basis.		
	Assigned to:	Barbara Anderson	
	Added date:	03/29/2016	
	Target Completion Date:	12/31/2015	
	Comments:		
	Task Completed:	12/31/2015 12:00:00 AM	
Implement	Percent Task Complete:	50%	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/28/2016	
	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:	Currently, an agenda is prepared for monthly Staff meetings, Math Team meetings and SBIT meetings. Additionally, Grade Level/Fine Arts Specialists meeting agendas are constructed by the individual grade level members. Sign in sheets are utilized in Staff meetings and Math Team meetings and are submitted to the district professional development office for credit. Monthly LPAC meetings are held. Leadership Team meetings are held as needed.
Plan	Assigned to:	Barbara Anderson
	How it will look when fully met:	The expectation at Roberts will be that agendas, sign in sheets, and minutes will be maintained for all building level meetings. Each agenda will reflect a preset meeting length. All agendas will contain objectives for the meetings. All agendas will identify the recorder for the meetings. Agendas, minutes and sign in sheets will be maintained at the building level.
	Target Date:	09/15/2016
	Tasks:	
	1. Communicate the requirements for meeting agendas, minutes and sign in sheets to the entire staff.	
	Assigned to:	Barbara Anderson
	Added date:	03/28/2016
	Target Completion Date:	09/15/2016
	Comments:	
	2. Develop a template for an agenda that includes space to record minutes and participation.	
	Assigned to:	Kathryn Cantrell
	Added date:	03/28/2016
	Target Completion Date:	09/15/2016
	Comments:	
	3. Monitor the submission of documentation of all team meetings, i.e. agendas, minutes and sign in sheets.	
	Assigned to:	Steven Helmick
	Added date:	03/28/2016
	Target Completion Date:	09/15/2016
	Comments:	Establish a system for storing documentation.
Implement	Percent Task Complete:	0%
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	Tasks completed: 0 of 1 (0%)	
Assess	Level of Development:	Initial: Limited Development 11/29/2015
	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:	The current level of development has been initiated.	
Plan	Assigned to:	Barbara Anderson	
	How it will look when fully met:	An agenda will be created for each meeting as the team strategically analyze best practices used in the areas of: academic achievement, quality professional development, and our overall culture to maintain success for students and staff. Agendas and minutes from our meetings will be securely kept through Google Documents & a hard copy will be stored in a binder for immediate accessibility.	
	Target Date:	09/15/2016	
Tasks:			
	1. Agendas and notes will be created to ensure goals in each area indicated above are met with fidelity. The folder used through Google Docs will be made accessible for only team members. A binder will be stored in the principal's office.		
	Assigned to:	Steven Helmick	
	Added date:	11/29/2015	
	Target Completion Date:	09/15/2016	
	Comments:		
Implement	Percent Task Complete:	0%	
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 6 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 03/28/2016	
		Will include in plan	
	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:	Presently, the observational tool utilized by the building-level administrators to conduct drop-in observations does not provide an aggregate report of the observations that does not identify the teachers' names. Likewise, the observational tool does provide a report of the reflective feedback provided to the teachers by the building-level administrators. However, this report indicates the teachers' names.	
Plan	Assigned to:	Barbara Anderson	

	How it will look when fully met:	The observational tool will be changed so that it will provide reports of drop-in observations without revealing the teachers' names. The building-level administrators will provide quarterly reports of drop-in observations that they conducted without revealing the teachers' names. These reports will be made to the Leadership Team. The Leadership Team will examine the observational data and collaboratively identify professional development to address the identified areas of need. The building-level administrators will share the results of the drop-in observations with teachers during monthly staff meetings. Observation reports, agendas of professional development sessions, and sign-in sheets for professional development sessions will provide evidence that this indicator is fully met.	
	Target Date:	10/31/2016	
Tasks:			
	1. The observational tool will be revised to create reports without revealing teachers' names.		
	Assigned to:	Summer Young	
	Added date:	03/28/2016	
	Target Completion Date:	10/31/2016	
	Comments:	The current observational tool must be revised in order to provide reports of observational data without revealing the teachers' names. This change will need to be made at the district level.	
	2. The building-level administrators will provide quarterly reports of drop-in observations to the Leadership Team.		
	Assigned to:	Steven Helmick	
	Added date:	03/28/2016	
	Target Completion Date:	01/31/2017	
	Comments:		
	3. The building-level administrators will provide quarterly reports of drop-in observations to teachers during staff meetings.		
	Assigned to:	Steven Helmick	
	Added date:	03/28/2016	
	Target Completion Date:	01/31/2017	
	Comments:		
	4. The Leadership Team will identify professional development to address identified needs.		
	Assigned to:	Steven Helmick	
	Added date:	03/28/2016	
	Target Completion Date:	01/31/2017	
	Comments:		
	5. The building-level administrators will provide the identified professional development.		
	Assigned to:	Steven Helmick	
	Added date:	03/28/2016	
	Target Completion Date:	01/31/2017	

		Comments:	
		6. The building-level administrators will conduct drop-in observations after the professional development has been provided to determine the effect of the professional development upon instructional practices.	
		Assigned to:	Steven Helmick
		Added date:	03/28/2016
		Target Completion Date:	01/31/2017
		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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/15/2016	
	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:	Currently, teachers develop their professional growth plans individually or collaboratively with a group such as a grade level team. The building-level administrators must approve all professional growth plans. The professional growth plans must be directly aligned with school and district goals to increase student achievement. A minimum of eighteen hours of professional development must be directly aligned with and support completion of each teacher's professional growth plan.	
Plan	Assigned to:	Barbara Anderson	
	How it will look when fully met:	Teachers will utilize reports from their individual classroom observations (formal, informal, and drop-in) and reflective feedback that they have received to identify the focus for their 2016-2017 professional growth plans. They will identify a minimum of eighteen hours of professional development in which to participate in order to facilitate the successful completion of their professional growth plans. The building-level administrator will conduct observations and provide reflective feedback throughout the school year. Other members of the Leadership Team will observe teachers at their request and provide reflective feedback that teachers will utilize to improve their instructional practices. Professional growth plans, professional development sign-in sheets, and observation reports will provide evidence that this indicator is fully met.	
	Target Date:	06/02/2017	
	Tasks:		
		1. The building-level administrators will provide classroom observation reports and reflective feedback to teachers.	
		Assigned to:	Barbara Anderson

		Added date:	03/15/2016
		Target Completion Date:	06/02/2017
		Frequency:	monthly
		Comments:	
	2. The teachers will utilize classroom observation reports and reflective feedback to develop, professional growth plans and identify professional development opportunities that will support the completion of their professional growth plans.		
		Assigned to:	Barbara Anderson
		Added date:	03/15/2016
		Target Completion Date:	06/02/2017
		Comments:	Beginning teachers will not have feedback from previous drop-in observations to utilize in developing their professional growth plans and to identify professional development opportunities that will support their professional growth. The building-level administrators will need to conduct a number of drop-in observations prior to October 15, 2016 so that the beginning teachers will have observational data to utilize in formulating their professional growth plans and identify needed professional development.
	3. The building-level administrators will conduct observations and provide reflective feedback to teachers.		
		Assigned to:	Barbara Anderson
		Added date:	03/15/2016
		Target Completion Date:	06/02/2017
		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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/16/2016	
	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:	The Little Rock School District provides high quality, job-embedded professional development at the beginning of each school year for all employees with the exception of the nine and one quarter month custodians. The Little Rock School District provides professional development that is on-going throughout the school year and differentiated according to staff responsibilities. The professional development focuses upon continuous improvement, goal alignment, integration of best practices theories, and models of student learning. This professional development aligns with educator performance and student curriculum standards. School-based professional development is provided throughout the school year by external consultants (when available), staff members, and the building-level administrators. This professional development focuses upon the above-mentioned topics, as well as collective responsibility; goal alignment; developing capacity within the building; vertical alignment; and the use of data to plan, assess, and evaluate student learning. All teachers engage in professional development aligned with their professional growth plans.
Plan	Assigned to:	Barbara Anderson
	How it will look when fully met:	The building level administrators and teachers will collaboratively examine assessment data and identify professional development opportunities that will address identified needs. Classroom observation data, student achievement data, and perceptual data will be examined in order to identify professional development that is aligned with students' need and instructional practices that will effectively address those needs. The teachers' professional growth plans, collaboratively developed with building level administrators, will also identify professional development that is differentiated. The Little Rock School District will continue to provide on-going, job-embedded professional development aligned with all staff members' responsibilities. Professional development sign-in sheets and professional growth plans will provide evidence that this indicator is fully met.
	Target Date:	06/02/2017
	Tasks:	
	2. The teachers and building level administrators will collaboratively develop professional growth plans including a minimum of eighteen hours of professional development aligned with the professional growth plans.	
	Assigned to:	Barbara Anderson
	Added date:	03/16/2016
	Target Completion Date:	06/02/2017
	Comments:	
	3. The building level administrators will develop the capacity of teachers by encouraging them to plan and provide professional development sessions aligned with identified needs and professional growth plans.	
	Assigned to:	Barbara Anderson
	Added date:	03/16/2016
	Target Completion Date:	06/02/2017

		Comments:	
		4. The building level administrators will provide professional development opportunities that are high quality, job-embedded, and differentiated according to job responsibilities and identified needs.	
		Assigned to:	Barbara Anderson
		Added date:	03/16/2016
		Target Completion Date:	06/02/2017
		Comments:	The Little Rock School District will need to provide on-going, job-embedded professional development to all employee groups throughout the school year.
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 Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 11/29/2015
	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:	Progress monitoring for extended learning programs for grades kindergarten through second grades are on-going; whereas, a new system for grades third through fifth is being developed.
Plan	Assigned to:	Misti Sims
	How it will look when fully met:	Response to Interventions (RTI) will be used to address the academic deficits for students at-risk or performing basic or below basic. *Interventions (extended learning) at Roberts Elementary for grades kindergarten through second grade are aligned with support material from the Journey (literacy) & Go Math curriculum. The lowest 20% in grades kindergarten through third needing additional support in literacy will meet with the reading teacher for thirty (30) minutes four (4) to (5) five times a week with prescriptive lessons tailored to their deficit areas. *Interventions (extended learning) for students in grades third through fifth have been designed to align with the After School Tutoring program in order to provide instruction and support to our students who demonstrate the greatest need. Once identified as a student at risk, assessments are completed to determine strengths and weaknesses in areas of decoding, comprehension, writing, & math. These results are then utilized to group students in need of academic interventions and are based on developmental progression of skills.
	Target Date:	06/01/2016

		Tasks:	
		1. *K-2nd: Collaborative discussions with our SBIT and Leadership teams will be held monthly to discuss progress or lack of utilizing data collected from our interventionists. Students receiving extended support will be tracked using our data monitoring system and notes from our meetings. *3rd -5th: A curriculum map and pacing guide has been developed for interventionists, classroom teachers, and after school instructors to guide instruction. These materials are organized by level, with each student having an intervention folder to assist in on-going progress monitoring across all intervention settings.	
		Assigned to:	Misti Sims
		Added date:	11/29/2015
		Target Completion Date:	06/01/2016
		Comments:	
Implement	Percent Task Complete:	0%	
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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/17/2016	
	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:	Currently, the Little Rock School District recruits teacher candidates at job fairs throughout the school year. A screening process, including an on-line application,reference checks, and pre-screening interview results are utilized to identify candidates that building-level administrators may consider for vacant positions. Roberts hosts interns from neighboring colleges. Hosting the students assists the school in identifying possible candidates for future vacant positions. In addition, the principal and assistant principals serve on pre-screening interview teams to conduct interviews for candidates and participates in district-led job fairs.	
Plan	Assigned to:	Barbara Anderson	

	How it will look when fully met:	Roberts will continue to host education students in their field experiences and internships in order to identify possible candidates for future vacant positions. The building-level administrators will seek to expand this partnership to other local colleges and universities. The building-level administrators will continue to participate in pre-screening interviews and job fairs. In addition, all interviews for vacant positions within the school will be conducted by school-based teams that examine the backgrounds, evaluations, and references of applicants who are qualified for vacant positions. The building-level administrators and other members of the Leadership Team will involve teachers in professional development, team-based lesson planning, and other capacity building activities. Sign-in sheets for field and intern students, interview notes, submitted vacancy documents, sign-in sheets for professional development, and agendas/minutes of team-based lesson planning will provide evidence that this indicator is fully met.
	Target Date:	06/02/2017
	Tasks:	
	1. Continue hosting intern students as requested by neighboring universities.	
	Assigned to:	Barbara Anderson
	Added date:	03/17/2016
	Target Completion Date:	06/02/2017
	Comments:	
	2. The building level administrators will participate in pre-screening interviews when requested and job fairs when available.	
	Assigned to:	Barbara Anderson
	Added date:	03/17/2016
	Target Completion Date:	06/02/2017
	Comments:	
	3. Team interviews will be conducted for all vacant positions. Reference checks will be conducted. Background and evaluation checks will be completed on all qualified applicants.	
	Assigned to:	Barbara Anderson
	Added date:	03/17/2016
	Target Completion Date:	06/02/2017
	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	Tasks completed: 0 of 4 (0%)	
Assess	Level of Development:	Initial: Limited Development 03/17/2016

	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:	Currently, Roberts students are provided rigorous instruction in Common Core State Standards, a college-ready curriculum. Teachers attempt to instill strong work ethics by engaging students in educational experiences that teach them how to think and to solve problems independently and collaboratively. Skills gaps are addressed through the school-wide intervention plan, after school tutoring program, Response to Intervention, small group instruction by the reading teacher, resource classes, Little Rock School District Summer School, and Camp Can Do. Keyboarding and other computer skills are taught by the technology specialist and classroom teachers. The counselor provides instruction through a career exploratory curriculum, job shadowing experiences, and goal setting practice activities. Formative and summative assessments (ACT Aspire, SOAR, and ACT Aspire Interim Assessments) are based on Common Core State Standards.	
Plan	Assigned to:	Pamela Lewis	
	How it will look when fully met:	Students will be provided rigorous instruction through a curriculum based on the college ready Common Core State Standards. Teachers will provide students with opportunities to develop problem solving skills, communication skills, and strong work ethics. Students will be assessed by a variety of formative, interim, and summative assessments based on Common Core State Standards. Skills gaps will be addressed in a variety of ways through Response to Intervention, school-wide intervention period, after school tutoring, resource classes, small group instruction by the reading teacher, Little Rock School District Summer School, and Camp Can Do. Instruction will be provided in keyboarding and in other computer skills. The counselor will support the acquisition of college ready skills by providing students with opportunities in job shadowing, goal setting, and activities to establish strong work ethics. Assessment results, School-Based Intervention team minutes/agendas, lesson plans, and job shadowing reports will provide evidence that this indicator is fully met.	
	Target Date:	06/02/2017	
	Tasks:		
		1. Students will receive daily instruction based on Common Core State Standards.	
		Assigned to:	Barbara Anderson
		Added date:	03/17/2016
		Target Completion Date:	06/02/2017
		Comments:	

	2. Staff members will provide targeted instruction to address skills gaps through Response to Intervention, school-wide intervention period, after-school tutoring, small group instruction by reading teacher, resource classes, Little Rock School District Summer School, and Camp Can Do.
	Assigned to: Tammy Higdon
	Added date: 03/17/2016
	Target Completion Date: 06/02/2017
	Comments:
	3. Students will be provided instruction in keyboarding and other computer skills.
	Assigned to: Kathryn Cantrell
	Added date: 03/17/2016
	Target Completion Date: 06/02/2017
	Comments:
	4. The counselors will provide instruction in a career exploratory curriculum, job shadowing opportunities, goal setting activities, and activities designed to assist students in developing strong work ethics.
	Assigned to: Pamela Lewis
	Added date: 03/17/2016
	Target Completion Date: 06/02/2017
	Comments:
Implement	Percent Task Complete: 0%
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 4 (0%)
Assess	Level of Development: Initial: Limited Development 03/28/2016
	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:	Currently, teachers provide instruction based on curriculum maps (reading/social studies, math, science and fine arts) created by Little Rock School District teachers and curriculum specialists. These curriculum maps are based on Common Core State Standards and identify activities and resources to utilize in unit instruction. The curriculum maps identify standards and arrange them in sequential order for each unit. The curriculum maps include formative assessments to measure student mastery of skills and concepts. Often, the updated curriculum maps are not available at the beginning of the school year. Teachers from each grade level, specialists, and building level administrators will participate in planning sessions during pre-school inservices to develop units of study for the greatest areas of need in literacy (integration-science and social studies). This vertical teaming will assist teachers in providing seamless instruction from grade level to grade level.
Plan	Assigned to:	Barbara Anderson
	How it will look when fully met:	Teachers will utilize Little Rock School District curriculum maps to provide instruction that is aligned with Common Core State Standards. Little Rock School District teachers and administrators will select and/or develop formative and interim assessments that are fully aligned with Common Core State Standards. Teachers will utilize unit plans for literacy (integration-science and social studies) that were collaboratively developed in vertical teaming planning during the pre-school inservice. Standards-aligned units of instruction for each subject and grade level will provide evidence that this indicator is fully met.
	Target Date:	06/02/2017
	Tasks:	
	1. Teachers will utilize curriculum maps to plan and deliver instruction aligned to Common Core State Standards.	
	Assigned to:	Barbara Anderson
	Added date:	03/28/2016
	Target Completion Date:	06/02/2017
	Comments:	
	2. Curriculum maps will be revised by Little Rock School District teachers and curriculum specialists in the summer of 2016.	
	Assigned to:	Barbara Anderson
	Added date:	03/28/2016
	Target Completion Date:	06/02/2017
	Comments:	
	3. Teachers will administer formative/interim assessments created and/or selected by Little Rock School District teachers and curriculum specialists and are fully aligned to Common Core State Standards to measure student achievement.	
	Assigned to:	Barbara Anderson
	Added date:	03/28/2016
	Target Completion Date:	06/02/2017

		Comments:	
		4. Teachers will utilize unit plans for identified areas of need in literacy (integration-science and social studies) that were developed during vertical teaming planning sessions.	
		Assigned to:	Barbara Anderson
		Added date:	03/28/2016
		Target Completion Date:	06/02/2017
		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	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/28/2016	
	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:	The Slossons, WRAP, and Math Universal Screener were administered to all K-3 students in August and September 2015. Midyear assessments in reading and mathematics were administered in December 2015. Teacher-made assessments were administered to students during instructional units. Periodic assessments (SOAR and ACT Aspire Interim Assessments) were administered three times during the year. Annual assessments (ACT Aspire, ELPA 21, and IOWA) were administered. Kindergarten students also were assessed using the Emergent Literacy Survey at the beginning, middle, and end of the year.	
Plan	Assigned to:	Barbara Anderson	
	How it will look when fully met:	Diagnostic/prescriptive assessment such as Slossons, WRAP, Scholastic Math Inventory, and Math Universal Screeners will be administered in August and September 2016 and in December 2016 to identify students' reading text levels, skills gaps, and student growth. The assessment results will be utilized to plan appropriate interventions. Teacher-made assessments will be utilized throughout the year to determine skills mastery. Periodic assessments (SOAR and ACT Aspire Interim Assessments) will be administered at least three times yearly to assess student mastery of standards-based objectives. Annual assessments (ACT Aspire, ELPA 21, and IOWA) will be utilized annually to determine student growth and for accountability purposes. Assessment results will provide evidence that this indicator is fully met.	
	Target Date:	06/02/2017	

Tasks:			
	1. Teachers will administer diagnostic/prescriptive assessments (Slossons, WRAP, Scholastic math Inventory, and Math Universal Screeners) in August and September 2016 and again in December 2016 to identify student needs, plan interventions to address the identified needs, and to measure student growth.		
	Assigned to:	Barbara Anderson	
	Added date:	03/28/2016	
	Target Completion Date:	06/02/2017	
	Comments:		
	2. Teachers will administer teacher-made assessments throughout the year to assess student mastery of unit objectives.		
	Assigned to:	Barbara Anderson	
	Added date:	03/28/2016	
	Target Completion Date:	06/02/2017	
	Comments:		
	3. Periodic assessments (SOAR and ACT Aspire Interim Assessments) will be administered at least three times yearly to assess student mastery of standards-based objectives.		
	Assigned to:	Misti Sims	
	Added date:	03/28/2016	
	Target Completion Date:	06/02/2017	
	Comments:		
	4. Annual assessments (ACT Aspire, ELPA 21, and IOWA) will be administered annually to determine student growth and for accountability purposes.		
	Assigned to:	Misti Sims	
	Added date:	03/28/2016	
	Target Completion Date:	06/02/2017	
	Comments:		
Implement	Percent Task Complete:	0%	
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	Tasks completed: 0 of 7 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/19/2015	
	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:	Currently, Roberts Elementary teachers utilize curriculum maps (reading/social studies, mathematics, science, and fine arts) developed by Little Rock School District teachers and curriculum specialists. The maps align standards, curriculum, and instruction. Periodic assessments (SOAR and ACT Aspire Interim Assessments) do not always successfully align the curriculum that has been planned and taught with the curriculum that has been assessed. This lack of alignment has created a barrier to increased student achievement.
Plan	Assigned to:	Barbara Anderson
	How it will look when fully met:	Teachers will utilize curriculum maps in reading/social studies, mathematics, science, and the fine arts that are fully aligned with the Common Core State standards. Interim assessments (SOAR and ACT Aspire Interim Assessments) would be fully aligned with the curriculum that has been planned and taught. Likewise, the annual assessments would be fully aligned with the curriculum maps and the interim assessments. Curriculum maps, lesson plans, and assessment results will provide evidence that this indicator is fully met.
	Target Date:	06/02/2017
	Tasks:	
	1. Teachers will utilize curriculum maps to plan and deliver instruction.	
	Assigned to:	Barbara Anderson
	Added date:	03/29/2016
	Target Completion Date:	06/02/2017
	Comments:	
	2. Building level administrators will monitor lesson planning and instruction to ensure alignment with curriculum maps.	
	Assigned to:	Barbara Anderson
	Added date:	03/29/2016
	Target Completion Date:	06/02/2017
	Comments:	
	3. Teachers will administer teacher-made assessments and periodic assessments that are fully aligned with the curriculum maps.	
	Assigned to:	Barbara Anderson
	Added date:	03/29/2016
	Target Completion Date:	06/02/2017
	Comments:	
	4. Teachers and building level administrators will examine assessment results and plan instruction to address identified needs.	
	Assigned to:	Barbara Anderson
	Added date:	03/29/2016
	Target Completion Date:	06/02/2017
	Comments:	
	5. Building level administrators will monitor lesson planning and instruction to ensure alignment with curriculum maps.	

		Assigned to:	Barbara Anderson
		Added date:	03/29/2016
		Target Completion Date:	06/02/2017
		Comments:	
	6. Teachers and building level administrators will administer interim and annual assessments that are fully aligned with the curriculum maps.		
		Assigned to:	Barbara Anderson
		Added date:	03/29/2016
		Target Completion Date:	06/02/2017
		Comments:	The Little Rock School District must select and/or develop interim assessments that are fully aligned with subject area curriculum maps. Likewise, the subject area curriculum maps must be fully aligned with the annual assessments.
	7. Teachers and building level administrators will examine assessment results to determine student growth and to plan future instruction.		
		Assigned to:	Barbara Anderson
		Added date:	03/29/2016
		Target Completion Date:	06/02/2017
		Comments:	
Implement	Percent Task Complete:		0%

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	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/28/2016	
	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:	Roberts has developed a School/Family Compact. A copy of this agreement is located in the Student Handbook that is distributed to all families at the beginning of each school year. Annual parent surveys provide perceptual data that guide the staff in the school improvement planning process. The Parent Involvement Facilitator, teachers, and administrators plan and conduct at least one Family Math and Literacy Night each year. Two days are designated for parent teacher conferences annually. Additional information is communicated to our families during our Annual Title I Meeting, Open House, Pre-Kindergarten Orientation, Kindergarten Orientation, and Check In. Interpreters are provided for parents who speak English as a second language and/or who are hearing impaired for all parent conferences, Annual Title I Meeting, Open House, and Family Math and Literacy Nights. The Little Rock School District also provides quarterly information sessions for all parents.
Plan	Assigned to:	Barbara Anderson
	How it will look when fully met:	Staff and parents will work as partners and share responsibility for increasing student achievement. Teachers, building-level administrators, and family members will engage in frequent dialogue regarding the academic, behavioral, and emotional growth of students. Families will support students learning by monitoring the completion of homework and projects, as well as preparation for tests. The school staff will communicate with parents in writing, in person, via phone, by e-mail, through text messaging, and through Class Dojo. Family Math and Literacy Nights will be provided to families to equip them with strategies they can utilize to support student achievement. Interpreters will be provided, and at least two parent teacher conferences will be conducted for each student annually. The School/Family Compact, survey results, sign-in sheets and agendas for Annual Title I Meeting and Open House, sign-in sheets for Pre-Kindergarten and Kindergarten Orientation, and completed registration forms from Check In will provide evidence that this indicator is fully met.
	Target Date:	06/02/2017
	Tasks:	
	1. The Parent Involvement Facilitator will lead the staff and families in the development of a comprehensive School/Family Compact that will be distributed to each family through the Student Handbook.	
	Assigned to:	Barbara Anderson
	Added date:	03/28/2016
	Target Completion Date:	06/02/2017
	Comments:	
	2. Parent input will be solicited via surveys for the purpose of school improvement.	
	Assigned to:	Barbara Anderson
	Added date:	03/28/2016
	Target Completion Date:	06/02/2017
	Comments:	

		3. Information will be provided to parents at Check In, Kindergarten Orientation, Annual Title I Meeting, Open House, Family Math and Literacy Nights, and the quarterly Little Rock School District Parent Workshops.	
		Assigned to:	Barbara Anderson
		Added date:	03/28/2016
		Target Completion Date:	06/02/2017
		Comments:	
		4. A minimum of two parent teacher conferences will be conducted for each student annually. Interpreters will be provided for parents who speak English as a second language and/or who are hearing impaired.	
		Assigned to:	Barbara Anderson
		Added date:	03/28/2016
		Target Completion Date:	06/02/2017
		Comments:	
		5. The use of interpreters and translated written communication is essential for effectively engaging our families who speak English as a second language and/or who are hearing impaired.	
		Assigned to:	Allison Weather
		Added date:	03/28/2016
		Target Completion Date:	06/02/2017
		Comments:	
Implement	Percent Task Complete:		0%