

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 14, 2016

CARVER MAGNET ELEM SCHOOL NCES - 50900000606

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

Assess	Level of Development:	Initial: Limited Development 11/06/2015	
	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:	The school's leadership team meets regularly, however the team structure for the leadership team as well as support teams is not fully established. Planning is needed to form a school community council with parents. An official written structure should be added to our school-wide handbook/policy manual.	
Plan	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

Assess	Level of Development:	Initial: Limited Development 11/06/2015	
	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:	Once team structures are established, teams will develop formal agendas and keep minutes of meetings. These agendas and meeting minutes will be submitted to the leadership team and recorded.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/06/2015	
	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 has met regularly, however key members of the team have not been added. Meeting times need to be established to assure attendance of all members. Minutes from meetings need to be recorded.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	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)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/06/2015	
	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:	Principal will compile summary reports from classroom observations. Staff will participate in peer observations and will submit observation summaries to the leadership team. Both will be taken into account in planning future professional development as allowed by the district.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/06/2015	
	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:	Staff will utilize feedback from observations and self reflection on instructional practices to determine professional development needs. Based on these identified needs, staff will choose appropriate professional development.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/30/2015	
	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:	The Carver staff currently attends high quality differentiated professional development sessions. However, we feel that we need to do a better job of reflecting on the impact of trainings on student achievement.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/30/2015	
	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:	We recently implemented a new extended day program that is funded through a 21st Century Grant. The grant requires that the program be monitored to meet state and grant guidelines. Further work is needed to document the impact of academic support on student achievement during the regular school day. More work is also needed to assure that students are actively engaged in learning throughout the regular school day- Bell to Bell instruction.	

Plan	Assigned to:	Not yet assigned	
	Added date:		
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/30/2015	
	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:	Carver has actively recruited highly qualified interns from within the building. The school has also participated in the district level job fair. Further recruitment work is needed in this area.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/30/2015	
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	Describe current level of development:	Carver utilizes the common core state standards that are geared toward preparing students to be college and career ready. Additionally, the school provides a career day for students to learn about potential careers. Guest speakers and community volunteers provide further support. Unique learning opportunities such as the Young Astronaut program, Science Lab, Math Center, and Imagination station work to expand student knowledge of careers in STEM related areas.	
Plan	Assigned to:	Not yet assigned	
	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 Full Implementation

Assess Level of Development: Initial: Full Implementation 11/30/2015

Evidence: The LRSD provides grade level frameworks aligned with the Common Core State Standards for each subject area. Carver also benefits from specialists who work with grade level teachers to assure that the frameworks are followed and implemented appropriately.

Added date:

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 11/30/2015

Evidence: Carver Elementary utilizes interim assessments to determine the progress of individual students in mastering grade level academic standards. These assessments include SOAR, SMI, STAR, Qualls, Math screener, and WRAP/DRA.

Added date:

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 11/30/2015

Evidence: Teachers utilize the curriculum maps provided by the LRSD to plan, deliver, and assess instruction.

Added date:

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	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)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/30/2015	
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	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:	Carver Magnet currently has a Student/Parent Compact, however it is not emphasized as it should be. The compact is in need of revision. A plan for informing parents and students of the expectations contained in the compact is needed.	
Plan	Assigned to:	Not yet assigned	
	Added date:		