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

ROMINE INTERDIST. ELEM SCHOOL NCES - 50900000630

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: 0 of 3 (0%)	
Assess	Level of Development:	Initial: Limited Development 10/07/2015
	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:	We do have several teams that have been developed with specific duties and times to purposefully plan instruction. Professional learning community (PLC) meetings with both facilitators are held biweekly. The leadership team also meets biweekly. We have several school wide teams that are in place to sustain a good culture and climate for the school. We do understand that in order to reach full implementation we need to find ways to determine the effectiveness of our teams and increase involvement by all stakeholders especially community leaders and parents.
Plan	Assigned to:	Tunza Smith
	How it will look when fully met:	So that we achieve full implementation we need to: -Make sure everyone is aware and understands the mission and vision for our students -initiate goal oriented activities at all grade levels -assist families with parenting skills and family support -include families as participants in school decisions -coordinate resources and services for families To meet full implementation for team effectiveness, we need to: -make sure that the team is committed to school wide change -be respected by colleagues -possess leadership potential -demonstrate effective interpersonal skills -be able to start projects and get things done The leadership team will continue monitor and adjust as needed. Progress monitoring will begin Tuesday, November 3, 2015. We will discuss it again at the first team meeting in December.
	Target Date:	05/31/2016
	Tasks:	

		1. The leadership team will review school mission and vision statements and share with the school staff.	
		Assigned to:	Tunza Smith
		Added date:	01/14/2016
		Target Completion Date:	01/25/2016
		Comments:	
		2. Meet with each grade level during PLC meetings to discuss goal oriented activities.	
		Assigned to:	Tunza Smith
		Added date:	01/14/2016
		Target Completion Date:	02/26/2016
		Comments:	
		3. The leadership team will meet bi-weekly to communicate the needs of the school, status of school morale, and progress for implementation of projects.	
		Assigned to:	Tunza Smith
		Added date:	01/14/2016
		Target Completion Date:	02/29/2016
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:		0%

Indicator	**ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)**
Status	**Full Implementation**

Assess	Level of Development:		Initial: Full Implementation 10/27/2015
	Evidence:		All school teams do prepare agendas and keep minutes from those meetings. At the beginning of the school year, each teacher was given a staff binder in which to put staff meeting agendas, PLC agendas and any referenced handouts for the year. Agendas include items to be discussed and desired outcomes. If the outcome is not met, it will then be placed on the next upcoming agenda. There is a designated recorder for each school level team.
		Added date:	

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	**Full Implementation**

Assess	Level of Development:		Initial: Full Implementation 10/27/2015
	Evidence:		Romine Elementary does have a leadership team that consists of the principal, classroom teachers and specialist. We meet biweekly on Tuesdays from 7:30-8:30. After each leadership team meeting, both instructional facilitators meet with the principal for an additional 15-30 minutes to discuss any questions or concerns. In order to maintain focus, the team realizes the importance of addressing all needs in a timely manner.

		Added date:	

School Leadership and Decision Making

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

Indicator	**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)**		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/27/2015	
	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:	A successful school is only a success if parents feel comfortable, engaged, involved, and active with their child's school. We keep parents involved with their child's education via a monthly calendar and Blackboard calls to parents about upcoming events. Parents are encouraged to communicate with their child's teacher in person, e-mail, phone calls, and/or newsletters. The more communication teachers have with parents the better their child will do in school. The school's mission statement and vision is shared with parents as much as possible to keep the dream alive. This also keeps us focused on achieving success with all parties – staff and parents. Our school's counselor serves as the school Parent Facilitator by surveying parents at the beginning of the school year to determine their needs and expectations of the school. These needs are shared with the principal to determine if they are attainable. Another survey will be given to the parents in the spring to (1)see if their needs were met and (2) determine if goals for the year were met. Their input is valued as part of our improvement. The school's Parent Teacher Association is encouraged to participate in all school functions. PTA involvement allows parents to have a role in our improvement efforts and have their voices heard.	
Plan	Assigned to:	Beverly Jones	

		How it will look when fully met:	Effective January, 2016 and each month following for the school year, we will review the data information that is shared with teachers. Parents will be invited to assist with monitoring their child's growth as they participate in the Second Cup of Coffee each month. This event will be held to encourage parents to be involved in school improvement efforts. The Second Cup of Coffee event will take place the second Tuesday of each month. We will also offer parenting classes that will allow parents to meet with school educators about their needs, learn test taking strategies, receive materials for homework assistance, etc. This same information will be shared at our PTA meetings as well as other parent events. It is our plan to continue the Second Cup of Coffee event each school year, beginning the second Tuesday in September through the second Tuesday in May.The Parent Facilitator and PTA Officers will share the role of promoting and encouraging parent participation. The Parent Survey's collected at the beginning and middle of each school year will be used for improvements in the building. The Parent Facilitator and Principal will analyze the results and make plans to build positive relationships with parents and if possible implement parent suggestions to improve Romine. It is our hope to implement at least one parent suggestion each semester. We want to make sure parents know they are being heard and their input is valuable to our school improvement efforts. Our Parent Teacher Association is becoming stable by participating in the district's monthly PTA meetings. They have become fully organized this school year and have put people in place to maintain a functioning parent organization for the future. We want and need fathers to be involved in their child's education. The PTA plans to organize a Dads Of Great Students (DOGS) program at Romine by September 2016. The plans have been in the works for the last year. We strongly feel that having men on campus at Romine will be another strong component of parental involvement.
		Target Date:	06/01/2016
		Tasks:	
		1. Plan parenting classes to discuss parental involvement, test taking strategies, etc.	
			Assigned to:	Beverly Jones
			Added date:	01/14/2016
			Target Completion Date:	02/01/2016
			Comments:	
		2. Plan monthly Second Cup of Coffee- monthly event held in the Romine Parent Center to encourage parents to be involved with school improvement efforts.	
			Assigned to:	Beverly Jones
			Added date:	01/14/2016
			Target Completion Date:	02/29/2016
			Comments:	
		3. Distribute survey to parents.	
			Assigned to:	Beverly Jones

			Added date:	01/14/2016
			Target Completion Date:	02/29/2016
			Comments:	
		4. Analyze survey results and make plans to address areas of concerns revealed through the survey.		
			Assigned to:	Beverly Jones
			Added date:	01/14/2016
			Target Completion Date:	03/18/2016
			Comments:	
		5. Plan the first Dads of Great Students event for the initial program in September 2016.		
			Assigned to:	Beverly Jones
			Added date:	01/14/2016
			Target Completion Date:	05/31/2016
			Comments:	
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 01/14/2016	
	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:	The structure for the school year and school day is set by the district and/or state department of education. School day schedules are set to make sure required time is spent on subject areas. As our school sets class schedules, we keep in mind the need to maximize instructional time to increase student achievement. The district and/or state department of education will be the ones who make changes, such as block scheduling, extended school day,or extended school year. At this time there are 178 student days. Students attend 7:40 a.m. to 2:25 p.m. each day. A group of students in grades three through five receive tutoring services in our after school program. This program focuses on improving student math skills.	
Plan	Assigned to:	LaShawn Pettis	

	How it will look when fully met:		As the school yearly schedule and times are set by the district and/or state department of education, our school does not have the authority to alter times for the school day. We will talk with our school improvement specialist to gain more understanding of this indicator.
	Target Date:		02/29/2016
	Tasks:		
		1. Meet to discuss effectiveness of after school program.	
		Assigned to:	LaShawn Pettis
		Added date:	01/14/2016
		Target Completion Date:	05/31/2016
		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	**Add a Task** Tasks completed: 1 of 2 (50%)		
Assess	Level of Development:		Initial: No development or Implementation 10/27/2015
			Will include in plan
	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:		Romine does not currently have a college and career readiness program in place. We realize that setting the stage for students to attend college starts in elementary school. Students must understand what college is and why it is important to attend college.
Plan	Assigned to:		Holly Tidball
	How it will look when fully met:		Romine will begin to educate students about college and the opportunities that are ahead of them by implementing a college day. College day will be held in January. Romine will use the website collegetool.berkely.edu, to get information and ideas for implementation of a college day. Teachers will be asked to display diplomas in classrooms and promote college readiness throughout the building. Romine will have full implementation by January 29, 2016.
	Target Date:		01/29/2016
	Tasks:		
		1. Plan a college day in January.	

			Assigned to:	Holly Tidball
			Added date:	10/27/2015
			Target Completion Date:	11/13/2015
			Comments:	
			Task Completed:	1/4/2016 12:00:00 AM
		2. Implement college day by January 29, 2016.		
			Assigned to:	Holly Tidball
			Added date:	10/27/2015
			Target Completion Date:	01/29/2016
			Comments:	College day is scheduled for January 15, 2016. Various speakers will share their college experiences with students.
Implement	Percent Task Complete:			50%

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 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/14/2016	
	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 curriculum for subject areas are set by district departments. Instructional teams use curriculum maps and pacing guides as resources to plan instruction for students. As we work to develop unit assessments, instructional teams review curriculum maps and pacing guides to determine the focus for assessments. For literacy, instructional teams meet to determine focus areas for units of instruction based on the literacy curriculum map. Once a focus area is determined, the literacy facilitator meets with other district literacy facilitators to develop unit pre and post assessments. These assessments are then reviewed with instructional teams and administered. As we work to better understand the process of developing pre and post units assessments, classroom teachers will develop the assessments with input from the literacy facilitator. In math, teachers use the district pacing guide. The math department has referenced resources for pre and post assessments for units of instruction. We are currently in the process of setting up meeting times to discuss changes to the process for math assessments. We want to look at how many standards are addressed for each unit and how we might make changes to what is being assessed for each pre and post asssessment. Developing pre and post assessments for our school has been a process that we are working through. We understand the importance and how beneficial the process is to determining student needs so that there is improvement.
Plan	Assigned to:	LaDonna Oates
	How it will look when fully met:	When fully met, our school will effectively develop units of instruction, including pre and post assessments and lesson plans, to help our students achieve success in all subject areas. Instructional teams will use the curriculum maps and pacing guides to help develop the assessments and instructional plans. Instructional teams will determine the best strategies/methods, create activities, and differentiate plans to meet the needs of all students.
	Target Date:	05/31/2016
	Tasks:	
	1. Instructional team meetings to determine and develop units of instruction. This will include development of pre and post assessments and lesson plans that include differentiated activities.	

		Assigned to:	LaDonna Oates
		Added date:	01/14/2016
		Target Completion Date:	03/18/2016
		Comments:	
Implement	Percent Task Complete:		0%

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	**IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)**
Status	Tasks completed: 2 of 3 (67%)

Assess	Level of Development:	Initial: Limited Development 10/27/2015	
	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:	Teachers should be using pre-test as a way to guide their instruction and provide remediation/or challenges for all students. -Currently our teachers are using pre and post assessments in some grades. -The data at this point for most teachers is solely to see if there is some growth. -Some teachers are using the data to help remediate those students who are struggling with an objective. -Some teachers are providing those who master the skill the opportunity to practice the skill at a higher level. Our teachers are being engaged by being involved in bi-weekly PLC meetings to discuss the data and the next steps for student success. The goal for Romine is to have all teachers using pre and post assessments to help drive instruction. Teachers should be prepared to provide remediation or challenging activities for all students.	
Plan	Assigned to:	LaShawn Pettis	

	How it will look when fully met:		To fully implement this indicator, the Leadership Team along with the Math and Literacy Facilitators will devise a schedule of when Pre/Post Test are to be given. We will work to build teacher capacity in order to develop the Pre/Post Assessments. After test are given, the data will be compiled and reviewed to determine the next steps. Before 1.Decide collaboratively on an assessment task based on identified curricular expectations that will identify students' strengths and learning gaps. 2.Establish assessment tools and resources that will support assessment (e.g., rubrics, checklists, school- or district-based assessments, anchors, rationales, Ontario Curriculum, Guides to Effective Instruction). 3.Plan a time for the teacher moderation session to occur immediately after conducting the assessment – remember, feedback should be "just in time" in order to make a positive impact on students. 4.Make multiple copies of student work to distribute to group members. 5.Book a location with table space to spread out papers, books, and resources. 6.Decide on a chairperson to facilitate the process. (This can be a rotating role.) During 7.Have a teacher read a student's work aloud to listen for the fluency and ease of writing. 8.Confer with group members as the student's work is assessed using the pre-set criteria. 9.Assess the writing through the four categories of knowledge and skills using the four levels of achievement. 10.Refer to anchors, rationales, rubrics, curriculum documents, and various support materials. 11.If appropriate, listen to the student's teacher, who may share the context of the work and more information about the student (at times, anonymity of students ensures that prejudgments and bias are not part of the process). 12.Engage in a respectful dialogue to develop a common understanding of the levels of achievement and assessment criteria. 13.Use language from the achievement chart (e.g., limited, some, considerable, high degree). 14.Collectively discuss students' strengths and learning gaps and determine patterns and trends in the data. 15.Set goals for student progress based on curriculum expectations and achievement chart categories. Investigate and share key instructional strategies. After 16.Deliver next steps for instruction. 17.Begin the cycle again. Assess student progress and analyze to determine the effectiveness of targeted instructional strategies.
	Target Date:		12/01/2015
	Tasks:		
	1. Pretest before the start of each new chapter/unit .		
		Assigned to:	LaShawn Pettis
		Added date:	11/03/2015
		Target Completion Date:	11/30/2015
		Frequency:	twice monthly
		Comments:	Pre-tests are administered for each unit/chapter.
		Task Completed:	12/31/2015 12:00:00 AM
	2. Post test after the end of each chapter/unit.		

			Assigned to:	LaShawn Pettis
			Added date:	11/03/2015
			Target Completion Date:	11/30/2015
			Frequency:	twice monthly
			Comments:	Post tests are administered for each unit/chapter.
			Task Completed:	12/31/2015 12:00:00 AM
		3. Review and update biweekly during Leadership Team meetings.		
			Assigned to:	LaShawn Pettis
			Added date:	11/03/2015
			Target Completion Date:	02/01/2016
			Frequency:	twice monthly
			Comments:	
Implement	Percent Task Complete:		67%	

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: 4 of 5 (80%)		
Assess	Level of Development:	Initial: Limited Development 10/27/2015	
	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:		Romine's implementation of IVA01 is limited. We currently have a school compact, but it is general and not specific to Romine. The compact is signed by parents, student, teacher, and principal. Some items for parents include the following: ensure that my child is on time each day and attends school regularly, support the school discipline policy, and establish a time for homework and review it regularly. Students sign a portion of the contract which includes: attend school regularly, complete and return homework assignments, and observe regular study hours. The teacher's role in the compact includes: provide appropriate and meaningful homework assignments for students, provide necessary assistance to parents so that they can help assist with the assignments, and encourage students and parents by providing information about student progress. Lastly, the principal's role includes providing an environment that allows for positive communication between the teachers, parents, and student. Research suggest that compacts rarely affect actual learning, unless they are specific and directly related to learning. Romine will look at the current school compact, and make adjustments. The new compact will be specific to Romine.
Plan	Assigned to:		Holly Tidball
	How it will look when fully met:		Full implementation of the school compact will be achieved by January 29, 2016. The revised compact will be approved by the principal and leadership team in October. The new compact will be distributed to teachers in time for parent/teacher conferences on October 19, 2015. Teachers will strive to get 100% of compacts turned in and put in PRF folders. A pizza party will be given to the class which gets 100% of compacts returned. In January, teachers will send a copy of the compact home with students. This will serve as a reminder to parents about their role in their child's education.
	Target Date:		01/29/2016
	Tasks:		
	1. Revise compact and get approval from the Principal and Leadership Team.		
		Assigned to:	Holly Tidball
		Added date:	10/27/2015
		Target Completion Date:	10/07/2015
		Comments:	The leadership team approved the new compact.
		Task Completed:	10/7/2015 12:00:00 AM
	2. Distribute the new compact to teachers by October 19, 2015.		
		Assigned to:	Holly Tidball
		Added date:	10/27/2015
		Target Completion Date:	10/19/2015
		Comments:	The compacts were distributed to teachers.
		Task Completed:	10/14/2015 12:00:00 AM
	3. Teachers will strive to get 100% of compacts signed, collected, and placed in student PRFs.		
		Assigned to:	Holly Tidball

			Added date:	10/27/2015
			Target Completion Date:	10/23/2015
			Comments:	Many classrooms got 100% of compacts signed.
			Task Completed:	10/23/2015 12:00:00 AM
		4. Party will be given to the first class with 100% of compacts filled out.		
			Assigned to:	Holly Tidball
			Added date:	10/27/2015
			Target Completion Date:	10/30/2015
			Comments:	First grade class received a party.
			Task Completed:	10/30/2015 12:00:00 AM
		5. In January, teachers will send a copy of the compact home with students, to serve as a reminder to parents about their role in their child's education.		
			Assigned to:	Holly Tidball
			Added date:	10/27/2015
			Target Completion Date:	01/15/2016
			Comments:	Compact will be sent home with a letter reminding parents and students of their role in the students' education.
Implement	Percent Task Complete:		80%	