

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

BALE ELEMENTARY SCHOOL NCES - 50900001188

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 Full Implementation

Assess Level of Development: Initial: **Full Implementation** 09/25/2015

Evidence:

Bale Elementary Leadership Team is fully implemented. It has been the practice for three years that this team is an exemplar model of shared leadership. The team is composed of grade level chair for grades preK-5th. In addition, the following specialists are members: literacy and math facilitators, counselor, reading teacher, speech pathologist, resource teacher, parent facilitator, paraprofessional, and physical education teacher. Also, a parent representative, school broker from the district, and principal are members of the leadership team. The team meets once monthly to collaborate and make informed decisions based on data. This team is instrumental in communicating both ways (to staff and from staff) of actions taken and concerns at meetings. The Instructional Leadership Team is a part of the whole. This team consists of the principal as the instructional leader, math and literacy facilitator, and the reading teacher. This team meets once a month. This team's purpose is to collaborate to establish and communicate instructional goals for the school's success.

In order to sustain this indicator, the leadership team decided to administer a yearly survey and use the feedback for improvements each year.

Added date:

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

Status Objective Met 2/26/2016

Assess Level of Development: Initial: **Limited Development** 12/04/2015

Objective Met - 02/26/2016

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:	Bale is currently implementing at a limited stage of this indicator. Required all meetings have agendas.	
Plan	Assigned to:	Dr. Ericka McCarroll	
	How it will look when fully met:	6 grade level agendas and minutes weekly will be turned in to principal by 3:05pm each Friday- that will include grade level, participants, method of collaboration, meeting focus, and next steps Specialists agendas and minutes weekly will be turned in to principal by 3:05pm each Friday- that will include grade level, participants, method of collaboration, meeting focus, and next steps Math and Literacy Facilitators agendas and minutes weekly will be turned in to principal by 3:05pm each Friday- that will include grade level, participants, method of collaboration, meeting focus, and next steps Staff, Data Teams, and PLC meetings agendas and minutes monthly will be kept by the principal	
	Target Date:	03/18/2016	
	Tasks:		
		1. Communicate to all staff the expectation of keeping accurate data weekly of meetings and minutes.	
	Assigned to:	Dr. Ericka McCarroll	
	Added date:	12/04/2015	
	Target Completion Date:	12/07/2015	
	Frequency:	weekly	
	Comments:	The principal has communicated this expectation. At this time, all team meetings and minutes are being turned in consistently on a weekly basis.	
	Task Completed:	2/19/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	2/26/2016	
	Experience:	2/26/2016 This task was easily attained. It is Bale's norm to have weekly meetings with teams and those teams are required to create an agenda and turn in weekly. The added task was to take minutes. Now included as a weekly professional responsibility staff must turn in minutes weekly to the principal.	
	Sustain:	2/26/2016 To increase sustainability with this objective, as part of the leadership teams duties will be briefly review of agendas and minutes. When necessary, grade level chairs will report back to grade levels and/or specialists to provide and stay current with objectives.	
	Evidence:	2/26/2016 At this time, all agendas and minutes are up to date and filed in the principal's office. This is inclusive of PLC's, leadership team meetings, instructional team meetings, specialists' meetings, data team meetings, and meetings that occur as needed (i.e. Fall Carnival, Spring Fling, etc.).	

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 12/04/2015	
	Evidence:	Bale's Leadership Team meets twice monthly. The meeting is facilitated by the Principal or SIS. Shared leadership and decision making occur within our culture. Documentation is kept of meetings, minutes, and next steps. Leadership team galvanizes the staff.	
	Added date:		
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	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)		
Status	Tasks completed: 0 of 8 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/29/2016	
	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:	Currently, teachers in grades 2-5 in literacy are collaborating with literacy facilitator in adapting and aligning district's curriculum map to meet the needs of students using STAR Reading results to guide unit pre and post tests. Math curriculum is designed in units. This has been a smoother transition in developing pre-/post-tests. Bale is currently thinking and discussing how to continue improving in the area of aligning curriculum and assessments, creating units that include rigorous, engaging, and relevant strategies and skills that increase student achievement. Interventions are fluid and students move flexibly intervention groups.	
Plan	Assigned to:	Nita Bohannon	

	How it will look when fully met:	1. Bale will have a full yearly calendar of estimated pre/post tests dates of units in math, literacy, and science. 2. Aligned pacing guide of units of study in math, literacy, and science guided by district's curriculum map for each quarter in 2016-2017 school year. Currently, literacy units have been adjusted for the 2015-2016 to have smaller learning segments from curriculum map in literacy. This process will be developed through out the remaining of the school year and summer in grades 3rd -5th grades. 3.Pre/Post tests will be created by teachers for units. 4. Instructional leadership teams will refine quarterly curriculum based on results from pre/post tests. 5. Identified students will receive fluid, immediate interventions or enrichment based on results. 6. Special education instructional teams self-contained and pullout will be engaged in the 2016-2017 school year in this process.
	Target Date:	05/31/2017
	Tasks:	
	1. Create a calendar for learning segments in math for 2016-2017.	
	Assigned to:	Hazel Harris
	Added date:	02/26/2016
	Target Completion Date:	06/03/2016
	Frequency:	once a year
	Comments:	The math facilitator will determine when units are taught and create dates for smaller learning segments using the school district's calendar. Considering other testing dates at the classroom, school, and district levels.
	2. Create a calendar for learning segments in literacy for 2016-2017.	
	Assigned to:	Nita Bohannon
	Added date:	02/26/2016
	Target Completion Date:	06/03/2016
	Frequency:	once a year
	Comments:	The literacy facilitator will determine when units are taught and create dates for smaller learning segments using the school district's calendar. Considering other testing dates at the classroom, school, and district levels.
	3. Create a calendar for learning segments in science for 2016-2017.	
	Assigned to:	Joseph Rogers, STEM Coordinator
	Added date:	02/26/2016
	Target Completion Date:	06/03/2016
	Frequency:	once a year
	Comments:	The STEM coordinator will determine when units are taught and create dates for smaller learning segments using the school district's calendar. Considering other testing dates at the classroom, school, and district levels.
	4. Math, Literacy, and Science committees will align curriculum and construct learning segments based on units of studies.	
	Assigned to:	Dr. Ericka McCarroll

		Added date:	02/26/2016
		Target Completion Date:	05/23/2016
		Frequency:	monthly
		Comments:	The principal will lead these committees in completing task monthly. Monthly PLCs will be focused on this indicator. Teams will discuss current reality and plan next steps.
	5. Pre/Post Tests for each learning segment in grades 3rd-5th.		
		Assigned to:	Nita Bohannon
		Added date:	02/26/2016
		Target Completion Date:	05/23/2016
		Frequency:	twice monthly
		Comments:	Monitoring pre/post tests administering and disaggregating results in a timely manner in order to accurately monitor and adjust instruction.
	6. Instructional leadership team will determine to refine curriculum and re-teach based on post-tests results.		
		Assigned to:	Nita Bohannon
		Added date:	02/26/2016
		Target Completion Date:	09/19/2016
		Frequency:	monthly
		Comments:	Math and literacy facilitators will lead discussions on best practices to re-teach skills and align curriculum to meet the needs of students.
	7. Teachers will provide math and literacy facilitators names of students who will need interventions based on post-test results following each learning segment. The SBIT chair will monitor interventions provided by teachers and collaborating with math and literacy facilitator. The GT facilitator will enrich students as needed based on post-test results.		
		Assigned to:	Daisy Nowlin
		Added date:	02/26/2016
		Target Completion Date:	09/12/2016
		Frequency:	twice monthly
		Comments:	The SBIT chair will be responsible for this task. This information will be used in the decision-making of students who will be referred for specialized testing.
	8. Special education classrooms and teachers will become part of the process of pre/post testing during the 2016-2017 school year.		
		Assigned to:	Dr. Ericka McCarroll
		Added date:	02/26/2016
		Target Completion Date:	08/22/2016
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:		0%