

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

JEFFERSON ELEMENTARY SCHOOL NCES - 50900000619

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

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| Indicator | ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority) |
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| Status | In Plan / No Tasks Created |
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| Assess | Level of Development: | Initial: Limited Development 03/17/2016 | |
| | 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) |

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| | Describe current level of development: | <p>Currently, the Jefferson Elementary Leadership Team (consisting of the counselor, reading teacher, math instructional facilitator, media specialist and building level administrator) meets on an as needed basis to review student assessment results and to identify school-wide and after school interventions to address student needs. Grade level and subject area teams meet weekly at regularly scheduled days and times in order to collaboratively plan instruction and to plan school-wide events to enhance the school program. The School Based Intervention Team and the Language Proficiency Acquisition Committee meet monthly to review student progress and to provide appropriate interventions to address identified needs. Our Campus Leadership Team (staff and parents) meets on an as needed basis to assess progress on school goals and identify steps to initiate needed changes. Our Parent Teacher Association meets monthly to plan events to increase parental involvement. Currently, Little Rock School District Policy requires schools to hold Campus Leadership Team meetings. No professional development has been provided to assist our staff and parents in effectively utilizing a team approach in planning and decision making.</p> | |
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| Plan | Assigned to: | Not yet assigned | |
| | Added date: | | |

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| Indicator | ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority) |
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| Status | Tasks completed: 0 of 1 (0%) |
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| Assess | Level of Development: | Initial: Limited Development 11/18/2015 | |
| | 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 majority of teams operate with agendas, keep minutes, stay focused and follow through with the plans they make. | |
| Plan | Assigned to: | Roberta Mannon | |
| | How it will look when fully met: | All school leadership teams will submit completed agendas with minutes for each meeting that occurs. Each team will have a folder containing their agendas with minutes that can be accessed by the leadership team members. | |
| | Target Date: | 06/01/2016 | |
| | Tasks: | | |
| | | 1. Discuss the criteria for the creation and storage of agendas and minutes. | |
| | | Assigned to: | Roberta Mannon |
| | | Added date: | 11/18/2015 |
| | | Target Completion Date: | 06/01/2016 |
| | | Frequency: | once a year |
| | | Comments: | We discussed the relevance of creating and storing agendas and minutes for meetings. Have each leadership team designate a storage place. |
| Implement | Percent Task Complete: | 0% | |
| 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 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: | A Leadership team currently meets one to two times a month with a focus on vertical alignment, professional development needs, data disaggregation and strategies to address improvement in school climate and academics. | |
| Plan | Assigned to: | Not yet assigned | |
| | | Added date: | |
| School Leadership and Decision Making | | | |
| Aligning classroom observations with evaluation criteria and professional development | | | |

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| 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 03/17/2016 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 1 | (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: | Presently the observational tool utilized by the building-level administrators to conduct drop-in observations does not provide an aggregate report of the observations that does not identify the teachers' names. Likewise, the observational tool does provide a report of the reflective feedback provided to the teachers by the building-level administrators. However, this report includes the teachers' names. | |
| 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 | Not a priority or interest | | |
| Assess | Level of Development: | Initial: No development or Implementation 03/08/2016 | |
| | | Not a priority or interest | |
| | Explain why not a Priority or Interest: | When we began the 2015-2016 school year, we did not provide teachers with a compilation of their observations and evaluations from last year. Given that, teachers did not have the means to construct meaningful professional growth plans. Having professional growth plans that will benefit our teachers is important to us, but we want to ensure that they will meet the needs that they were designed for. We will begin next year with having professional growth plans that are aligned with each teacher's observations and/or evaluations. | |
| | 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 03/14/2016 | |
| | 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) |

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| | Describe current level of development: | The Little Rock School District provides high quality, job-embedded professional development at the beginning of each school year for all employees with the exception of the nine and one-quarter month custodians. The Little Rock School District provides professional development that is ongoing throughout the school year and differentiated according to staff responsibilities. The professional development focuses upon continuous improvement, goal alignment, integration of best practice theories, and models of student learning. This professional development aligns with educator performance and student curriculum standards. School based professional development is provided throughout the year by building specialists, teachers and the building administrator. This professional development focuses upon the above mentioned topics as well as collective responsibility, goal alignment, developing capacity within the building and the use of data to plan, assess and evaluate student learning. All teachers engage in professional development aligned with their professional growth plans. |
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| Plan | Assigned to: | Not yet assigned |
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School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

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| Indicator | IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority) |
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| Status | In Plan / No Tasks Created |
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| Assess | Level of Development: | Initial: Limited Development 03/14/2016 |
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| | Index: | 6 (Priority Score x Opportunity Score) |
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| | Priority Score: | 3 (3 - highest, 2 - medium, 1 - lowest) |
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| | 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) |
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| | Describe current level of development: | Currently Jefferson Elementary students have the opportunity to participate in an after school tutoring program (Camp Rock)and extended school year programs (Little Rock School District Summer School and Camp Can Do). |
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| Plan | Assigned to: | Not yet assigned |
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School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

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| 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) |
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| Status | In Plan / No Tasks Created |
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| Assess | Level of Development: | Initial: Limited Development 03/14/2016 | |
| | Index: | 2 | (Priority Score x Opportunity Score) |
| | Priority Score: | 1 | (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, the Little Rock School District recruits teacher candidates at job fairs throughout the school year. A screening process, including an on-line application, reference checks, and pre-screening interview results are utilized to identify candidates that building-level administrators may consider for vacant positions. Jefferson Elementary participates in a partnership with the University of Arkansas at Little Rock to host education students during their field experiences and internships. Hosting the students assists the school in identifying possible candidates for future vacant positions. | |

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| Plan | Assigned to: | Not yet assigned | |
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Opportunity to Learn

Post-Secondary School Options

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| 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) | | |
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Status **Full Implementation**

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| Assess | Level of Development: | Initial: Full Implementation 03/08/2016 | |
| | Evidence: | Based on Wise Ways, there was no reference to this indicator at the elementary level. Although not mentioned, we have provided opportunities for our students to be exposed to college and career as is appropriate for the age groups that we serve. Currently, our counselor develops lessons that are appropriate for each grade level that introduces our students to career knowledge awareness. A culminating activity for our students takes place in 5th grade when they take part in a career/jobs shadow experience. The job shadow experience includes a day spent on a job with a predetermined professional, a list of questions and observations to be made, a follow up report to the counselor and the classroom. We will continue to use this model for our students until it is determined to be ineffective or we find something better. | |
| | Added date: | | |

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

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| Indicator | IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority) | | |
| Status | In Plan / No Tasks Created | | |
| Assess | Level of Development: | Initial: Limited Development 03/14/2016 | |
| | 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: | Currently teachers provide instruction based on curriculum maps created by the Little Rock School District teachers and curriculum specialists. These curriculum maps are based on Common Core State Standards and identify activities and resources to utilize in unit instruction. the curriculum maps identify standards and arrange them in sequential order for each unit. The curriculum maps include formative assessments to measure student mastery of skills and concepts. | |
| Plan | Assigned to: | Not yet assigned | |
| | Added date: | | |

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

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| 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 | In Plan / No Tasks Created | | |
| Assess | Level of Development: | Initial: Limited Development 03/15/2016 | |
| | 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: | WRAP/DRA, Math Universal Screeners and Scholastic Math Inventory assessments are given in Aug/Sept. The WRAP/DRA and Scholastic Math Inventory are give again in Dec. and April. Periodic assessments from ACTAspire are given each nine weeks. Teacher made assessments are given at the end of each unit. SOAR assessments are given four times a year. Summative assessments (ACTAspire, ELPA!!, and IOWA) are given in April. | |
| Plan | Assigned to: | Not yet assigned | |
| | Added date: | | |

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

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| 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 11/18/2015 | |
| | Evidence: | The LRSD provides on-line Curriculum Maps for all subject areas through the district Staff Lounge. All teachers have access to the staff lounge. All teachers use the curriculum maps to plan instruction, this is evidenced by the details in teacher lesson plans. | |
| | 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 03/17/2016 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 1 | (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: | At Jefferson Elementary, the Parent Involvement Facilitator, teachers and Principal plan and conduct at least one Family Math and Literacy Night each year. Two days are designated for parent teacher conferences annually. Additional information is communicated to our families during our Open House, Pre-Kindergarten Orientation, Kindergarten Orientation, and Check In. The principal sends home monthly newsletters with tips, resources and information for parents. | |
| Plan | Assigned to: | Not yet assigned | |
| | Added date: | | |