

# 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

## STEPHENS ELEMENTARY NCES - 50900000876

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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)</b>
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<b>Status</b>	Tasks completed: 0 of 1 (0%)
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<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/03/2015	
	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:	Team members have been selected ( principal,SIS, literacy and math facilitators, counselor, reading specialist, GT specialist, four grade level teachers, community center director). Three meetings have been held. Meeting dates and times have been established (2nd and 4th Wednesdays at 10:30). No By-laws established yet. A sample copy that could be used until the state and district establish By-laws has been provided by the Little Rock School District. An agenda for the Sept 30 meeting was distributed ahead of the meeting.	
<b>Plan</b>	Assigned to:	Mary Barksdale	
	How it will look when fully met:	The state is working on By-laws that the Little Rock School District will adopt. We will adjust our By-laws to those. Using the current By-laws offered by the LRSD we know our purpose, have meeting dates established, have appropriate roles for the membership established and have a standard agenda. We voted to accept the proposed interim By- laws at the Sept 30 meeting. Evidence for this is the agenda of the Sept 30 meeting and the interim By-laws that will be copied and distributed to all members.	
	Target Date:	10/02/2015	
	<b>Tasks:</b>		
	1. Review the By-laws sample offered by the Little Rock School District with the Stephens' Leadership team, personalize for Stephens, vote to adopt, copy and distribute to all members and place in the school leadership team notebook in the teacher's lounge for all staff to read.		
	Assigned to:	Mary Barksdale	

		Added date:	10/03/2015
		Target Completion Date:	10/02/2015
		Comments:	Classroom teacher had to attend the meeting on her lunch time and did not get to stay for the entire meeting. She suggested we meet after school. That suggestion will be given to the principal.
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/07/2015	
	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:	Stephens has 12 school teams. All teams have a chairperson. Chair responsible for distribution of Agendas. Each chair maintains her/his agendas and notes. Agendas are brought to meetings or emailed ahead. Not all teams have met. Not all teams have time keepers. Not all chairs send team members the team minutes. There are seven grade level planning teams.	
<b>Plan</b>	Assigned to:	Lula Turner	
	How it will look when fully met:	All teams will have an agenda, a note taker, a time keeper, sign in sheets, Copies of all team meeting agendas, notes/minutes, sign in sheets will be maintained in an established location. Team agendas, notes/minutes and records may be shared with teachers, administration, and ADE as needed.	
	Target Date:	10/30/2015	
	<b>Tasks:</b>		
	1. Establish a central location to maintain all team agendas, minutes and sign in sheets. At present the team chair has this responsibility.		
	Assigned to:	Lulu Turner	
	Added date:	10/07/2015	
	Target Completion Date:	10/30/2015	
	Frequency:	monthly	
	Comments:	Develop a process by which all teams may forward their agendas, minutes, sign in sheets to be maintained in a central location.	
	2. Appoint a time keeper for all meetings.		
	Assigned to:	Lulu Turner	
	Added date:	10/07/2015	
	Target Completion Date:	10/30/2015	

		Comments:	Ms. Turner can email all the team chairs to ask that a time keeper be names.
	3. Minutes shared and approved from previous meeting.		
		Assigned to:	Lulu Turner
		Added date:	10/07/2015
		Target Completion Date:	10/30/2015
		Comments:	Mrs. Turner can email the team chairs that this a the way we are to conduct meetings.
	4. Teachers, administrators and ADE have access to team agendas and minutes		
		Assigned to:	Lulu Turner
		Added date:	10/07/2015
		Target Completion Date:	10/30/2015
		Frequency:	monthly
		Comments:	Mrs. Turner can notify all parties of the central location decided for the copies of meetings, agendas and minutes of teams.
<b>Implement</b>	Percent Task Complete:		0%
<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>	Tasks completed: 0 of 4 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/07/2015	
	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 meets at lease twice a month on the 2nd and 4th Wednesdays from 10:30 -11:30. Dates for first semester include 9/2/15, 9/16/15, 9/30/15, !0/7/15, 10/21/15, 11/4/15,11/18/15, 12/2/15 and 12/16/15. Leadership team is the principal and team leaders from instructional team: principal, SIS, Math and Literacy facilitators, counselor, GT specialist, a teacher from K,2,4,5, and the Community Center Director. Leadership team works effectively with an agenda distributed at or before each meeting. Minutes are taken and distributed to members afterwards. The Team stays focused on agenda items. The chair facilitates discussion and brainstorm of ideas when needed. Created plans are followed through with documentation of results.	
<b>Plan</b>	Assigned to:	Phillip Carlock	

	How it will look when fully met:	Meeting dates are established ahead of time and distributed. Agendas are created and distributed ahead for each meeting. Leadership team works effectively with distributive responsibility. The team shares a common mission for school improvement--- " The mission of Stephens Elementary School is to create a safe, respectful and engaging environment. We will provide a purposeful, relevant and rigorous curriculum which will ensure our students become independent, lifelong learners. We will work collaboratively with our staff, parents, students, and community to ensure that our students are well prepared for future academic and life challenges". Grade level instructional teams meet weekly with the math or literacy facilitator for collaborative professional development directly related to the standards and lesson planning. The individual instructional teams meet at their scheduled common planning time each week also. School Based Intervention Team meets each Friday morning. All team meetings work from a pre-prepared agenda and minutes are taken. a solid foundation of collaborative leadership is being built focused on student achievement and the overall improvement of the school regardless of changes in personnel.
	Target Date:	12/19/2015
	<b>Tasks:</b>	
	1. Ensure that reminders are sent to all members for meetings.	
	Assigned to:	Phillip Carlock
	Added date:	10/07/2015
	Target Completion Date:	10/30/2015
	Comments:	Mr. Carlock can address meetings in his Monday Memo.
	2. Ensure that the agenda is distributed to members at or before each meeting.	
	Assigned to:	Phillip Carlock
	Added date:	10/07/2015
	Target Completion Date:	10/30/2015
	Comments:	Mr. Carlock can ask secretary to run off agendas or he can email those to the staff. Others can follow his example for their own meetings.
	3. Ensure that the meetings stay focused.	
	Assigned to:	Phillip Carlock
	Added date:	10/07/2015
	Target Completion Date:	10/30/2015
	Comments:	Mr. Carlock reminds us of our norms regularly and often appoints a person to assist him with a norm or two. Others can follow his example.
	4. Monitor created plans progress.	
	Assigned to:	Phillip Carlock
	Added date:	10/07/2015
	Target Completion Date:	10/30/2015

		Comments:	Mr. Carlock will monitor all plans made through results and documentation. Others can follow his example.
<b>Implement</b>	Percent Task Complete:		0%
<b>School Leadership and Decision Making</b>			
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
<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>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/03/2015	
	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:	Principal communicates each week with a Monday Memo outlining the highlights of the week and the social skills with steps to be learned by the staff and students. He holds a Leadership Team meeting every other week that is a collaborative professional interchange focused on student achievement, teacher professional development and Indistar school improvement indicators. He attends a School Based Intervention Team meeting weekly to address student concerns (academic and behavioral) brought to the team by the staff. He participates as one member on cooperative decision making team. He holds professional development meetings twice a month that are interactive and have teachers presenting high quality research based strategies for student academic improvement. The principal meets with parents regularly one on one as concerns are brought to his attention. He hosts special events to draw parents to the school (Back to school bash, Grandparents day, Open house).	
<b>Plan</b>	Assigned to:	Mary Barksdale	
	How it will look when fully met:	Staff collaboration and communication is on target now and the principal invites collaboration in Leadership team, School Based Intervention team and the two professional development meetings each month. He will ask for feedback in the form of a written comment at the conclusion of each teacher professional development meeting. He will ask for questions, concerns, and opinions orally as well. The focus will be parent communication. When the objective is met more parents will volunteer and more will attend student teacher parent conferences. More will express opinions in the "concerns for principal" section of the principal/parent newsletters. Evidence: newsletters, parent link calls, parent feedback notes, staff feedback notes, agendas for Leadership team, SBIT and professional development meetings.	

	Target Date:	10/30/2015
	<b>Tasks:</b>	
	1. Principal will write and send a newsletter or make a parent link call to families once a month reporting updates and inviting them to upcoming events and volunteer opportunities and making suggestions for using the social skills at home. There will be a send back section on the newsletter for "Concerns or praises to the Principal".	
	Assigned to:	Phillip Carlock
	Added date:	10/03/2015
	Target Completion Date:	10/30/2015
	Frequency:	monthly
	Comments:	Principal told SIS he has been meaning to start a routine of newsletters or other parent communication since the first of school and this will give him the focus and responsibility to get one out the month of October and each month following.
<b>Implement</b>	Percent Task Complete:	0%

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/04/2015	
	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:	<p>There was a lot of discussion on the level of implementation. One member felt that is the afterschool program was fully planned and running that it was fully implemented. However after further discussion we found that only 31 children are currently participating and there are seats for 60. More parent contact is in progress therefore another member felt it was not fully implemented. At present the after school program meets Mon through Thursday from 3 to 5:30. There are six teachers. The students are from grades 3,4,5, low proficient and basic are served. SOAR and ITBS used for ratings. The curriculum is Common Core Coach. Pre and Post assessments are administered weekly to drive instruction and to monitor success. Wise ways also refers to the master schedule and time used to the advantage of students and staff. At present core math and literacy are not always scheduled in the AM when students are fresh. There was much discussion centered on the fact that classroom teachers in the upper grades are also losing time with math scheduled after recess in the PM as students bring recess problems back to the classroom distracting them from math. Stephens as a whole scored lower in math on standardized tests than literacy last year. Time ran out but members vowed to explore a new schedule prioritizing math and literacy in the AM whenever possible and propose it to the principal ASAP. Grade level teachers do receive professional development weekly to ensure they use extra time effectively.</p>
<b>Plan</b>	Assigned to:	Sabreen Al-Uqdah
	How it will look when fully met:	<p>AFTER SCHOOL PROGRAM: 29 more students will be recruited to keep the 1:10 teacher/student ratio. After 3,4,5 grades exhausted perhaps we will move to second grade with the principal's permission. Stephens has students in a Century 21 Grant program at the near by Baptist Church. It is not a part of LRSD and is not monitored by Stephens. Perhaps the grades of the students involved there could be monitored. The teachers of Stephens after school program were provided professional development before the program began and will plan together as the program continues. Stephens' math and literacy facilitators and reading specialist and three of the teachers. The facilitators are leading the curriculum planning and the pre-post test assessment process that drives instruction, helps plan differentiation and monitors full implementation. Intervention is planned and provided to students not proficient in post-assessments (re-teach). Work stations are used to differentiate instruction. Concepts /skills are selected based on non proficient standards from SOAR. MASTER SCHEDULE: Math and Literacy will be prioritized to occur in the AM when children are fresh in all grades if possible, with priority given to the intermediate grades. The math and literacy facilitators will redo the schedules with permission from the principal and input from the entire staff.</p>
	Target Date:	11/09/2015
<b>Tasks:</b>		
	1. Monitor student enrollment, pre-post assessment results to plan for appropriate instruction.	
	Assigned to:	Sabreen Al-Uqdah

		Added date:	11/04/2015
		Target Completion Date:	11/09/2015
		Frequency:	weekly
		Comments:	Send more notes to parents for student participants in grades 3,4,5. Move to grade 2 if do not get enough students from 3,4,5 and if principal approves.
		2. Change the master schedule for the grade level teachers to have Math and literacy in the AM when children are fresh and avoid having either directly after recess. Share data with Principal that showed a decline in achievement scores from last year to this first SOAR test and seek his permission to plan for changes in the schedule. Get input from the staff and make the schedules work for everyone as much as possible.	
		Assigned to:	Pakita Shutes
		Added date:	11/04/2015
		Target Completion Date:	11/09/2015
		Comments:	Conversation with SIS about best practice and support of this change and principal conversations. Input from the staff after sharing the first revision. Revise again for individuals if possible. Plan a time when each grade level will have a PLC where all grade level colleagues can attend each week.
<b>Implement</b>	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** Full Implementation

**Assess** Level of Development: Initial: Full Implementation 12/18/2015

Evidence: Fully implemented at the elementary level through the organization the Peer Helping Program, Star Bucks Store, Classroom Jobs, counseling lessons in Career Awareness during whole group sessions, Moving On Activities with fifth grade and Awards Assemblies. Career Day with community service representatives planned for spring. Students also are allowed to participate in Go to Work Day as a shadow for a professional in the spring. The counselor will meet and advise any student in need of assistance socially, personally or educationally. The counselor will advise each fifth grader on course selections for sixth grade.

Added date:

## 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%)



<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/16/2015	
	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:	Instructional teams fully developed. Wise ways describes what we are doing weekly with facilitators. Special Education fully developed. ELL has limited development. There is a coordinator in place. Stephens has six students who are ELL. We do not know if they are in classes of trained teachers or not. We do not know which teachers at Stephens are ESL trained.	
<b>Plan</b>	Assigned to:	Phillip Carlock	
	How it will look when fully met:	An ESL Committee is formed with our present coordinator leading. Teachers are ESL trained. Students are placed in rooms of ESL trained teachers each year. Purple ESL folders are up to date and in the students' files. Accommodations for ESL students are in place. Committee meetings occur each year for evaluation/assessment of student progress.	
	Target Date:	11/20/2015	
	<b>Tasks:</b>		
		1. Mr. Carlock will send a memo to ask who is trained. Mr. Carlock will check to see if students are in trained teachers classes. Mr. Carlock will contact The ESL department for expectations and possible PD for the staff. Mr. Carlock will involve the school coordinator with information and plan for the future.	
		Assigned to:	Phillip Carlock
		Added date:	11/16/2015
		Target Completion Date:	11/20/2015
		Comments:	Teachers new to Stephens discussed how it was done at previous schools and noted that their are committee meetings at least twice. At the first of the year the meeting will be held to make sure the classroom teacher is familiar with the purple folder and the child's needs. At the end of the year is the assessment of the child's year. There are also to be parent notifications of this information.
<b>Implement</b>	Percent Task Complete:	0%	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in assessing and monitoring student mastery</b>			
<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: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/09/2015	
	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 use pre-post assessments for units. Teachers use the backwards design planning to drive instruction. Teachers provide differentiation through content for non-proficient, proficient, and advanced students. Teachers complete post-test analysis of questions to demonstrate their understanding of the students' misconceptions. Teachers have small group leveled instruction to meet the needs of students. Teachers have Math and Literacy Learning Workstations. Teachers know that differentiated instruction must take place in order to increase student achievement including below basic, basic, proficient, advanced, ELL, and special education students.	
<b>Plan</b>	Assigned to:	Sabreen Al-Uqdah	
	How it will look when fully met:	When the plan is fully implemented, the needs of all students will be met. Pre-assessments will be designed by the instructional team. Teachers complete pre-post matrix and test analysis for each unit. Teachers differentiate assignments for below basic, basic, proficient, advanced, ELL, and special education students. Teachers use formative assessments throughout the unit. Students will take preferred modes of learning surveys. Teacher will provide modeling, support, and nurturance during the instruction. Students will use leveled learning statements ("I can" statements). Teachers use a variety of instructional modes (whole class, student-directed groups, teacher directed groups, independent work, computer-based work, and homework). Teachers will use Marzano's instructional strategies. Math and Literacy Instructional Facilitators will guide the teachers in the differentiating and planning process by providing professional development, support in the classrooms, lesson demonstrations, and team teaching. Evidence: Planning Learning Community agenda and sign in sheets, copy of unit assessments, copy of test item analysis and action plans, copy of pre/post scoring matrix, copy of pre/post data distribution data, sample copy of teachers' lesson plans showing differentiated grouping assignments, leveled learning statements, instructional modes, and instructional strategies. Also a copy of the SBIT team agenda and sign-in sheet and minutes, copy of enrichment schedule and support staff schedule. Teachers will file preferred modes of learning surveys in classrooms.	
	Target Date:	10/19/2015	
	<b>Tasks:</b>		
	1. Teachers will use the results of the pre-post tests to differentiate content, process, and product.		
	Assigned to:	Pakita Shutes	
	Added date:	10/09/2015	
	Target Completion Date:	10/19/2015	
	Frequency:	weekly	

		Comments:	Teachers will increase their understanding of how to analyze each test question to determine students' misconceptions.
	2. Teachers will increase their understanding of how to analyze each test question to determine students' misconceptions.		
		Assigned to:	Sabreen Al-Uqdah
		Added date:	10/09/2015
		Target Completion Date:	10/30/2015
		Frequency:	weekly
		Comments:	The Literacy and Math Instructional Facilitators and the teachers will keep data/artifacts in binders for record keeping.
	3. Utilize specialists and paraprofessionals for small group interventions.		
		Assigned to:	Pakita Shutes
		Added date:	10/09/2015
		Target Completion Date:	10/19/2015
		Frequency:	weekly
		Comments:	Paraprofessionals will be assigned for interventions per grade level and specialists will support with interventions as needed.
<b>Implement</b>	Percent Task Complete:		0%

### Classroom Instruction

#### Expecting and monitoring sound classroom management

<b>Indicator</b>	<b>IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/17/2016	
	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:	Intervention sheets completed by teachers in PD at PLCs every week. The Principal provided a Positive Classroom Management PD with guest speaker/author. Principal has emphasized discipline/social skills-includes these in Monday Memo with steps and expectation for teaching on Mondays with buddy teacher support in all classes. PLC agenda, lesson plans and objectives posted in classrooms are documentation. Stop and Think Social Skills positive discipline program is in its first year. Teachers given power skills/curriculum maps for lesson planning. Principal and SIS observe classrooms.Principal reviews lessons plans. Reflection feedback from teachers needed. More consistency and PD on Stop/Think needed.	
<b>Plan</b>	Assigned to:	Mary Barksdale	

	How it will look when fully met:	All classroom teachers will document academic intervention results. There will be observed improvement in positive delivery of instruction and feedback to students. Anchor charts developed by the teacher with student participation will be posted in all classrooms. Classroom rules/norms will be posted in each room. Universal language of Stop and Think will be posted. The steps for the most recent social skills will be posted. wise Ways for IIICO8,9,10 will be given to staff, reviewed by staff in PD meeting on Feb 22 and expected to be implemented in all classrooms. Intervention meetings with the Principal and facilitators and grade level teachers will begin the last week of each month with work samples and pre/post test sheets and other artifacts to be discussed at the principals discretion. Teachers will answer the feedback questions from classroom observations by the Principal and SIS.
	Target Date:	02/29/2016
	<b>Tasks:</b>	
	1. Wise Ways presented to whole staff in Feb 22 PD.	
	Assigned to:	Phillip Carlock
	Added date:	02/17/2016
	Target Completion Date:	02/29/2016
	Comments:	Three Wise Ways, IIICO8,9,10, will be given to each staff member. Three groups will be formed around the three indicators. Each group will read their assigned wise ways and then report out for the entire group. The expectation will be set to follow the wise ways and have it all implemented by Feb 29.
	2. SIS and Principal will visit each classroom to observe the posting of classroom rules/norms, Stop and Thing universal language and the most recent Social Skill with steps to accomplish.	
	Assigned to:	Mary Barksdale
	Added date:	02/17/2016
	Target Completion Date:	02/29/2016
	Comments:	Expectation set by Principal at Feb 22 meeting and told of observations.
	3. All classroom teachers will complete academic intervention sheets for math and return those to the math facilitator.	
	Assigned to:	Pakita Shutes
	Added date:	02/17/2016
	Target Completion Date:	02/29/2016
	Frequency:	monthly
	Comments:	Expectation set at Feb 22 meeting.
	4. All classroom teachers will complete literacy intervention sheets and return them to the literacy facilitator.	
	Assigned to:	Sabreen Al-Uqdah
	Added date:	02/17/2016
	Target Completion Date:	02/29/2016
	Frequency:	monthly

		Comments:	Expectation set at Feb 22 meeting.
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IIIC09 - All teachers correct students who do not follow classroom rules and procedures.(164)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/19/2016	
	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:	All teachers have rules for classrooms. They teach rules/procedures at the beginning of the year. Some involve students in setting classroom rules. Some use positive reinforcement/incentives (treasure chest, behavior chart, trophies and parent phone calls). Star Bucks Store is school wide. Stop and Think social skills are introduced Monday, taught all week, reviewed on Friday by classroom and buddy teachers. Little Gentleman's and Young Ladies club plays a part in reinforcing positive behavior. Stephens has a school wide discipline plan with positive and negative consequences, Responsible Thinking Classroom run by assortment of staff to counsel students and Student of the week.	
<b>Plan</b>	Assigned to:	Phillip Carlock	
	How it will look when fully met:	Responsible Thinking Classroom PD needed by Principal presentation to all staff to explain in detail procedures, referrals, roles of the teachers, students and RTC supervisors and implementation of the process. Then the staff will all be working toward the same goals for this positive behavior strategy. Implementation of Positive Motivation for each other and particularly for students (not negative). Whole school PD on Wise Ways IIIC09 ( All teachers reinforce classroom rules and procedures by positively teaching them) for implementation. Student exemplars posted in classrooms showing proficient/advanced work and also showing growth no matter the score.	
	Target Date:	02/29/2016	
	<b>Tasks:</b>		
	1. PD on the Responsible Thinking Classroom and its use and Stop and Think Social Skills planned, scheduled and presented by Principal Carlock.		
	Assigned to:	Phillip Carlock	
	Added date:	02/19/2016	
	Target Completion Date:	03/07/2016	
	Comments:	The staff does not know the procedures for use of the RTC room. Some staff do not consistently present the social skills and teach them all week and review them on Friday. Some staff correct students in a negative manner and not positively.	

		2. Copy the Wise Ways and distribute to the staff for study and discussion.	
		Assigned to:	Mary Barksdale
		Added date:	02/19/2016
		Target Completion Date:	02/22/2016
		Comments:	The Wise Ways explains in detail what the indicator should look like. Staff need all three Wise Ways dealing with classroom management. Will run off a copy of each for each staff member and we will jigsaw reading and presenting to each other at PD meeting on 2/22.
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/07/2016	
	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:	Whole school has surface knowledge of Universal Language of STOP/THINK. We know SHOW ME LISTENING. We need buy in from all staff. This is first year. Monday/Friday classroom teachers and specialist buddy teachers educate students with the weekly social skill. We need more proactivity in giving directions with a positive tone when leading class. Friendly tone works but yelling only gets compliance. We need more PD on STOP/THINK and RTC classroom management and specific classroom management that teachers suggest. Rules are posted. The Universal Language of Stop and Think is posted. We are getting buy-in from students with some STOP and THINK language mainly when they participate in Mon and Fri sessions.	
<b>Plan</b>	Assigned to:	Phillip Carlock	
	How it will look when fully met:	Classroom management (Social Skills) will be taught explicitly.(Lesson plans or Monday Memo will document). Professional development for staff (RTC, Social Skills and teacher requested strategies). (agendas document....Colby Wilkerson).Fewer office referrals and fewer RTCs. (log document) Teachers will collaborate with students to form rules.(anchor chart documentation) Students will be able to articulate expectations.(Observe when ask). Monday Monopoly and Friday Forum will be interactive with much student participation of the correct procedures. (Never act the incorrect procedures for a comparison.)Classroom management rules for specialists also. (observe posted in rooms). Cafeteria and playground rules developed with Carlock,students,parapros, and teacher representatives. Rules posted in the cafeteria and on the playground. All adults teach and model the same expectations. Decide on the same expectations as a group.	

	Target Date:	09/01/2016
	<b>Tasks:</b>	
	1. Carlock forms committee of students, teachers, para pros to establish rules for cafeteria and playground.	
	Assigned to:	Phillip Carlock
	Added date:	03/07/2016
	Target Completion Date:	05/13/2016
	Comments:	representatives from several groups will make stronger buy-in
	2. PD on Stop and Think and Responsible Thinking Classroom and other teacher requested strategies.	
	Assigned to:	Phillip Carlock
	Added date:	03/07/2016
	Target Completion Date:	04/18/2016
	Comments:	need to do this year to get started and review again in Sept.
	3. PD beginning year development of consistent positive school wide procedures with positive and negative consequences.	
	Assigned to:	Phillip Carlock
	Added date:	03/07/2016
	Target Completion Date:	09/01/2016
	Comments:	This PD needs to be part of the start up for 2016-17. Staff participation must be there for agreement of consistent positive and negative consequences and pledge to deliver positive classroom/school wide discipline system with fidelity. May of this year would be good time for a teacher survey of discipline problems to be addressed as well as RTC and Social Skills.
	4. Parents PD on Social Skills and RTC after staff gets in all in place. Distribute materials at parent conference day.	
	Assigned to:	Belinda Burney
	Added date:	03/07/2016
	Target Completion Date:	09/01/2016
	Comments:	We need to get parents in our corner early. Call parents with positive comment. Education them for RTC and Social Skills. Possibly use parent conference day for material to them. Parent Facilitator, B. Burney to lead.
<b>Implement</b>	Percent Task Complete:	0%
<b>Family Community Engagement</b>		
<b>Defining the purpose, policies, and practices of a school community</b>		
<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>	

<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/19/2015	
	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 Compact includes required components and has been distributed to parents, signed and then collected for every child. The components include: School mission, parent/guardian agreement, student agreement, teacher agreement, and principal agreement. The compact describes how parents, staff, students will share responsibilities for improving academic achievement. It describes how the school and parents can work together to help the students achieve the state standards. Missing from the current Compact are parent/student suggested home learning activities to improve academic achievement. These will be added in the Parental Involvement Plan.	
<b>Plan</b>	Assigned to:	Belinda Burney	
	How it will look when fully met:	The Compact/Parental Involvement Plan will be posted to the Little Rock School District website. The Compact will be placed in each student's PRF. On-going parental involvement activities/materials and invitations to special math/literacy learning events will be sent to parents through flyers children take home. On parent conference days they will receive a Tips for Teaching at home sheet with literacy on one side and math the other. Teachers will send these by students for parents who could not come for conferences. The following Parent Nights for learning tips for math/literacy learning at home are: Oct - Parent Literacy and Math Festival, Nov- Parent Involvement = Student Success, Dec- Elf on the Shelf Pastries for Parents (attendance truancy focus), Jan- Students, Parents and Teachers Building a Working Relationship, Feb- The other side of the report card, Mar- Bullying - what can parents do? , April Test Busters for Parents and Students, May - Dad's Day. Tips for Learning Literacy and Math will be given at these events. Evidence will be the Tips sheets and the packets of materials parents will receive at the various workshops. The Wise ways narrative will become the model to inspire activities that directly impact learning. Reading, writing and math will be the focus.	
	Target Date:	05/20/2015	
	<b>Tasks:</b>		
	1. Burney will consult the facilitators and the counselor to schedule the events and will support the presenters month by month as information is disseminated to the parents. In turn she will keep copies of the flyers and learning materials for evidence.		
	Assigned to:	Belinda Burney	
	Added date:	10/19/2015	
	Target Completion Date:	10/29/2015	



		Frequency:	monthly
		Comments:	Burney and Barksdale discussed the current Compact and the Wise Ways description that we will be working toward. The Parental Involvement Plan and the Compact are to be thought of as complimenting each other and the Parental Involvement Plan will be the guiding document with the schedule month by month of parental Tips for learning at home. It is on the website. Burney says this is her first year to be the parental coordinator for the school and the Wise ways discussion was helpful for learning. We believe the two documents working together are a quality combination.
<b>Implement</b>	Percent Task Complete:		0%