

# 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 16, 2016

## Rockefeller 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** Objective Met 2/5/20165/9/2016

<b>Assess</b>	Level of Development:	Initial: Limited Development 10/12/2015
		Objective Met - 02/05/2016 05/09/2016
	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:	A team structure has been established. The leadership team meetings are scheduled twice a month for two hours with necessary members (principal, literacy facilitator, math facilitator, reading teacher, special education teacher, library media specialist, and technology specialist). The SLT bylaws have been established. Agendas are emailed out to the members in advance and minutes are kept. Roles(facilitator, time keeper, recorder, and reporter)are shared at each meeting as needed. Instructional Teams (IT) have been established and meet once a week as a grade-level or with the literacy and math instructional facilitators. Agendas are developed and minutes are kept. IT bylaws have been established. School Community Council(SCC)/PTA has been established and meet once a month or more often, as needed. Agendas are developed and minutes are kept. SCC bylaws have been established.
<b>Plan</b>	Assigned to:	Shoutell Richardson

	How it will look when fully met:	All teams (School Leadership Team, Instructional Teams, and School Community Council) have been established and are meeting according to bylaws. Open communication has been established amongst the various teams. The school leadership team is focused on monitoring student data and supporting teachers with resources and professional development and informing and involving community stakeholders. The instructional teams are focused on creating pre- and post-assessments, analyzing student data, provided instruction, and intervention. The school community council is focused on providing support and improving parental involvement. Our three-year targeted improvement plan has been established and is used as a guide for all teams for school improvement.
	Target Date:	05/10/2016
	<b>Tasks:</b>	
	1. Scheduled meetings as established in bylaws	
	Assigned to:	Shoutell Richardson
	Added date:	11/03/2015
	Target Completion Date:	05/10/2016
	Frequency:	monthly
	Comments:	Minutes from meetings are to be shared according to each teams bylaws.
	<b>Task Completed:</b>	9/10/2015 12:00:00 AM
	2. Establish By-laws	
	Assigned to:	Shoutell Richardson
	Added date:	11/03/2015
	Target Completion Date:	05/10/2016
	Comments:	Established and approved bylaws
	<b>Task Completed:</b>	5/9/2016 12:00:00 AM
	3. The recorder keeps minutes of all meetings and upload or distribute.	
	Assigned to:	Shantail Miller
	Added date:	11/03/2015
	Target Completion Date:	05/10/2016
	Frequency:	monthly
	Comments:	minutes, agenda, calendar of meetings, indistar
	<b>Task Completed:</b>	5/9/2016 12:00:00 AM
	4. Ensure agendas are emailed out to the members in advance	
	Assigned to:	Shoutell Richardson
	Added date:	11/03/2015
	Target Completion Date:	05/10/2016
	Frequency:	monthly
	Comments:	agendas, minutes, calendar of meeting dates, etc. log of emails

		<b>Task Completed:</b>	<b>5/9/2016 12:00:00 AM</b>
		5. Assign and monitor roles (facilitator, time keeper, recorder, and reporter) at each meeting as needed	
		Assigned to:	Tammie Bullock
		Added date:	11/03/2015
		Target Completion Date:	05/10/2016
		Frequency:	monthly
		Comments:	Roles and Responsibilities descriptions and agenda, meeting calendar, minutes
		<b>Task Completed:</b>	<b>10/21/2015 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		2/5/2016 5/9/2016
	Experience:		2/5/2016 Collaborative work of Leadership team with creating By Laws, consistency in bi-monthly meetings to discuss the school improvement status and plans for school 5/9/2016 Pursuing this objective proved much more difficult than expected. The team kept minutes for every meeting. The problem was proofing minutes and disseminating them in a timely manner to the staff.
	Sustain:		2/5/2016 Continued monitoring and adjustments as needed 5/9/2016 Timeliness of minutes to staff
	Evidence:		2/5/2016 Completed copy of By laws, agendas, meeting minutes, 5/9/2016 Minutes in INDISTAR, communication boxes located throughout building with minutes for review of staff and parents
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 11/4/2015		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 10/21/2015
	<b>Objective Met -</b> 11/04/2015		
	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:		Teams are creating agendas and keeping minutes of the meetings. Team chairs place a copy of the agendas/minutes in A. Posey's school mailbox by the end of each week. A. Posey keeps a binder in her office of those agendas/minutes for Rockefeller Elementary.
<b>Plan</b>	Assigned to:		Aleta Posey

	How it will look when fully met:	Teams are meeting on a regular basis. Agendas are created in advance and emailed to members of the team. The agendas help members prepare for the meeting and help members stay on task throughout the meeting. Roles (facilitator, time keeper, recorder, and reporter) are shared among the team. Notes/minutes will be kept to determine whether or not the tasks/objectives have been met. The team collaboration and planning help improve student achievement at Rockefeller Elementary.
	Target Date:	12/18/2015
	<b>Tasks:</b>	
	1. Agendas are created in advance and emailed to members of the team.	
	Assigned to:	Grade Level Chairs/Facilitator
	Added date:	11/03/2015
	Target Completion Date:	10/12/2015
	Frequency:	weekly
	Comments:	Agendas, minutes, calendar of PLC scheduled meetings, Email logs
	<b>Task Completed:</b>	<b>10/16/2015 12:00:00 AM</b>
	2. Ensure notes/minutes are kept to determine whether or not the tasks/objectives have been met. The team collaboration and planning help improve student achievement at Rockefeller Elementary.	
	Assigned to:	Aleta Posey
	Added date:	11/03/2015
	Target Completion Date:	10/12/2015
	Frequency:	weekly
	Comments:	Agendas, Grade Level collaboration Logs, minutes, PLC Recap Emails, log of directives
	<b>Task Completed:</b>	<b>10/12/2015 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	11/4/2015
	Experience:	11/4/2015 The integrating of our desired agenda and needs with INDISTAR required items was challenging at first. Once we were able to clear that hurdle and accomplish both task it was much easier. Modeling the task with the leadership team for the first month and then having them take that back to their grade level PLC was interesting. I felt it was an easier transition when teachers were asked to begin keeping agendas and minutes after they were used to the facilitators doing it first. Also, providing a template via email and a hard copy for grade levels to work with allowed staff be more consistent.
	Sustain:	11/4/2015 Continued work on leadership teams, collaboration
	Evidence:	11/4/2015 Collaboration logs, minutes of meetings, agendas, calendar of meetings, roles and responsibilities.

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 11/4/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/04/2015	
		<b>Objective Met</b> - 11/04/2015	
	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:	Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff have been assigned roles and meet regularly as indicated in By Laws. Agendas are made available to members prior to each meeting and minutes are shared and uploaded by recorder. Currently, minutes are not up-to-date in Indistar and minutes have yet to be shared with parents and staff as outlined in the By Laws. Meeting updates are posted bi-monthly in communication boxes accessed by both staff and parents.	
<b>Plan</b>	Assigned to:	Shoutell Richardson	
	How it will look when fully met:	The Leadership Team meet twice each month for two hours each meeting. The School Leadership Team (SLT)and school decisions concern the academic operation of the school and its continuous improvement. The general operation of the school is managed by the administrator, coordinator, committees and office staff. The SLT will review data analysis for each grade level. PD/teacher resource needs will be determined by the team based on data and Instructional Team input. Principal and facilitators will monitor that grade level teams are implementing new strategies/teaching methods based on PD received. SLT will look for growth and continue to identify areas of continued academic and professional need.Rockefeller's team operate with agendas, keep minutes, norms, roles and responsibilities, and clear follow through with the plans established.	
	Target Date:	06/01/2016	
	<b>Tasks:</b>		
	1. Create a Leadership teams that will serve as the steering team that typically makes collaborative site based decisions and is headed by the principal and includes teachers and other staff.		
	Assigned to:	Shoutell Richardson	
	Added date:	11/04/2015	
	Target Completion Date:	10/07/2015	
	Frequency:	twice monthly	
	Comments:	Agendas, description of Leadership Teams, Wise Ways,	
	<b>Task Completed:</b>	<b>10/7/2015 12:00:00 AM</b>	

		2. Ensure opportunities for effective two way communication that is collaborative and coordinated among the grade levels and the departments of the school. Communication boxes will be placed strategically to be accessed by staff, students, and parents. Questions, comments, or concerns may be shared at any time and will be reviewed bimonthly at the SLT meetings. Responses will be posted with updates after each meeting.
		Assigned to: Shoutell Richardson
		Added date: 11/04/2015
		Target Completion Date: 10/07/2015
		Frequency: twice monthly
		Comments: Collaboration logs, PLC's recaps, minutes of meetings, collaboration box input and feedback
		<b>Task Completed:</b> 10/7/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	11/4/2015
	Experience:	11/4/2015 The establishing of the Rockefeller leadership team required setting a consistent time on the master calendar for meetings, setting expectation for participation, Norms, sending out the agenda and allowing members to be active participants on the teams, "keeping the main thing the main thing", effectively communicating with all staff about the plan, purpose, and the process was essential.
	Sustain:	11/4/2015 Continued work on developing the leadership capacity of members, Professional development through books studies ( 2 current books studies occurring) Monday Morning Leadership and School Systems That Learn.
	Evidence:	11/4/2015 Minutes of meetings, Sign In rosters, Agendas, Knowledge from Book Studies,

### School Leadership and Decision Making

#### Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) (Focus)</b>		
<b>Status</b>	<b>Objective Met</b> 5/9/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/19/2015	
		<b>Objective Met</b> - 05/09/2016	
	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:	The school currently provides parent representation on a School Community Council (PTA). Open-air meetings to share goals, plans, and data can also be a forum for constructive input. The principal's one-on-one meetings with staff and parents and students is another opportunity. The important consideration is that the school operates with a "culture of candor" in which people are encouraged to voice their constructive observations and recommendations in a collegial, collaborative manner.
<b>Plan</b>	Assigned to:	Shoutell Richardson
	How it will look when fully met:	Constructive critique can come through formal channels, such as teacher representation on the school's Leadership Team when applicable and teacher and parent representation on a School Community Council. Open-air meetings to share goals, plans, and data can also be a forum for constructive input. The principal's one-on-one meetings with staff and parents is another opportunity. The important consideration is that the school operates with a "culture of candor" in which people are encouraged to voice their constructive observations and recommendations.
	Target Date:	06/01/2016
	<b>Tasks:</b>	
	1. Adopt School By Laws with committee representation outlined clearly.	
	Assigned to:	Shoutell Richardson
	Added date:	11/19/2015
	Target Completion Date:	12/15/2015
	Comments:	agenda, minutes, Adopted By Laws
	<b>Task Completed:</b>	11/18/2015 12:00:00 AM
	2. Teacher and parent representation on a School Community Council will be developed.	
	Assigned to:	Shoutell Richardson
	Added date:	11/19/2015
	Target Completion Date:	12/15/2015
	Comments:	List of teacher and parent names on the committee.
	<b>Task Completed:</b>	11/3/2015 12:00:00 AM
	3. The principal provides one-on-one meetings with staff, parents, and students when necessary.	
	Assigned to:	Shoutell Richardson
	Added date:	11/19/2015
	Target Completion Date:	12/15/2015
	Comments:	On-going throughout the year
	<b>Task Completed:</b>	4/1/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	5/9/2016
	Experience:	5/9/2016 Creating By laws for the team was not difficult. We knew what the vision and mission for the SLT was and wanted to capture the Norms for achieving it

	Sustain:	5/9/2016 Monitoring to ensure adherence to By laws for entire staff	
	Evidence:	5/9/2016 SLT By Laws, Instructional By Law for grade levels, agenda, minutes of meetings	
<b>Opportunity to Learn</b>			
<b>Post-Secondary School Options</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/18/2016	
	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:	Implementation of 21st Century After School and Summer Enrichment Program, Bowtie to Boys Mentoring Program, SOS (Save One Student) School wide mentoring program, Project BRAD- Community Service project, Kindergarten Roundup- Early Childhood Transition Experience	
<b>Plan</b>	Assigned to:	Neitasha Tims	



How it will look when fully met:	<p>Exposure to the world of work can be important because high school students often lack information on the educational requirements for particular jobs (Schneider, 2006). Relevant activities include, for example paid and unpaid internships, great lectures from the business community, career days, youth apprenticeships, and job shadowing. Students report that one-on-one contacts with employers onsite are more helpful than group worksite tours or school-based activities (Haimson &amp; Deke, 2003). Other supports and incentives. Additional steps to help keep students engaged and learning include: <input type="checkbox"/> A positive relationship with a caring adult mentor, which can be provided individually, or in groups; by teachers, other school staff, college students, or members of the community; and either in the school or outside the school (Lerner &amp; Brand, 2006). <input type="checkbox"/> "Advisories," used as an alternative to regular homeroom periods, that include small, supportive groups led by school staff who develop a personal relationship with students (Herlihy &amp; Quint, 2006). <input type="checkbox"/> Small learning communities, in which students sharing the same cadre of coesubject teachers in a personalized environment come to feel that their teachers know and care about them (Herlihy &amp; Quint, 2006). <input type="checkbox"/> Notification in middle school or early high school that financial aid for postsecondary education will be available if students meet certain conditions. State-funded early commitment scholarship programs can be completed with academic and other supports, partnerships with business and foundations, and later "hands on" help with college and financial aid applications, as well as visits to college campuses to shadow students at host institutions (Blanco, 2005; Constantine et al., 2006).</p>		
Target Date:	06/01/2017		
<b>Tasks:</b>			
	1. Create Action and Evaluation Plan for SOS(Save One Student) Staff Mentoring Project		
	Assigned to:	Muneerah Qaasim	
	Added date:	04/18/2016	
	Target Completion Date:	09/01/2016	
	Frequency:	monthly	
	Comments:	Action Plan, Time Line, Anecdotal notes, discipline referrals, counselor referrals- decreased, tardiness decreased, attendance increased, social interaction and peer mediations increased, mentor/mentee pairing list, documentation of interactions/meetings with mentor/mentee quarterly documentation of interventions provided quarterly with mentee	
	2. Create and implement action plan Boys to Bowties ( 5th grade male mentoring program)		
	Assigned to:	Sandra Young	
	Added date:	04/18/2016	
	Target Completion Date:	09/23/2016	
	Frequency:	once a year	
	Comments:	discipline referrals, academic performance	

		3. Create and implement action plan for Project B.R.A.D community service project- Focus Responsibility and Diversity
	Assigned to:	Teffine Craig
	Added date:	04/18/2016
	Target Completion Date:	09/23/2016
	Frequency:	twice a year
	Comments:	collected donation community service hours correspondence from community stakeholders field trip documentation
	<b>Task Completed:</b>	<b>5/4/2016 12:00:00 AM</b>
		4. Implement and Create an Action Plan for "College and Career Avenue"
	Assigned to:	Mildred Calvin
	Added date:	04/18/2016
	Target Completion Date:	09/16/2016
	Frequency:	monthly
	Comments:	School information bulletin boards participation in school pride days school banner
<b>Implement</b>	Percent Task Complete:	25%

### **Curriculum, Assessment, and Instructional Planning**

#### **Engaging teachers in assessing and monitoring student mastery**

<b>Indicator</b>	<b>IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 6 of 8 (75%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/03/2015	
	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:	Rockefeller has recently begun acquisition of knowledge and training on the effective use of pre/post data and common formative assessments. The intermediate grades (3-5) are utilizing pre/post assessment to help plan, adjust and differentiate effective lessons for students in need of extra help in reaching the objectives and students demonstrating mastery who would benefit from enhanced assignments. The primary grades (K-2) are utilizing post-assessments in their instruction and will be working toward implementing both pre- and post-assessments.	
<b>Plan</b>	Assigned to:	Aleta Posey	

How it will look when fully met:	<p>Teachers will continue to acquire knowledge and training on the effective use of pre/post assessments and common formative assessments. Teachers collaboratively create pre- and post-assessments aligned with the Common Core State Standards. The data is analyzed to determine whether students need extra help in reaching the objective or need enhanced assignments. The Backwards Design Model is implemented to create differentiated lessons based on the data. Teachers are using other forms of assessments (observations, anecdotal notes, etc.) to monitor students progress throughout the unit. Teachers are using a variety of instructional practices and strategies (modeling, hands-on tasks, higher order thinking questions, immediate feedback, nonlinguistic representation, etc.) when providing instruction to meet the needs of the students. The pre- and post-assessments are compared to determine student growth. The post-assessment is analyzed to determine next steps. Students that haven't reached mastery will be provided additional support (interventions) to help them succeed. Evidence: Professional development agendas, Professional Learning Communities-PLCs are meeting regularly to discuss data and plan differentiated instruction, agenda and minutes, teacher created pre- and post-assessments, data analysis forms, lesson plans, student work samples, and small group intervention documentation.</p>		
Target Date:	05/06/2016		
Tasks:			
	1. Teachers will acquire knowledge and training on the effective use of pre- and post-assessments and common formative assessments through professional development.		
	Assigned to:	Melissa Featherston	
	Added date:	11/17/2015	
	Target Completion Date:	12/18/2015	
	Frequency:	monthly	
	Comments:	Teachers will receive professional development from the Instructional Facilitators and/or seek other knowledge on pre- and post-assessments. Note: The LRSD provides training on Common Formative Assessments.	
	Task Completed:	4/1/2016 12:00:00 AM	
	2. Teachers collaboratively create pre- and post-assessments aligned with the Common Core State Standards in literacy and math.		
	Assigned to:	Aleta Posey	
	Added date:	11/17/2015	
	Target Completion Date:	05/05/2016	
	Frequency:	twice monthly	
	Comments:	Teachers create pre- and post-assessments based on units of instruction focused on the Common Core State Standards for literacy and math.	
	3. The data is analyzed to determine whether students need extra help in reaching the objective or need enhanced assignments.		
	Assigned to:	Aleta Posey	
	Added date:	11/17/2015	

		Target Completion Date:	06/01/2016
		Frequency:	monthly
		Comments:	The data is analyzed using the data analysis forms (Class Profile Sheets and CFA Content Analysis Form).
	4. The Backwards Design Model is implemented to create differentiated lessons based on the data. Teachers are using other forms of assessments (observations, anecdotal notes, etc.) to monitor students progress throughout the unit. Teachers are using a variety of instructional practices and strategies (modeling, hands-on tasks, higher order thinking questions, immediate feedback, nonlinguistic representation, etc.) when providing instruction to meet the needs of the students.		
		Assigned to:	Aleta Posey
		Added date:	11/17/2015
		Target Completion Date:	02/01/2016
		Frequency:	weekly
		Comments:	Teacher lesson plans will reflect differentiated instruction to meet the needs of the students.
		<b>Task Completed:</b>	<b>5/2/2016 12:00:00 AM</b>
	5. A post-assessment will be given to students to determine student growth literacy and math.		
		Assigned to:	Aleta Posey
		Added date:	11/17/2015
		Target Completion Date:	02/01/2016
		Frequency:	monthly
		Comments:	both literacy and math responsible
		<b>Task Completed:</b>	<b>4/1/2016 12:00:00 AM</b>
	6. The pre- and post-assessments are compared to determine student growth.		
		Assigned to:	Melissa Featherston
		Added date:	11/17/2015
		Target Completion Date:	02/01/2016
		Frequency:	monthly
		Comments:	
		<b>Task Completed:</b>	<b>4/1/2016 12:00:00 AM</b>
	7. The post-assessment is analyzed to determine next steps.		
		Assigned to:	Aleta Posey
		Added date:	11/17/2015
		Target Completion Date:	02/01/2016
		Frequency:	monthly
		Comments:	The data is analyzed using the data analysis forms (Class Profile Sheets and CFA Content Analysis Form).
		<b>Task Completed:</b>	<b>4/1/2016 12:00:00 AM</b>
	8. Students that haven't reached mastery will be provided additional support (interventions) to help them succeed.		
		Assigned to:	Melissa Featherston

		Added date:	11/17/2015
		Target Completion Date:	02/01/2016
		Comments:	Interventions will be provided to students. (small group instruction, prescribed tasks-computer programs, games, hands-on tasks, scaffolding, RAP, etc.)
		Task Completed:	4/1/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		75%

## Family Community Engagement

### Defining the purpose, policies, and practices of a school community

<b>Indicator</b>	<b>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)</b>
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**Status** **Objective Met** 12/2/2015

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/03/2015
		<b>Objective Met</b> - 12/02/2015
	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:	Through flyers, parent links, social media, texts and phone calls ( Rockefeller Elementary School) invites parents to meetings in the school media center and cafeteria that feature presentations on developing parent/school compacts, improving academic performance and overall student achievement. Parents are afforded opportunities to experience hands on nights to learn about literacy, mathematics, technology and how parents can help students at home.
<b>Plan</b>	Assigned to:	Neitasha Tims
	How it will look when fully met:	Rockefeller's Title I compact roles and responsibilities for parents, students and teachers will be communicated with parents(families) via flyers, parent links, social media, texts and phone calls ( Rockefeller Elementary School) invites parents to meetings in the school media center and cafeteria that feature presentations on developing parent/school compacts, improving academic performance and overall student achievement. Parents are afforded opportunities to experience hands on nights to learn about literacy, mathematics, technology and how parents can help students at home.
	Target Date:	12/01/2015
	<b>Tasks:</b>	

	1. Title I compact roles and responsibilities for parents, students and teachers will be communicated with parents(families) via flyers, parent links, social media, texts and phone calls	
	Assigned to:	Neitasha Tims
	Added date:	11/19/2015
	Target Completion Date:	12/01/2015
	Frequency:	once a year
	Comments:	Sign in sheets, Title One agenda, Title One parent compact copy in parent center.
	<b>Task Completed:</b>	<b>10/6/2015 12:00:00 AM</b>
	2. Invites parents to meetings in the school media center and cafeteria that feature presentations on developing parent/school compacts, improving academic performance and overall student achievement.	
	Assigned to:	Neitasha Tims
	Added date:	11/19/2015
	Target Completion Date:	12/01/2015
	Comments:	Agenda, Copy of Parent Link Notification, Sign In Sheets, Copy of Student Achievement Results and Parent Contact
	<b>Task Completed:</b>	<b>10/6/2015 12:00:00 AM</b>
	3. Parents are afforded opportunities to experience hands on nights to learn about literacy, mathematics, technology and how parents can help students at home.	
	Assigned to:	Neitasha Tims
	Added date:	11/19/2015
	Target Completion Date:	12/01/2015
	Comments:	Agenda, Sign In Sheets, Parent Compact,
	<b>Task Completed:</b>	<b>11/12/2015 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	12/2/2015
	Experience:	12/2/2015 Experience pursuing this objective was enlightening. The completion of this objective required collaboration of Parent organizations, Parent facilitator, title one Parent Facilitator, administration, teachers and community
	Sustain:	12/2/2015 Continued communication, facilitate another Family night in the spring, send bi-monthly newsletter about status of school and updates
	Evidence:	12/2/2015 Agendas, Sign In Sheets, Pictures, volunteer sheets, sample activities for parents