

# 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

**WESTERN HILLS ELEM SCHOOL** NCES - 50900000635

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** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2015	
	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:	*PTA board meeting monthly. *Instructional teams: grade level planning meetings weekly with/without facilitators *Leadership meeting: twice monthly	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

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

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2015	
	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:	Agendas are kept and minutes are taken and available to all stakeholders for Leadership, PTA board, instructional staff meetings. Informal grade level meetings among teachers are documented with lesson plans instead of agendas. Instructional meetings with the facilitators have minutes and agendas.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

<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>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2015	
	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 leadership team has been reconfigured to include three classroom teachers, reading teacher, counselor, special education, math/literacy facilitators and principal. Other staff members are invited as needed to provide professional insight in their area of expertise.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) (Focus)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2015	
	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:	Currently our communication with parents is often one way with little or no feedback. We hold beginning of the year PTA meetings to review ACSIP and current levels of achievement. Title I parent surveys are distributed yearly but the leadership team does not know what information is gleaned from their feedback. The principal has an open-door policy for suggestions and ideas from staff and parents.	
<b>Plan</b>	Assigned to:	Catherine Coleman	

How it will look when fully met:		<p>Formal and scheduled meetings will continue to meet as required but additional less formal conversations will take place including staff collaboration by discussing instructional issues regularly in informal exchanges with teachers, by soliciting other teachers' opinions, by showing respect and consideration for staff and their ideas, and by encouraging direct, informal communication among all staff members. Communication with parents and families will include discussions with parents; we will encourage more direct, informal communication between staff and families. This is a process that will build over time. UPDATE: 2/9/2016 Parents and community members were invited to share feedback during parent-link calls, informal conversations with parents, and scheduled events like Family Math and Literacy nights. Parents were encouraged to speak with their child's teacher, the counselor, and the principal with ideas for improvement as well as areas of concerns. On three separate occasions parents were given the opportunity to complete a survey to share ideas and opinions (Holiday PTA program, Family Math and Literacy, Parent Conferences). During each quarterly PTA meeting and Neighborhood association meeting the principal provides an update of school events and progress. The neighborhood association that represents the community were given the opportunity to be informed and share ideas and feedback to support the school. They were invited to tutor, attend the PTA meetings, attend Neighborhood Night out on Crime, and serve as adopted grandparents on Grandparent's Day. More frequent weekly emails regarding progress and needs are shared in the Friday Focus. With the reconfiguration of the leadership team teachers are given the opportunities to share through leadership team and with members of the leadership team. We are working hard to create an culture of learning and trust an open-door policy to share concerns or ideas and a midyear check-in meetings for PGP progress have been other deliberate attempts to seek feedback. Final evaluation conferences will provide teachers with an opportunity to make suggestions and offer ideas for professional development and cultural enhancement.</p>
Target Date:		05/27/2016
Tasks:		
	1. The principal will encourage informal communication among all staff members. She will provide weekly emails to update staff on current events and reminders.	
	Assigned to:	Catherine Coleman
	Added date:	11/12/2015
	Target Completion Date:	10/29/2015
	Comments:	An email was sent to staff reminding them of the importance of communication. She encouraged staff to come to her with thoughts and concerns when needed. The principal sends a weekly email on Friday to recap the week's activities, remind staff of current goals or concerns and acknowledges accomplishments.
	Task Completed:	10/29/2015 12:00:00 AM

	2. A parent survey will be given to gather information on the level of communication the parents feel they have with our school. The survey will include questions to determine if they are comfortable discussing pertinent issues with classroom teachers and other staff members.		
	Assigned to:	Catherine Coleman	
	Added date:	11/12/2015	
	Target Completion Date:	02/15/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	50%	
<b>School Leadership and Decision Making</b>			
<b>Aligning classroom observations with evaluation criteria and professional development</b>			
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 2/12/2016		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/12/2015	
		<b>Objective Met</b> - 02/12/2016	
		Will include in plan	
	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:	Principal is conducting daily classroom observations. Each classroom teacher is observed weekly. Observational data is shared with teachers immediately.	
<b>Plan</b>	Assigned to:	Teresa Richardson	
	How it will look when fully met:	Classroom observation data will be compiled and shared with the Leadership Team. This data will be used to determine areas of needed professional development.	
	Target Date:	01/29/2016	
	<b>Tasks:</b>		
	1. Classroom observation data will be compiled and shared with the Leadership Team.		
	Assigned to:	Teresa Richardson	
	Added date:	11/12/2015	
	Target Completion Date:	11/12/2015	
	Frequency:	monthly	
	Comments:	Data from classroom observations will be collected and shared with the Leadership Team once per month.	
	<b>Task Completed:</b>	<b>11/12/2015 12:00:00 AM</b>	
	2. Classroom Observation data will be analyzed by the Leadership Team to determine areas of needed professional development.		

		Assigned to:	Teresa Richardson
		Added date:	11/12/2015
		Target Completion Date:	01/29/2016
		Comments:	The principal using classroom observation data and feedback from the leadership team made a checklist to share observation data with the team. The checklist is completed weekly and shared during the leadership team at each meeting. After 1 month of data was collected this information was tallied with suggestions regarding professional development plans. The data was forwarded to the leadership team, the associate superintendent, a district level support person, and was shared with each teacher during the mid-year PGP update. The principal added additional ideas based on finding in other schools from the district support person. This information will be tallied on at least a quarterly basis to determine areas of greatest needs for professional development.
		<b>Task Completed:</b>	2/1/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		2/12/2016
	Experience:		2/12/2016 Mrs. Richardson has worked diligently to maintain adequate information on what skills and strategies are being used in each classroom. After trying different methods of documentation, she made a check-sheet that allows her to record information easily but thoroughly. She has presented this information to the leadership team and each classroom teacher. We will continue to use this information to plan future professional development both on a school-wide level and in small groups.
	Sustain:		2/12/2016 Mrs. Richardson will continue to use her form in monitoring classroom teachers. She will present the information to the leadership team on a monthly basis. Each quarter we will determine if additional support is needed and plan accordingly.
	Evidence:		2/12/2016 The leadership team has reviewed a summary of the principal's report to make plans for upcoming staff development including three hours on March 18. Results of her findings were also shared with classroom teachers during their midyear meeting regarding their professional growth plans. The report was a positive way to link teacher PGP goals with actual activities in classrooms.
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial:	Limited Development 11/12/2015
	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:	Teachers develop individual professional growth plan yearly. There is frequently a school-wide area of focus based on observations by the principal and facilitators along with teacher needs. Professional development is provided to build common understanding and shared definitions of best practices. Artifacts provide evidence of implementation.	
<b>Plan</b>	Assigned to:	Teresa Richardson	
	How it will look when fully met:	Staff will work toward developing a culture of professional improvement as an on-going feature of a successful instructional model. Teachers will use reflective feedback from the principal to create their professional growth plans. They will also work with the instructional facilitators to reflect on areas of growth and incorporate this information into their plans as well.	
	Target Date:	05/27/2016	
	<b>Tasks:</b>		
		1. Staff will use principal feedback to create individual professional growth plans. A mid-year and end-of-year review of the plans' progress will be conducted. Facilitators will provide feedback and support to teachers as needed.	
		Assigned to:	Teresa Richardson
		Added date:	11/12/2015
		Target Completion Date:	05/27/2016
		Comments:	
<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>IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/03/2016	
	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:	Instructional Teams' unit plans include means for efficiently gauging each student's mastery relative to the unit objectives. The pre-test and post-test are the same test, or parallel items for the same objectives, given at the beginning and end of a unit. We will begin analyzing these assessments in instructional teams. We are still learning how to use this information for the benefit of our students. We are clearly making progress but have a ways to go.	
<b>Plan</b>	Assigned to:	Not yet assigned	
		Added date:	

<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>	<b>No decision has been made</b> Tasks completed: 1 of 1 (100%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/12/2015	
	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:	Teachers assess students using district required assessments at least 3 times a year. From this data initial groups are formed. We have begun the process of administering pre-tests and formative assessments. We have a time-line in place to analyze this data and to provide support for some students and enhance learning for others.	
<b>Plan</b>	Assigned to:	Heather Blockett	
	How it will look when fully met:	Teachers will pre-assess students to identify how to plan and differentiate instruction. Lesson plans will be in place to meet the differing needs of all students. Teachers will be using best practices for working with students identified as English Language Learners or Special Education Students.	
	Target Date:	12/18/2015	
	<b>Tasks:</b>		
		1. Teachers will pre-assess students and analyze the results in order to form instructional groups.	
		Assigned to:	Classroom Teachers
		Added date:	11/12/2015
		Target Completion Date:	12/04/2015
		Frequency:	twice monthly
		Comments:	Instructional groups should remain flexible and be met with regularly. Lessons taught should be modified in order to provide extra help for some and enhance the learning of others.
		<b>Task Completed:</b>	<b>2/11/2016 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Assessing student learning frequently with standards-based assessments</b>			
<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 2 of 2 (100%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/12/2015	
	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:	Quarterly assessments are given by the district on standards based objectives for both math and literacy. Weekly assessments are given to monitor student learning and are the basis of the weekly grades. Beginning, middle, and end of year assessments in literacy and math are used to monitor growth. Annual standardized tests are administered according to state requirements.	
<b>Plan</b>	Assigned to:	Catherine Coleman	
	How it will look when fully met:	Instructional Teams and individual teachers will review the test results to make adjustments in instructional plans and to differentiate assignments and supports for individual students. The Leadership Team will review the results from these assessments. Areas of strength and weakness in the curriculum and instructional plans will be identified.	
	Target Date:	01/29/2016	
	<b>Tasks:</b>		
	1. Instructional Teams and individual teachers will review the test results to make adjustments in instructional plans and to differentiate assignments and supports for individual students.		
	Assigned to:	Catherine Coleman	
	Added date:	11/12/2015	
	Target Completion Date:	01/29/2016	
	Frequency:	monthly	
	Comments:	A variety of assessments can be used for this purpose.	
	<b>Task Completed:</b>	2/1/2016 12:00:00 AM	
	2. The Leadership Team will review and analyze the results from these assessments. School-wide areas of strengths and weaknesses in the curriculum and instructional plans will be identified.		
	Assigned to:	Catherine Coleman	
	Added date:	11/12/2015	
	Target Completion Date:	01/29/2016	
	Frequency:	monthly	
	Comments:	Beginning, middle and end of year testing is being done. Midyear testing was completed in January in both math and literacy. Small groups were reconfigured as needed on each grade level. In addition to this, a district and school schedule for pre/post assessments is now in place. These assessments will take place every three weeks. Classroom teachers are working hard to incorporate these assessments into their planning and execution of curriculum. The leadership team reviews scores from each classroom on a monthly basis.	
	<b>Task Completed:</b>	2/1/2016 12:00:00 AM	
<b>Implement</b>	Percent Task Complete:	100%	



<b>Indicator</b>	<b>IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/12/2015	
		Will include in plan	
	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 leadership team has been established to begin this process.	
<b>Plan</b>	Assigned to:	Amanda Swift	
	How it will look when fully met:	Western Hills will use school wide data to create learning goals. The assessments utilized for this purpose will drive professional development.	
	Target Date:	05/27/2016	
	<b>Tasks:</b>		
	1. Gather and analyze data. Create school wide goals.		
	Assigned to:	Amanda Swift	
	Added date:	11/12/2015	
	Target Completion Date:	01/29/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/12/2015	
	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:	Teachers are administering pre and post tests but the data has not been reviewed by the instructional teams to develop units of instruction.	
<b>Plan</b>	Assigned to:	Kathy Wirzfeld	

	How it will look when fully met:	1. Analyze pretest data to adjust curriculum instructional plans. 2. Data will be used to identify students who need interventions and identify students who need enhanced learning opportunities. 3. Instructional teams will begin meeting and reviewing data to plan instruction. 4. Instructional teams will use the results of the post-test to shape future instruction and interventions/enhancements based on student need. 5. Copies of pre/post test data including students who have been flagged for extra support.
	Target Date:	12/18/2015
	<b>Tasks:</b>	
	1. Teachers will be updated on the process for collecting and analyzing pretest data to include students who are flagged for enhanced support. Initial data will be turned in by December 18. About every three weeks data in Literacy and Math will be submitted to Ms. Wirzfeld. This information will be utilized to plan instruction.	
	Assigned to:	Kathy Wirzfeld
	Added date:	11/12/2015
	Target Completion Date:	12/18/2015
	Comments:	Send an email by tomorrow afternoon to complete this task.
	2. Analyze pretest data to adjust curriculum instructional plans. Use data to identify students who need extra support and identify students who need enhanced learning opportunities.	
	Assigned to:	classroom teachers
	Added date:	11/12/2015
	Target Completion Date:	12/04/2015
	Comments:	Classroom teachers will be notified of this task.
	<b>Task Completed:</b>	12/4/2015 12:00:00 AM
	3. Instructional teams will begin meeting and reviewing data to plan instruction. Instructional teams will use the results of the post-test to shape future instruction and interventions/enhancements based on student need.	
	Assigned to:	Kelley Pedro
	Added date:	11/12/2015
	Target Completion Date:	12/18/2015
	Comments:	Facilitators will meet with classroom teachers.
	4. Copies of pre/post test data including students who have been flagged for extra support will be provided to the Leadership Team.	
	Assigned to:	Kathy Wirzfeld
	Added date:	11/12/2015
	Target Completion Date:	12/18/2015
	Frequency:	monthly
	Comments:	
<b>Implement</b>	Percent Task Complete:	25%
<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: 1 of 2 (50%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/12/2015	
	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:	We currently have a Western Hills Learning Compact in place that is signed by principal, teacher, parent, and student.	
<b>Plan</b>	Assigned to:	Andrea Brooks	
	How it will look when fully met:	The Learning Compact will be reviewed and updated where needed. It will be revised until approved by school stakeholders. A copy of the signed agreement will be provided to the parents. It will be reviewed at parent-teacher conferences. It will be added to the documents available on Edline.	
	Target Date:	02/26/2016	
	<b>Tasks:</b>		
	1. The Learning Compact will be reviewed and updated where needed.		
	Assigned to:	Andrea Brooks	
	Added date:	11/12/2015	
	Target Completion Date:	11/17/2015	
	Comments:	Update the Learning Compact.	
	<b>Task Completed:</b>	<b>11/17/2015 12:00:00 AM</b>	
	2. The Learning Compact will be reviewed at parent-teacher conferences. A copy of the signed agreement will be provided to the parents. It will be added to the documents available on Edline.		
	Assigned to:	Andrea Brooks	
	Added date:	11/12/2015	
	Target Completion Date:	02/26/2016	
	Comments:	The Learning Compact can be discussed and signed at any time, but need to have all signed by Parent Conference time in February 2016.	
<b>Implement</b>	Percent Task Complete:	50%	