

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

Washington Magnet Elementary NCES - 50900001409

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 12/11/2015		
Assess	Level of Development:	Initial: Limited Development 11/18/2015	
		Objective Met - 12/11/2015	
	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:	Our School Instructional Leadership Team (SILT) meets twice monthly for a minimum of an hour each time. SILT has a charter that defines its purpose. Our School Community Council (PTA) meets monthly. Meetings are open to all stakeholders. Our instructional teams (grade level) have one hour of common collaboration time daily. This time is utilized for lesson planning, data analysis, and team professional development; however the schedule is very flexible and consistent meetings are not always held.	
Plan	Assigned to:	Katherine Snyder	
	How it will look when fully met:	Each team will compose a statement of purpose, a schedule of weekly collaborations, the focus for each formal collaboration, and will develop action agendas in advance and submit agendas and minutes with actions taken and next steps following each formal collaboration. Departmental teams will meet quarterly at a minimum. Opportunities for vertical teaming will occur quarterly at a minimum.	
	Target Date:	12/11/2015	
	Tasks:		
		1. Solicit from each grade level chairperson, which day of the week the grade level will hold level collaboration, data analysis, and professional development. For example, Fourth Grade: Monday-collaboration, Wednesday-PD, and Thursday-data analysis.	
		Assigned to:	Katherine Snyder
		Added date:	11/18/2015

		Target Completion Date:	11/20/2015
		Comments:	
		Task Completed:	12/3/2015 12:00:00 AM
	2. Grade level chairpersons will submit to the principal a weekly schedule for collaboration.		
		Assigned to:	Grade Level Chairpersons
		Added date:	11/18/2015
		Target Completion Date:	12/09/2015
		Comments:	
		Task Completed:	12/9/2015 12:00:00 AM
	3. Adjust Master Schedule to reflect current grade level collaboration meeting schedules.		
		Assigned to:	Morgan Ealy
		Added date:	11/18/2015
		Target Completion Date:	12/11/2015
		Comments:	Assess this indicator for full implementation and discuss how SILT will monitor effectiveness of teams during second semester.
		Task Completed:	12/11/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/11/2015
	Experience:	12/11/2015 Grade level chairpersons were notified by email and provided time to collectively determine a day of each week to hold the three types of collaborative meetings. An email reminder was also sent to grade level chairpersons. Three grade levels responded: first, fourth, and fifth. Principal and assistant principal approved these requests and then completed the schedule for the remaining grade levels. Assistant principal made the necessary corrections to school's Master Schedule. Principal emailed revised schedule to grade level chairpersons with a request that all involved provide a minimum of 24 hours notice in advance of any changes.	
	Sustain:	12/11/2015 Grade level chairpersons, administrators, and instructional facilitators will provide relevant and high quality collaboration activities using agenda prepared in advance of meetings, will complete minutes for each meeting that reflect actions, and will file minutes in grade level/department notebooks located in office conference room. A member of SILT will monitor the notebooks monthly. SILT minutes will reflect maintenance of notebooks.	
	Evidence:	12/11/2015 Action Agendas / Minutes Notebooks are available for review in the Office Conference Room. The Revised Master Schedule is displayed outside the office window and is available in the school-wide shared folder in Drop Box.	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Tasks completed: 4 of 5 (80%)		

Assess	Level of Development:	Initial: Limited Development 11/18/2015	
	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:	Action agendas and accompanying Next Steps (minutes) are in practice for faculty, SILT, and some data and PD meetings. However; action agendas/minutes are not consistently utilized during grade or departmental meetings. Though in the past, agendas and minutes were kept in office files for monitoring visits, this practice has not been maintained and needs to be reinstated.	
Plan	Assigned to:	Patricia Goodman	
	How it will look when fully met:	Teams will use an agenda / minutes format that has been approved by SILT. One set format for all is not required as long as the approved format includes adequate information (date, time, discussion items and/or actions items, actions taken and/or next steps, assignment of task(s) when appropriate, signatures of all present at meeting). Agendas and minutes will be generated for all formal collaboration and will be submitted by placement in grade level/department level binders. Binders will be organized by months of the year and will be stored in Office Conference Room.	
	Target Date:	01/29/2016	
	Tasks:		
	1. Purchase 11 notebook binders and sets of monthly tabs.		
	Assigned to:	Phyllis Ellis	
	Added date:	11/18/2015	
	Target Completion Date:	11/20/2015	
	Comments:	Create grade level/department level covers for binders.	
	Task Completed:	11/19/2015 12:00:00 AM	
	2. Distribute information regarding preparation of agendas and minutes for all collaborative meetings per FOCUS School Indicator ID04.		
	Assigned to:	Patricia Goodman	
	Added date:	11/18/2015	
	Target Completion Date:	12/04/2015	
	Comments:		
	Task Completed:	12/10/2015 12:00:00 AM	
	3. Determine format that grade level / department will use for agendas / minutes. Submit format to Patricia Goodman.		
	Assigned to:	Grade level / departmental chairpersons	
	Added date:	11/18/2015	
	Target Completion Date:	12/16/2015	

		Comments:	Grade 1 submitted a recommendation for a format that included all necessary components. When shared with other grade chairs (2-5), they also approved this format. We did not receive input from Pre-K, Kindergarten, or department chairs. The 1st grade recommendation will be shared with SILT on 1-11-16 for final approval.
		Task Completed:	12/18/2015 12:00:00 AM
	4. Approval of format by SILT or feedback regarding needed revision(s).		
		Assigned to:	Terrie Evans
		Added date:	11/18/2015
		Target Completion Date:	01/04/2016
		Comments:	Terrie Evans will review submissions and seek approval from SILT at 1-11-16 meeting.
		Task Completed:	1/11/2016 12:00:00 AM
	5. Grade level / departmental teams will fully implement use of agendas/minutes for formal collaborative meetings.		
		Assigned to:	Phillip Hallum
		Added date:	11/18/2015
		Target Completion Date:	02/01/2016
		Frequency:	monthly
		Comments:	Phillips Hallum will report level of implementation monthly to SILT at the first monthly meeting.
Implement	Percent Task Complete:		80%
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 10/02/2015	

	Evidence:	<p>Our school utilizes three tiers of leadership. The first tier is comprised of 6 members that are currently attending the Arkansas Leadership Academy Team Institute Year 3. The first tier also includes additional school-based teachers: our math and our literacy facilitators, our school improvement specialist, representation from our School-Based Intervention Team and our Special Education Department, and our Principal and Assistant Principal. We also have a Tier II leadership team which includes grade level chairpersons and department chairpersons. Our Tier III leadership team is our School Community Council (PTA). Our Tier I team meets twice monthly according to an established schedule (usually the 2nd and 3rd Mondays of each month). In addition, the Tier I team ALA members will attend a total of 6 full days of collaborative training and work through the ALA in September 2015, February 2016, and May 2016. Our Tier II team meets once per month and includes members from Tier I. The Tier III team also meets monthly. This team includes teachers, parents, and community representation. There is vertical alignment between teams because the Tier II and Tier III teams include members from Tier I. The principal and the assistant principal meet with all three leadership tiers. The most difficult challenge that we face at this time is providing common times for the teams to meet without pulling some team members from instructional time. After school hour meetings are difficult due to after-school student programming. Our SILT will revisit this indicator at least annually to monitor continued implementation and adjust as necessary.</p>
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	Added date:	
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Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)
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Status	Full Implementation
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Assess	Level of Development:	Initial: Full Implementation 10/02/2015
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	Evidence:	<p>Our grade-level general education teachers have collaborative planning time available each of the five days in a school week. The focus for the grade-level work on three of the days is at the discretion of the grade-level team. One of the days each week is utilized by school administrators to provide professional development to facilitate refinement of best practices that move teachers toward increased proficiency as we continue to build and strengthen our culture of continuous student achievement improvement. The administrator-led sessions typically have the same focus across grade levels; however, there is differentiation based on the needs of the particular grade-level teachers. Finally, one of the available days each week is utilized for collaborative discourse and professional development with our math and/or literacy instructional facilitators. Discussion and analysis of data drives the conversation at all of these collaborative sessions. Our SILT will periodically revisit this indicator to monitor continued implementation, the depth and breadth of collaborations (as determined by team agendas/minutes and action steps) and SILT will adjust as necessary to maintain full implementation of this indicator.</p>
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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 4 (0%)

Assess	Level of Development:	Initial: Limited Development 11/19/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>An annual Title I meeting is held at the beginning of each school year. The status of the school and our annual plan is shared with parents. This information is also available on the school's Edline site and the school website. During the Title I meeting, parents have the opportunity to offer suggestions and to ask questions regarding school progress and the annual plan; however, this meeting is poorly attended even though well advertised. In addition, parents are surveyed at different times of the year for ideas and feedback. A number of times during the school year, during Family First Tuesday events, parents have the opportunity to discuss items related to school progress and offer their suggestions and feedback. Attendance at Family First Tuesday varies greatly from month to month based on the month's theme and weather conditions. Family First Tuesdays include a light evening snack for all, childcare for toddlers, and a program that includes both family activities and protected parent time. Monthly School Community Council (PTA) meetings are held and are open to all stakeholders. This information is advertised in our weekly parent memorandums that are sent home the first school day of each week. PTA involvement is very limited but is led by an active and engaged team of just a few stakeholders. The administrative team meets often with individual parents/family members to address individual needs, concerns, and suggestions. A form is available at the office window for parents to share needs, concerns, and suggestions with school administrators. Teachers have flexibility to schedule parent conferences during daily collaborative time and/or after school. As needed, administrators provide classroom coverage for teachers to meet with parents / family members. Our Parent Coordinator shares our comprehensive Parent Involvement Plan with parents. Our Family First Tuesdays provide a regular monthly opportunity to reach parents, serve parents, and receive parent input. Parents are invited to serve on teams and committees; however, participation has been limited to a few regardless of the date or time of meetings. Faculty and staff have the opportunity to voice constructive critiques</p>	

		<p>during team meetings, by direct communication with building administrators and SILT members, and through the Continuous Improvement Committee using an anonymous locked suggestion/concern box located in the Teachers' Lounge. Teachers and specialists are represented on the SILT and the CIC team. Teachers are also represented on the School Community Council (PTA) by three teacher liaison positions. Surveys are also used when appropriate. Faculty and staff often have opportunities to offer suggestions during collaborative conversations and activities that solicit new ideas and/or responses to current practice. Results are usually shared in a culminating document available to all digitally. School progress as indicated by data is shared at many levels: grade and department meetings, faculty meetings, parent meetings, Teacher Round Table, quarterly (at a minimum) instructional para-professional meetings, electronically, Data Dashboard, TLI, newspaper reports, and other means. Administrators challenge teachers to examine their role and practices through development of Professional Growth Plans. Administrators met with each team of teachers/specialists to review PGP, utilized a rubric to assess PGP, and provided suggestions for revision and support through individual, team, and group meetings. Currently, all plans align with the major focus areas for school improvement as determined by SILT in June 2015: improve classroom culture/climate, increase student voice, and better utilize daily data to drive instructional planning and delivery. Following an ADE Scholastic Audit, our school community (faculty, staff, students, parents, and community stakeholders) collaborated, over the course of 18 months, and developed school vision and mission statements.</p>
Plan	Assigned to:	Marilyn Johnson
	How it will look when fully met:	Structures will be maintained. Greater numbers of parents will access structures and opportunities for expressing their voice. Success will be measured by strong representation by parents/guardians (>50%) on a particular issue or matter. Faculty and staff will routinely seek opportunities to offer feedback to leadership teams regarding the school's progress and participate in discussions regarding ideas for improvement to the processes that lead to student achievement. Evidence of this will be found in the minutes of the various team meetings held that address issues of improving student achievement, and with high levels of professional maturity toward addressing issues collaboratively, positively, yet realistically.
	Target Date:	01/13/2017
	Tasks:	
	1. Seek additional methods to advertise opportunities for parent and staff to express their voice regarding school matters.	
	Assigned to:	Phillip Hallum
	Added date:	01/21/2016
	Target Completion Date:	08/01/2016
	Frequency:	three times a year

		Comments:	List current methods and approximate frequency of use for specific methods. Documentation indicating use of existing and new methods will be collected and assessed by SILT for effectiveness.
	2. Review current data regarding effective use of BlackBoard communications.		
		Assigned to:	Carol Page
		Added date:	01/21/2016
		Target Completion Date:	03/04/2016
		Comments:	Collect data and review it for a 30 day period.
	3. Meet with a representative of the LRSD Communications Department to discuss effective ways for school to utilize social media.		
		Assigned to:	Lori Benson
		Added date:	01/21/2016
		Target Completion Date:	03/04/2016
		Comments:	Benson will bring recommendations to the team in March.
	4. Research best practices to solicit greater input from stakeholders.		
		Assigned to:	Terrie Evans
		Added date:	01/21/2016
		Target Completion Date:	05/02/2016
		Comments:	
Implement	Percent Task Complete:		0%

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Tasks completed: 4 of 6 (67%)		
Assess	Level of Development:	Initial: Limited Development 12/07/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Math and literacy standards-aligned units of instruction for each grade level are currently being developed with the assistance of the math and literacy facilitators. It is not clear how well this indicator is being accomplished for social studies and science standards. Both social studies and science standards are primarily integrated through the reading and language arts curriculum; however, connections are also available with math curriculum. Many teachers express lack of confidence fully integrating science and social studies content; therefore, these two subjects are not well aligned, planned, and taught. Special education IEP goals are often limited in number and do not reflect close alignment with what is being taught in the general education grade level curriculum.
Plan	Assigned to:	Karen Worsham
	How it will look when fully met:	Units of instruction developed by grade level or departmental teams of teachers will include 2-6 week units of instruction which are aligned to CCSS and include components for formative assessment (pre- and posttests), specific objectives and criteria (rubrics) to determine mastery. Evidence includes: units of study, teacher lesson plans, pre- and post unit test and pertinent data analysis and reflection, collaborative agendas/minutes/sign-in sheets.
	Target Date:	12/16/2016
	Tasks:	
	1. Instructional facilitators will assess current status of implementation for each grade level.	
	Assigned to:	Nettie Epps
	Added date:	12/07/2015
	Target Completion Date:	12/18/2015
	Frequency:	four times a year
	Comments:	Patricia Goodman reported that the math process has been a lot of work and growth with a release responsibility format. She shared some examples of grade level math unit plans. Nettie discussed the training with Dr. Sain with Literacy Facilitators. She stressed the importance of collaborative grade level team development of the unit plans. Teachers then take the plans to develop individual classroom lesson plans. Goodman demonstrated how much of the lesson planning is anticipated in the unit planning and can then be fine-tuned for instructional delivery in the individual classrooms. Both facilitators assessed the current status of implementation of unit planning as "developing" with scaffolding. The team feels that this task is completed; however, facilitators will review the process quarterly and share progress with SILT. Instead of "unit" will use "learning segment" so that we do not become confused with textbook units. We selected "learning segment" because it has a definite beginning and end, is path between beginning and end, and focuses on learning rather than just instruction. The team agreed that the facilitators need to continue leading and supporting the learning segment planning at least through the third quarter with grade levels attempting independent planning during fourth quarter with facilitators' review of product and feedback.

		Task Completed:	1/11/2016 12:00:00 AM
	2. Instructional facilitators presented professional development to grade level teachers regarding backward design and unit planning in math and literacy.		
		Assigned to:	Nettie Epps, Patricia Goodman
		Added date:	12/14/2015
		Target Completion Date:	10/15/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	10/15/2015 12:00:00 AM
	3. Grade level teams create unit pre- and posttests for each literacy and math unit.		
		Assigned to:	Grade level chairpersons
		Added date:	12/14/2015
		Target Completion Date:	11/13/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	11/13/2015 12:00:00 AM
	4. Grade level teachers will expand process to include social studies and science standards.		
		Assigned to:	Grade level chairpersons
		Added date:	12/14/2015
		Target Completion Date:	10/14/2016
		Frequency:	monthly
		Comments:	We will focus on math and literacy during the second semester of 2015-16 and expand the process of creating pre- and posttests aligned to science and social studies standards when we return to school in August 2016. Progress will be monitored in October 2016 in order to reach full implementation by December 2016.
	5. Instructional facilitators will provide professional development and support in unwrapping standards and will introduce a format for doing this as teachers develop their units of study.		
		Assigned to:	Patricia Goodman, Nettie Epps
		Added date:	12/14/2015
		Target Completion Date:	11/06/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	11/6/2015 12:00:00 AM
	6. Grade level teams will independently collaborate to unwrap priority standards to develop units of instruction in all four core subject content areas and will share with all faculty that provide direct instruction to the grade level students.		
		Assigned to:	Grade level teachers of core content subjects
		Added date:	12/14/2015
		Target Completion Date:	12/16/2016
		Frequency:	monthly

		Comments:	
Implement	Percent Task Complete:		67%