

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

FOREST PARK ELEMENTARY SCHOOL NCES - 50900000611

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 12/02/2015
	Evidence:	School has a Leadership Team including the Principal, grade-level leaders, and specialists as required by the Little Rock School District. The Leadership Team meets monthly to assess/analyze school governance in accordance with the LRSD Policy and Procedures and the Arkansas Department of Education.
	Added date:	

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

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 11/18/2015
	Evidence:	All agendas will be created and/or uploaded on indistar.org
	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 01/29/2016
	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:	Currently the leadership committee has been meeting quarterly. We have determined that we will increase the frequency of our meetings to monthly. (The third Monday of the month.) At the end of the school year, we will reevaluate the need to have more frequent meetings.

Plan	Assigned to:	Not yet assigned
	Added date:	
Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 12/02/2015
	Evidence:	The Leadership Team meets regularly and communicates through the PLCs (grade-level leaders) weekly during planning time. The Leadership Team needs to continue to meet on a regular basis to communicate information to the faculty and staff. Communication may include emails of minutes from the Leadership Team and/or minutes from PLC grade level meetings.
	Added date:	
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 12/02/2015
	Evidence:	Teachers are required to hold grade level weekly meetings for planning. Teachers as a grade-level also hold professional development meetings as needed. Specialist who attend meetings include an agenda with members present and minutes from the meeting. Teachers and specialists will continue to hold these meetings throughout the school year.
	Added date:	
School Leadership and Decision Making		
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
Indicator	IE05 - The principal participates actively with the school's teams. (56)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 12/02/2015
	Evidence:	Principal attends grade level meetings (PLC) at least once a month or as needed to guide instruction, provide communication, data analysis, and assess needs. Principal designates school facilitator or specialist to document agenda and minutes including faculty present. Principal will continue to meet with PLCs throughout the year.
	Added date:	
School Leadership and Decision Making		
Aligning classroom observations with evaluation criteria and professional development		

Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 01/29/2016	
	Evidence:	Through surveys of faculty and student needs, principal plans and provides professional development topics to meet those needs. For example, teachers are currently studying the brain in order to understand student learning processes, engagement, and motivation. Teachers also receive current technology professional development of innovative programs that drive and support student achievement, such as ACT Aspire, and other learning based online programs.	
	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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 01/29/2016	
	Evidence:	Based on vacant position data through Human Resources, Forest Park has very little turnover in positions. Principal works with Human Resources to determine viable candidates and selection through the district's hiring policies. The LRSD requires a pre-screening interview, background checks, and pre-qualifications of teacher license. 100% of Forest Park teachers are classified as highly qualified.	
	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	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/18/2015	
	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:	Grade levels meet weekly in Professional Learning Communities (PLC) to plan units of study using district subject curriculum maps that are aligned with the Common Core State Standards (CCSS) and to discuss post assessment data and how to differentiate interventions among students.	

Plan	Assigned to:	Cynthia Khoury
	How it will look when fully met:	...
	Target Date:	06/01/2016
	Tasks:	
	0. Explore and implement enrichment or intervention activities to better address the needs of each learner, using technology programs such as MobyMax.	
	Assigned to:	Jason Finney
	Added date:	01/29/2016
	Target Completion Date:	12/05/2016
	Comments:	
Implement	Percent Task Complete:	0%

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 01/29/2016
	Evidence:	The following assessments are used to determine student progress: End of Unit Tests SOAR Quarterly Literacy and Math Assessments Scholastic Math Inventories (Grades 2-5) Grade Level Math Screeners Renaissance Place STAR Quarterly Reading Assessments Emerging Literacy Survey Qualls Development Assessment
	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 01/29/2016
	Evidence:	lesson plans, weekly PLCs, district curriculum maps, district pacing guides, anchor assessments, SOAR tests, unit tests, SMI testing, Accelerated Reader, STAR tests, literacy and math screeners, data folders
	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 **Full Implementation**

Assess	Level of Development:	Initial: Full Implementation 01/29/2016
	Evidence:	<ol style="list-style-type: none">1. Parent Involvement Committee has created and implemented a "Parental Involvement Plan."2. Staff, parents, school, and students share responsibility with each as evidenced through their agenda and handbook to achieve state academic standards.3. Weekly grade level newsletters are used to communicate student achievement goals along with Edline.4. Parent Involvement Plan also includes methods to communicate with our non English learners.

Added date: