

# 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

**DAVID O. DODD ELEMENTARY SCHOOL** NCES - 50900001381

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> 10/09/2015	
	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 is developed with regularly scheduled times. Other teams including, SBIT and LPAC also meeting monthly.	
<b>Plan</b>	Assigned to:	Iciphine Jones	
	How it will look when fully met:	Leadership Team: The team will meet twice monthly to review data collected from classroom visits and faculty surveys. The team will make informed decisions and establish strategies to improve teacher development, student achievement, and school climate. All members of the team will contribute information based on their role in the school. LPAC: The team will meet monthly to discuss progress of students identified as ELL. Data from Rosetta Stone, the classroom teacher, and instructional leaders will be discussed and next steps for each student will be determined for optimal progress in learning. SBIT: The team will meet monthly to discuss and review data collected on TIER II and III students. The data will be used to determine if progress is being and what next steps need to be included in their plan. Teachers will be provided with intervention assistance to ensure all students are receiving adequate instruction. Grade Level Instructional Teams: The teams will meet weekly with the instructional facilitators to develop, analyze, and plan best classroom instructional practices. CCSS will be analyzed and assessments will be planned for monitoring student progress. Teachers will receive training to assist in improving and implementing best practices.	
	Target Date:	05/31/2016	

		Added date:	
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/18/2016	
	Evidence:	All teams, including, grade level teams, School Leadership team, LPAC, and SBIT create an agenda for each meeting. The agendas and sign in sheets are kept in binder for future reference.	
		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>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/08/2016	
	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:	Dodd's Leadership team consists of Mrs. Jones, the principal, Mrs. Burchett and Mrs. Bonnema, the facilitators, Mrs. Harden, the counselor, Mrs. Tyler, resource teacher, Mrs. Daniel, Library-media specialist, Mr. Pearson, the music specialist, Mrs. Daniels, 4th grade teacher, Ms. Williams, 1st grade teacher, Mr. Lundy, grandparent, and Mrs. Lundy, parent. We meet the 2nd Thursday and the 4th Tuesday of every month. Classroom observations are discussed and weaknesses are identified and addressed. The team discusses and decides on plans and strategies for addressing instructional weaknesses in the classrooms. Student progress is discussed and strategies for improvement are put in place. Agendas and minutes for the meeting are kept for future review. Each individual on the team has a specific role. Next steps are determined at the conclusion of each meeting and roles are assigned to ensure strategies are followed through.	
<b>Plan</b>	Assigned to:	Iciphine Jones	

	How it will look when fully met:	Dodd's Leadership team consists of Mrs. Jones, the principal, Mrs. Burchett and Mrs. Bonnema, the facilitators, Mrs. Harden, the counselor, Mrs. Tyler, resource teacher, Mrs. Daniel, Library-media specialist, Mr. Pearson, the music specialist, Mrs. Daniels, 4th grade teacher, Ms. Williams, 1st grade teacher, Mr. Lundy, grandparent, and Mrs. Lundy, parent. We meet the 2nd Thursday and the 4th Tuesday of every month on a consistent basis. Classroom observations are discussed and weaknesses are identified and addressed. The team discusses and decides on plans and strategies for addressing instructional weaknesses in the classrooms. Student progress is discussed and strategies for improvement are put in place. Agendas and minutes for the meeting are kept for future review. Each individual on the team has a specific role. Next steps are determined at the conclusion of each meeting and roles are assigned to ensure strategies are followed through.	
	Target Date:	05/16/2016	
	Added date:		
<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>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2016	
	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:	Mrs. Jones and the instructional facilitators complete monthly focus walks and peer observations to observe the true classroom instructional practices. A focus walk tool is used to assess strengths and weaknesses in each classroom and is used to provide immediate feedback to the classroom teacher. Information from the focus walks are discussed and used to plan future PD during an administrative meeting (including principal, counselor, and instructional facilitators) each week. Mrs. Jones visits each classroom in some capacity at least once each month. She provides feedback to the teachers from her observations during the visits. Mrs. Jones and the facilitators discuss how to strengthen instruction and classroom management through future professional development. Once a weakness is identified, a plan is designed to implement the skills addressed during professional developments.	
<b>Plan</b>	Assigned to:	Iciphine Jones	

	How it will look when fully met:	Mrs. Jones and the instructional facilitators complete monthly focus walks and peer observations to observe the true classroom instructional practices. A focus walk tool is used to assess strengths and weaknesses in each classroom and is used to provide immediate feedback to the classroom teacher. Data reports collected from the focus walk observations are discussed and used to plan future PD during the leadership team meetings twice monthly. Mrs. Jones visits each classroom in some capacity at least once each month. She provides immediate feedback, via email or face-to-face conference with the teachers to discuss strengths and weaknesses identified from her observations during the visits. Mrs. Jones, the leadership team, and the facilitators review data reports and discuss how to strengthen instruction and classroom management through future professional development. Once a weakness is identified, a timely plan is designed to ensure implementation of the skills addressed during professional developments.
	Target Date:	05/27/2016
	Added date:	
<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>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/31/2016
	Evidence:	All certified teachers have developed a individual PGP, Professional Growth Plans, based on their individual needs and tailored to increase their instructional effectiveness, classroom management skills, or content knowledge. Each teacher provided a copy of their plan to Mrs. Jones by October 15th and are required to attend 18 hours of professional development focused on their individual PGP. A end of the year review is completed after May 15th to ensure that all teachers met the requirements of their PGP and to reflect on the knowledge and skills acquired while working on the individual PGP.
	Added date:	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/31/2016

Evidence:		<p>Dodd provides professional development, PD, based on teacher needs and requests. Mrs. Jones and the instructional facilitators complete math and literacy focus walks to determine strengths and weaknesses in the classrooms and one-on-one conferences are held with each classroom teacher to discuss concerns from the teachers. Data reports completed from the focus walks and conferences are used to design or plan professional developments. Lesson planning was addressed during PLCs and in whole group meetings. Teachers were trained on using the backwards design planning using the end of unit assessments to create instructional plans and drive instruction. Mrs. Bonnema addresses math standards and uses the curriculum map in grade level meetings to ensure teachers understand the content to be addressed and can plan instruction accordingly. Mrs. Burchett addresses literacy standard and uses the curriculum map in grade level meetings to ensure teachers understand the content and can plan instructional accordingly. Grade level professional development is held one hour each week.</p> <p>Focus walks indicated weaknesses with a conceptual understanding and authentic implementation of guided reading and the writer's workshop. Professional development was then planned to address those needs and in addition to building level people, Sabrina Stout was brought in to provide additional training for the teachers. Ongoing professional development is provided in these areas including peer observations and facilitator monitoring. Another professional development that has been ongoing and job-embedded is Kagan Structure training. Teachers work together and collaborate for implementation of the Kagan structures, which leads to student facilitated learning in the classroom. This PD has addressed student engagement and more student facilitation which was addressed as a weakness during focus walks. Data analysis PDs are held monthly to discuss student progress and to determine next steps needed to ensure maximum student progression. Due to the high ELL population, Natisha Hampton, the elementary ELL district coordinator, provided an ELL Refresher PD and a LEXIA training for all teachers.</p>	
		Added date:	

### 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>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/18/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Dodd has an afterschool program that services at least 70 students for 1 and a half hours 3 days per week for 16 weeks of the school year. Students are selected based on criteria developed by instructional leaders. Students receive extra instruction in the areas of reading, writing and mathematics with a certified instructor. They are also provided assistance with their homework. A healthy snack is provided to each student. Computer programs, such as, Lexia, Myon, and First in Math have been purchased by the district and/or school to provide parents, teachers, and students with additional instructional interventions that can be accessed at home or during the school day.	
<b>Plan</b>	Assigned to:	Iciphine Jones	
	How it will look when fully met:	Dodd has an afterschool program that services at least 70 students for 1 and a half hours 3 days per week for 16 weeks of the school year. Students are selected based on criteria developed by instructional leaders. Students receive extra instruction in the areas of reading, writing and mathematics with a certified instructor. They are also provided assistance with their homework. A healthy snack is provided to each student. Computer programs, such as, Lexia, Myon, and First in Math have been purchased by the district and/or school to provide parents, teachers, and students with additional instructional interventions that can be accessed at home or during the school day. In addition to the supports supplied by the school, the district will design a school calendar that provides students with less time for regression, more accessibility to rich instructional time, and help to increase student engagement in school for optimal success.	
	Target Date:	08/15/2016	
		Added date:	

### School Leadership and Decision Making

#### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/31/2016	
	Evidence:	All certified teachers at Dodd Elementary met highly qualified status. The HQT forms are updated yearly and are keep in the principals office for immediate access.	
		Added date:	

### Opportunity to Learn

#### Post-Secondary School Options

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Mrs. Harden, school counselor, designs a career orientation unit project for 5th grade students. This allows each student to become familiar with career fields and opportunities. Students are encouraged to job shadow someone in a career field that interests them. Parents are included in this project. Students that are identified as needing assistance with food, school supplies, and clothing is referred to Mrs. Harden and through outreach programs, weekly food bags are sent home with at risk students. Also donated school supplies and clothing are disturbed to students as needed. Curriculum maps, including CCSS, are provided by the district and implemented by the teachers to ensure that all students are provided instruction that will prepare them for college and careers.	
<b>Plan</b>	Assigned to:	Iciphine Jones	
	How it will look when fully met:	Mrs. Harden, school counselor, designs a career orientation unit project for 5th grade students. This allows each student to become familiar with career fields and opportunities. Students are encouraged to job shadow someone in a career field that interests them. Parents are included in this project. Students that are identified as needing assistance with food, school supplies, and clothing is referred to Mrs. Harden and through outreach programs, weekly food bags are sent home with at risk students. Also donated school supplies and clothing are disturbed to students as needed. Curriculum maps, including CCSS, are provided by the district and implemented by the teachers to ensure that all students are provided instruction that will prepare them for college and careers. Results from the ACT Aspire will provide teachers, parents, and students with a projected future ACT score. This data will help students and parents to ensure that students are ready for college entrance.	
	Target Date:	08/29/2016	
	Added date:		

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in aligning instruction with standards and benchmarks

<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>	In Plan / No Tasks Created		

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/18/2016
	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:	LRSD creates teams that work to develop curriculum maps that address the CCSS for each grade level and for all subjects. The map includes the standards to be addressed and aligns it with the instructional curriculum provided to each classroom teacher and specialists. SOAR assessments for math, writing, and reading are administered quarterly with immediate feedback. The building level instructional facilitators assist teachers in implementing the curriculum map by providing resources and professional development. Curriculum maps are posted and easily accessible on the LRSD website at all times.
<b>Plan</b>	Assigned to:	Iciphine Jones
	How it will look when fully met:	LRSD creates teams that work to develop curriculum maps that address the CCSS for each grade level and for all subjects. The map includes the standards to be addressed and aligns it with the instructional curriculum provided to each classroom teacher and specialists. SOAR assessments for math, writing, and reading are administered quarterly with immediate feedback. The building level instructional facilitators assist teachers in implementing the curriculum map by providing resources and professional development. Curriculum maps are posted and easily accessible on the LRSD website at all times. Pre and post assessment are provided for each unit and data analysis would drive future classroom instruction. Teachers would be a part of the curriculum mapping develop teams and have a role in how they should be implemented.
	Target Date:	06/01/2016
	Added date:	

## Curriculum, Assessment, and Instructional Planning

### Assessing student learning frequently with standards-based assessments

<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>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2016



Evidence:	Students are assessed to evaluate progress in literacy using the DRA and WRAP, SOAR reading and english assessments, and writing prompts that are district developed throughout the school year. In addition to the above assessments teachers complete running records on all students below grade level biweekly and writing samples are provided to the principal to monitor student progress in the writing process. Math assessments that are used to evaluate student progress include SMI, Scholastic Math Inventory, the Universal Math Screener, and district provided SOAR assessments. Teachers administer CFA, Common Formative Assessments, at the end of each unit of math instruction.
Added date:	

### Classroom Instruction

#### Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/18/2016	
	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 are guided by grade level curriculum maps for literacy and math. The maps provide the standards, the curriculum, and instructional plans. Optional assessments are some times provided for units in most subject areas. These maps help in the development of the 8 component lesson plan and in guiding classroom instruction. Instructional facilitators assist teachers in understanding and implementing the curriculum map guidelines. SOAR assessments are indicated in the map and are assess the learning during each quarter.	
<b>Plan</b>	Assigned to:	Iciphine Jones	
	How it will look when fully met:	Teachers are guided by grade level curriculum maps for each subject area. The maps provide the standards, the curriculum, and instructional plans. Anchor assessments are provided for each units in all subject areas. These maps help in the development of the 8 component lesson plan and in guiding classroom instruction. Instructional facilitators assist teachers in understanding and implementing the curriculum map guidelines. SOAR assessments are indicated in the map and are assess the learning during each quarter.	
	Target Date:	06/01/2016	
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

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/18/2016	
	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:	Dodd uses the district provided Title I school compact. It is provided to the parents at student registration and a parent signature is required at that time.	
<b>Plan</b>	Assigned to:	Iciphine Jones	
	How it will look when fully met:	Dodd's School Compact will be designed to closely aligned with the specific needs of our parents, students, teachers, and principal. After a team of teachers, parents, and community leaders is selected, they will research the needs for each area of our school compact. Students, parents, teachers and the principal will actively discuss the ideas in the compact and how it will look when fully implemented.	
	Target Date:	08/08/2016	
	Added date:		