

# 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

**Chicot Primary School** NCES - 50900001463

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** 10/20/2015

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: The Leadership Team discuss student data and instructional practices. The Leadership Team also makes decisions on Common Formative assessments and discussing the skills that are attached on the report card. Communications between different departments are also discussed during the Leadership Team meetings as well. The Instructional Teams main focus is to look at the curriculum and see what students need to know and design assessments based on the curriculum. The team also creates Common Formative assessments during their meetings. During the meeting the Instructional Team looks at student data and then decide what steps they need to take to bridge the gap between the known and the unknown. The School Community Council is comprised of mostly parents. They meet on the second Monday of each week to expand our students opportunities. They also contact partners in education to see how they can assist students at our school.

**Plan** Assigned to: Melinda Modica

How it will look when fully met: Collaborative teams meet to discuss student achievement on a regular basis. The team uses agendas to drive their meeting and to ensure that all items of importance are addressed. The team also keeps minutes to help maintain record of the meetings.

Target Date: 02/26/2016

Added date:

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

<b>Status</b>	<b>Objective Met</b> 2/15/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
		<b>Objective Met</b> - 02/15/2016	
	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:	Under the existing policy, all teams have agendas created for meetings and use them to drive their meetings. It has been initiated in all team meeting at this time. The Instructional Teams are beginning to take minutes during their meeting.	
<b>Plan</b>	Assigned to:	Melinda Modica	
	How it will look when fully met:	All teams will prepare agendas and record minutes from the meeting. The office will maintain a binder that will have all agendas and minutes. The School Improvement Specialist will also maintain an electronic copy of all agendas and minutes from each meeting.	
	Target Date:	12/18/2015	
	<b>Tasks:</b>		
		1. All agenda and minutes will be submitted to the School Improvement Specialist electronically and a hard copy will be submitted to the Principal.	
		Assigned to:	Melinda Modica
		Added date:	10/20/2015
		Target Completion Date:	10/20/2015
		Frequency:	weekly
		Comments:	
		<b>Task Completed:</b>	<b>1/4/2016 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	2/15/2016	
	Experience:	2/15/2016 The School Improvement Specialist provided a template for gathering minutes during team meetings. The administrators were notified when teams did not submit agendas and minutes to the School Improvement Specialist. All agendas and minutes are kept in a binder for review if necessary.	
	Sustain:	2/15/2016 The School Improvement Specialist will email all teams if agendas and minutes are not submitted by the end of the work week. If they are not submitted, the School Improvement Specialist will notify administrators which teams did not submit agendas and minutes in a timely manner.	
	Evidence:	2/15/2016 Teachers stated that having agendas and minutes kept them focused throughout the meeting. Agendas and minutes from each meeting since October are in a binder for review.	

<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 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	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 meets on the first and third Tuesday. The meetings are held in the Principal's office where the data wall is housed so that we can have a visual representation of the data that is being discussed. On the first Tuesday we meet at 1:00p.m. and the third Tuesday we meet at 9:00a.m. The Leadership Team is comprised of the Principal, Assistant Principal, Reading Teacher, Literacy and Math Facilitators, ESL Interventionist, Counselor, Special Education Department, Early Childhood Coordinator and a teacher from each grade level. The teachers on each grade level changes quarterly so that more of our teachers have a voice in the decision that affects our school.	
<b>Plan</b>	Assigned to:	Sherry Chambers	
	How it will look when fully met:	The Leadership team consisting of the principal, teachers who lead the instructional teams and other key professional staff meets at least twice a month. The team will make decisions about the day to day operations of the school as well as how to increase student achievement at Chicot Primary. The team will utilize and agenda to keep the meetings focused as well as keep a record of the decisions that the team has made during the meeting.	
	Target Date:	06/01/2016	
	<b>Tasks:</b>		
	1. Ms. Chambers will ensure that all members of the Leadership team are notified of the meeting dates.		
	Assigned to:	Sherry Chambers	
	Added date:	02/29/2016	
	Target Completion Date:	09/22/2015	
	Frequency:	twice monthly	
	Comments:		
	2. Ms. Greenwood will record all interactions during the meeting.		
	Assigned to:	Tina Greenwood	
	Added date:	02/29/2016	
	Target Completion Date:	09/22/2015	
	Frequency:	twice monthly	
	Comments:		

	3. Ms. Modica will ensure minutes and agendas are updated in Indistar.		
	Assigned to:	Melinda Modica	
	Added date:	02/29/2016	
	Target Completion Date:	09/22/2015	
	Frequency:	twice monthly	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>School Leadership and Decision Making</b>			
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
<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: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/09/2015	
	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:	The principal offers frequent opportunities for staff to voice constructive critique of the school's progress by having a teacher representative present at the Principal's Roundtable meetings. At the beginning of the school year, parents were given a survey to seek suggestions on ways to improve the school. The parent coordinator along with the administrative staff invite parents to Title 1 meetings where parents are able to voice concerns and make suggestions about ways to improve the school. An ESL forum was held to inform parents of all services the school provides and parents are able to voice their concerns.	
<b>Plan</b>	Assigned to:	Sherry Chambers	
	How it will look when fully met:	All stakeholders will be invited and be encouraged to share ideas on ways to improve the school based on the data that is presented. The executive board of the parent teacher association will survey parents to seek suggestions on how to best meet the needs of students at Chicot. Ms. Chambers will also include in the newsletter contact information for all stakeholders to make suggestions on ways to improve the school. The principal's calendar, meeting agendas, and minutes will be the evidence that we will provide to show that this objective has been fully implemented.	
	Target Date:	03/31/2016	
	<b>Tasks:</b>		
	1. The parent teacher association council will provide a survey at the end of each meeting.		

		Assigned to:	Sherry Chambers
		Added date:	11/09/2015
		Target Completion Date:	03/31/2016
		Frequency:	four times a year
		Comments:	
	2. Ms. Chambers will put contact information and ask that all stakeholders offer suggestions on ways to improve the school.		
		Assigned to:	Sherry Chambers
		Added date:	11/09/2015
		Target Completion Date:	06/01/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<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>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/05/2015	
	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:	Our school district has changed the way principals provide feedback to teachers. At this point, the system that principals use does not generate a report on specific instructional areas like the Classroom Walkthrough program. Principals use the current observation tool to provide feedback to teachers and determine deficits of individual teachers. Principals also ask reflective questions after observations	
<b>Plan</b>	Assigned to:	Sherry Chambers	
	How it will look when fully met:	The Leadership Team along with the principals discuss areas of concern that principals notice during classroom observations and plan professional development based on those concerns. Principals will use the Classroom Observation Tool when observing teachers. The Instructional Facilitators will use the Jim Knight Coaching tools to go into classrooms and determine the areas of concern and will also use that information to plan professional development for the school.	
	Target Date:	06/01/2017	
	<b>Tasks:</b>		

	1. Principals observe teachers using the Classroom Observation Tool.
	Assigned to: Sherry Chambers
	Added date: 12/05/2015
	Target Completion Date: 09/01/2015
	Frequency: daily
	Comments:
	2. Principals will discuss areas of concern with Leadership Team and plan professional development based on the information from observations.
	Assigned to: Sherry Chambers
	Added date: 12/05/2015
	Target Completion Date: 01/20/2015
	Frequency: twice monthly
	Comments:
	3. Instructional Facilitators will use the Jim Knight Coaching tools to go into classrooms to help develop a professional development plan.
	Assigned to: Melinda Modica
	Added date: 12/05/2015
	Target Completion Date: 02/03/2015
	Frequency: monthly
	Comments:
<b>Implement</b>	Percent Task Complete: 0%

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/09/2015	
	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:	Our school offers to all students extra help during the afterschool program. Students receive help with homework as well as an hour of Literacy and Math. Students who need extra assistance at the end of the school year are recommended to go the district's summer school program as well as Camp Can Do. The administrative staff created a master schedule and has checked all teacher schedules to ensure that each subject has been allotted the correct amount of time.	

<b>Plan</b>	Assigned to:	Melinda Modica
	How it will look when fully met:	The Chicot staff will ensure that all parents are aware of the enrichment programs the school provides. The staff will also seek the advice of all stakeholders on how to best inform parents of the different programs the school as well as the school district offers during the school year and during the summer.
	Target Date:	06/01/2016
	<b>Tasks:</b>	
	1. Ms. Wellborn will host an ESL forum to inform parents of services the district and school provides throughout the year and summer.	
	Assigned to:	Debora Wellborn
	Added date:	11/09/2015
	Target Completion Date:	06/01/2016
	Frequency:	three times a year
	Comments:	
	2. Ms. Flowers will contact all stakeholders and inform them of the enrichment opportunities the school offers during the school year.	
	Assigned to:	Lashana Flowers
	Added date:	11/09/2015
	Target Completion Date:	06/01/2016
	Comments:	
	3. Ms. Modica will inform all stakeholders of the summer enrichment programs that the district provides.	
	Assigned to:	Melinda Modica
	Added date:	11/09/2015
	Target Completion Date:	06/01/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Curriculum, Assessment, and Instructional Planning</b>		
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>		
<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 11/09/2015

	Evidence:	<p>All instructional teams develop a plan for each unit and use formative assessments to guide instruction. The instructional teams use the district's curriculum map as a guide when developing instructional plans. Objectives are posted in each classroom and the objectives are aligned to the standard that are being taught. Teachers look at the objectives that are being taught and make sure the objectives are conveyed to where students understand what the expectations are for the lesson. Pre/post test are developed by the team and they are clear and specific to the needs of the students at Chicot Primary.</p> <p>In order to sustain this effort, lesson plans will be reviewed regularly by administrator. The instructional teams will also keep a record of minutes and agendas from the meetings.</p>	
		Added date:	
<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>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/25/2015	
	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:	<p>At this point, our school is at the beginning stages of implementing pre-test to determine student's mastery of standards. They have given the assessments but they do not know how to use the assessments to drive their instruction. Teachers still need assistance with knowing how to use the pre-test to differentiate instruction as well as using the information from the assessment to enhance lessons for students who have already mastered the skills.</p>	
<b>Plan</b>	Assigned to:	Melinda Modica	
	How it will look when fully met:	<p>All teachers will assess students using a quick formative assessment at the beginning of the lesson or unit. Teachers then use the data collected from the pre-test to modify lesson and to differentiate assignments for students. They will also decide how to provide extra help for some and enhance lessons for student who have mastered the skills tested.</p>	
	Target Date:	06/01/2016	
	<b>Tasks:</b>		
		1. Teachers will create pre-test and posttest as a group. They will also create a rubric to go along with the assessment.	



		Assigned to:	Melinda Modica
		Added date:	11/25/2015
		Target Completion Date:	06/01/2016
		Comments:	
	2. Teachers will analyze data and report the data to the Literacy and Math Facilitators. The Facilitators will then report the information to administration where we will then talk about student successes and struggles during Leadership Meeting. Facilitators along with administrators will provide assistance when necessary.		
		Assigned to:	Melinda Modica
		Added date:	11/25/2015
		Target Completion Date:	06/01/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<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>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/29/2016	
	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:	Teachers administer a pretest at the beginning of a learning segment which spans over a three week period. The quick formative assessment is used to determine the standards that students do not have underground. Teachers also use the data from the pretest to modify the lessons and to differentiate assignments for students. Collectively the data has been utilized to help teachers know which students to provide extra help to and which students to enhance the lesson for during the learning segment. Teachers also formed writing groups based on their pretest data.	
<b>Plan</b>	Assigned to:	Sherry Chambers	
	How it will look when fully met:	All teachers will utilize the pretest to help drive their instruction. Teachers will then take the data from the pretest and form groups based on their strengths and weakness on the standards that were tested. Students will be assessed based on their needs and not the needs of others. The lessons and assessment will be differentiated during the learning segment.	
	Target Date:	06/01/2016	
	<b>Tasks:</b>		
	1. Ms. Walters and Ms. Modica will assist teachers in creating pretest for the learning segment.		
		Assigned to:	Danielle Walters
		Added date:	02/29/2016

		Target Completion Date:	11/30/2015
		Frequency:	monthly
		Comments:	
	2. Ms. Chambers and Ms. Greenwood will ensure that teachers are modifying and differentiating assignments for students.		
		Assigned to:	Sherry Chambers
		Added date:	02/29/2016
		Target Completion Date:	11/30/2015
		Frequency:	monthly
		Comments:	
	3. Ms. Chambers and Greenwood will ensure that teachers use the pretest to determine each student's mastery of standards-aligned objectives prior to teaching the lesson or unit.		
		Assigned to:	Sherry Chambers
		Added date:	02/29/2016
		Target Completion Date:	11/30/2015
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%

## Family Community Engagement

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

<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: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/17/2016	
	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:	Our school's Title I Compact includes roles and expectations for parents, students and teachers. The plan also included a signature page that parents were asked to sign when they registered their child for school. We included our plan in the registration packet to ensure all parents were aware of the roles and expectations of their child and teacher while at school. Our school's Title I Compact is not as detailed as specified in Wise Ways, but it was outlined by the way the LRSD Title I program. The plan did not include goals for parents, students, or teachers. The role of the parent was not included in our original plan as well.	

<b>Plan</b>	Assigned to:	Sherry Chambers
	How it will look when fully met:	The Title I Compact will have the following items included in the plan. They are: *Goals for reading, studying, math, respect and responsibility and community *Expectations for parents, students, and teachers *Mission statement *Detailed description of the Parent Compact *Signature page for parents to sign
	Target Date:	03/01/2016
	<b>Tasks:</b>	
	1. The Leadership team will edit our current Parent Compact so it includes the following items. They are: *Goals for reading, studying, math, respect and responsibility, and community. *Responsibilities outlined for parents, students, as well as teachers	
	Assigned to:	Sherry Chambers
	Added date:	02/17/2016
	Target Completion Date:	03/01/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%