

# 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

**Watson Elementary School** NCES - 50900001474

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 2 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/18/2015	
	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:	Few parents are involved in daily operations Specialists not attending grade level instructional team meetings though they have been invited to attend and be a part of the planning process Excessive amounts of paperwork not able to be accomplished in the amount of planning time provided	
<b>Plan</b>	Assigned to:	Elizabeth Gomez	
	How it will look when fully met:	A common team structure for a school consists of a Leadership Team (principal and teacher leaders), teacher Instructional Teams, and a School Community Council (majority of members are parents). Each team has a specific purpose and scheduled time to meet. Though strong teaming practices are indicators of successful schools, without their establishment in district policy, teams can wane or disappear with changes in school leadership. The importance of teams has been long established in research. Marzano (2003) suggests that "leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making with the school requires teams, time, and access to timely information. That is decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible.	
	Target Date:	02/29/2016	
	<b>Tasks:</b>		
		1. Establish parenting and nutrition classes January-March throughout the school day that is open to all parents	

		Assigned to:	Elizabeth Gomez
		Added date:	12/14/2015
		Target Completion Date:	04/01/2016
		Comments:	Parent link calls, flyers sent home with students, and information on school signs will be the focus for getting the information out to parents in a timely fashion January through May at least one parent night scheduled each month
	2. Parent nights to focus on ways to help students outside of the normal school day. Math and Literacy nights scheduled together to include all content areas		
		Assigned to:	Mildred Butler
		Added date:	12/14/2015
		Target Completion Date:	05/31/2016
		Comments:	Planning committees to include classroom teachers will meet to brainstorm ideas for Math and Literacy Nights Include student performances and presentations to provide more students the opportunity to participate in school activities
<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 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/14/2015	
	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:	Teams are already in place Sign in sheets are being utilized at grade level meetings Literacy and Math Facilitators utilize agendas during weekly grade level planning sessions, however meeting minutes are not being kept Agendas are not always used at grade level meetings that are not initiated by facilitators Meeting minutes are not currently being kept for grade level meetings by grade level learning communities	
<b>Plan</b>	Assigned to:	Kaylin Griham	
	How it will look when fully met:	Strong classroom instruction begins with solid instructional planning, and that planning is most efficiently accomplished by teacher Instructional Teams. The composition of the teams, and the number of teams, will depend upon the size and nature of the school. Parret and Budge (2012) write "We used to close our doord and rarely did we collaborate. We really didn't know what the other teachers were doing. Like somebody once said, we were independent operators united only by a common parking lot". Teams of teachers, either grade-level, grade-level clusters, or subject-whichever fits your school- met together to plan instruction, review assessments, discuss their students, and together create ways to improve instruction for all their students.	
	Target Date:	02/29/2016	

	<b>Tasks:</b>		
	1. Use of Steps for effective planning to guide team members in generating minutes from team meetings Milli Butler, Math Facilitator, will provide steps to Mr. Paul McCowan. Mr McCowan will will draft a template to guide team members during grade level sessions.		
	Assigned to:	Grade Level Representatives (DeLaney, Jackson, Alm	
	Added date:	12/14/2015	
	Target Completion Date:	01/29/2016	
	Frequency:	weekly	
	Comments:	Grade level representatives will be provided the Steps for Effective Planning and meeting template that should be used at each grade level session.	
<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 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/14/2015	
	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:	<ul style="list-style-type: none"> <li>• Math facilitator, Milli Butler serving as chairperson.</li> <li>• Bimonthly meetings are placed on school calendar</li> <li>• Each member reports data for their specific area</li> <li>• Ms. Jackson keeps minutes and submits to Ms Griham weekly.</li> </ul>	
<b>Plan</b>	Assigned to:	Amanda Chapin	

	How it will look when fully met:	Some decisions concern the general operation of the school and its continuous improvement. Schools typically place those decisions with a Leadership Team that is headed by the principal and includes teachers and other staff. In order to facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams. The Leadership Team needs to meet twice each month for an hour each meeting. Less frequent meetings lead to drift and loss of continuity; less time for each meeting creates hurriedness and insufficient attention to the work at hand. Effective teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make. Turning Point (2001) writes this about teams, "In a collaborative culture, members of the school community work together effectively and are guided by a common purpose. All members of the community—teachers, administrators, students and their families—share a common vision of what the school should be like. Together they set goals that lead them toward this vision. In doing so, they create a culture of discourse in which the most important educational matters facing the school are opening and honestly discussed" (p. 3) They recommend that a leadership team have "six to twelve members including the principal and teachers representing major constituencies in the school (e.g., all grade levels, specialists, disciplines, etc). ...The leadership team meets every other week for two hours and works on a number of different fronts to lead the change process" (p. 9). For instructional teams, they recommend the teachers who "teach and are responsible for the same students. This team meets at least twice a week for a minimum of 45 minutes each time" (p. 12)	
	Target Date:	01/20/2016	
	<b>Tasks:</b>		
	1. Revise bylaws to reflect the culture of Watson Elementary		
	Assigned to:	Amanda Chapin	
	Added date:	12/14/2015	
	Target Completion Date:	01/20/2016	
	Comments:	Leadership team has been established since late September. Bylaws were given during first leadership team meeting for members to review. Suggestions made and given to Mrs. Chapin to revise and report back to team with revisions.	
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/14/2015	
	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:	Due to the number of third grade classrooms, third grade teachers have two separate planning times throughout the normal school day. Effective use of planning time provided throughout the day for some classroom teachers is not being used effectively or with fidelity in regards to actual classroom instructional planning. Fourth grade team consistently meets on Thursdays. Fifth grade Literacy team meets on Wednesdays. Fifth grade Math team does not have a consistent meeting date established Third grade team meets after school on Tuesdays.	
<b>Plan</b>	Assigned to:	Stephanie Walker	
	How it will look when fully met:	Strong classroom instruction begins with solid instructional planning, and that planning is most efficiently and effectively accomplished by teacher Instructional Teams. The composition of the teams, and the number of teams will depend upon the size and nature of the school. Hattie, in his book Visible Learning for Teachers (2012), says "Within a school, we need to collaborate to build a team working together to solve the dilemmas in learning, to collectively share and critique the nature and quality of evidence that shows our impact on student learning, and to cooperate in planning and critiquing lessons, learning intentions and success criteria on a regular basis" (p. 172). Teams of teachers, either grade-level, grade-level clusters, or subject-whichever fits your school- meet together to plan instruction, review assessments, discuss their students, and together create ways to improve instruction for all their students. Tasks shared by many become much more manageable. "Planning can be done in many ways, the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcomes" (Hattie, 2012, p.41)	
	Target Date:	01/15/2016	
	<b>Tasks:</b>		
	1. Agendas, minutes, and sign in sheets used during all planning sessions, including those facilitated by Facilitators and grade level representatives.		
	Assigned to:	Mildred Butler	
	Added date:	12/14/2015	
	Target Completion Date:	01/15/2016	
	Comments:	Grade level collaborations held with Instructional Facilitators and through PLC's have minutes and agenda for each session. Grade level chairpersons for each level are organizing information and the key contact for their respective grade levels.	
	<b>Task Completed:</b>	2/1/2016 12:00:00 AM	
	2. Reflective feedback from grade level sessions will be randomly sent by Mrs. Walker to classroom teachers		

		Assigned to:	Stephanie Walker
		Added date:	12/14/2015
		Target Completion Date:	01/15/2016
		Comments:	Teachers are use to this process and will be expected to submit reflective feedback to Mrs. Walker in a timely fashion or by date established by Mrs. Walker within the feedback.
	3. observation protocols and sample lesson plans will become of data analysis to ensure that solid instructional planning is being completed at all grade levels.		
		Assigned to:	Stephanie Walker
		Added date:	12/14/2015
		Target Completion Date:	01/15/2016
		Comments:	Use of focus walk tools and observation tools will be a main data analysis tool. Informal and formal observations and checks for lesson plans conducted by Principal, Stephanie Walker.
<b>Implement</b>	Percent Task Complete:		33%