

# 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 30, 2016

**OTTER CREEK ELEMENTARY SCHOOL** NCES - 50900001384

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**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 01/15/2016	
	Evidence:	Otter Creek has a established a Leadership team that meets monthly. The primary focus of our leadership team is student achievement. Our team is modeled after the district leadership practices. Our administrative team, principal and assistant principal facilitate these meetings with representatives from each grade level (K-5),specialists,support staff, and parents.	
	Added date:		

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

**Status** Tasks completed: 0 of 2 (0%)

<b>Assess</b>	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:	Currently, we have sign in sheets and agendas for all school based meetings. Minutes are taken for Leadership Team ,CIC, PTA, Math/Literacy Team Meetings, Administration (PLC),and SBIT meetings . These are scheduled on the onset of each school year.	
<b>Plan</b>	Assigned to:	Felicia Hayes	

	How it will look when fully met:	(a) When this indicator/objective is met, our teams will . . . * Use the Mindtools Agenda template for meetings. This agenda will provide date, location, meeting objective, topic item, time allocated (minutes), and topic leader. (b) The evidence that we will use to show that all teams have fully met this objective is as follows: Each grade level team leader, math instructional facilitator, administration, and other school leaders will keep a binder with completed meeting agendas.	
	Target Date:	03/18/2016	
	<b>Tasks:</b>		
	1. Share and study the literature (Wise Ways) regarding ID04 "All Teams prepare agendas for their meetings".		
	Assigned to:	Donna Hall	
	Added date:	11/30/2015	
	Target Completion Date:	01/29/2016	
	Comments:	How will we ensure that each team has "studied" the WW regarding ID04? (Teams will be asked to examine documents such as previous agendas to determine if these met the criteria suggested by WW). Teams might be given the task of critiquing a new template for meetings that include the required information.	
	2. To share the new template with our faculty members during our February faculty meeting. To provide each staff member with a copy of the new agenda template. To assign team grade level leaders. To provide team leaders with binders and copies of the agenda templates. Team leaders will store completed agenda in their team binders. Binders will be turned in at the end of the school year.		
	Assigned to:	Donna Hall	
	Added date:	01/07/2016	
	Target Completion Date:	06/03/2016	
	Frequency:	once a year	
	Comments:	The notes have been recorded in the task and meeting minutes. See Wise Ways for more information on meetings.	
<b>Implement</b>	Percent Task Complete:	0%	
<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 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/15/2016	
	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:	Currently the leadership meets with fidelity once a month for one hour or more.	
<b>Plan</b>	Assigned to:	Donna Hall	

	How it will look when fully met:	The leadership team will meet twice a month to meet the requirements of this goal.
	Target Date:	02/01/2016
	<b>Tasks:</b>	
	1. An additional meeting will be added to our monthly calendar to meet the goal of having two leadership team meetings a month.	
	Assigned to:	Donna Hall
	Added date:	01/15/2016
	Target Completion Date:	02/29/2016
	Comments:	We discussed how to implement another meeting date.
<b>Implement</b>	Percent Task Complete:	0%

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<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>		
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**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2016	
	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, administrators do daily observations and classroom walk-throughs. Feedback is immediately given to each individual teacher. This data from walk through is collected and shared with our instructional leadership. Professional development such as book studies based on current research as well as individual pd are planned for teachers. Teachers have also received training in K-12 a district professional development that will allow teachers to focus on specific areas of development. In order to implement this our leadership team needs to have more time built into the master schedule to meet as a collaborative team to analyze results to plan, design, implement and evaluate the effectiveness of professional development in our building.

<b>Plan</b>	Assigned to:	Not yet assigned	
	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>		
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**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2016	
	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:	Teachers are currently allowed to select their own areas of professional development. Their professional development growth plan must be aligned with their required 36 hours of development. Many of our teachers develop plans with their grade level colleagues. Individual teachers also work with administrators when necessary to address areas of instructional needs based on classroom and walk through observations.	
<b>Plan</b>	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 Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/30/2016	
	Evidence:	Our schools provides all staff with high quality and ongoing differentiate professional development. Professional development is ongoing and not a one time occurrence in our building. Our teachers meet weekly in PLCS. Local professional development and national opportunities are given to our teachers and administrators. Teachers have received professional development in the area of differentiated instruction with an expert in the field Dr. Richard Cash. Teachers in our building have also participated in NCTM trainings as well Exxon Mobile Mickelson Academy . Both of our administrators also are members of NAESP to make our teachers and staff have access to current best practices and research. Our teachers also participate in book studies quarterly to ensure that our professional develop is ongoing.	
	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**

<b>Assess</b>	Level of Development:	Initial: Limited Development 01/15/2016	
	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:	We currently have an extended day program that meets twice a week. Approximately 70 Students that have an AIP, and/or working below grade level are provided with reinforcement and enrichment opportunities from a "highly qualified" teacher in the areas of mathematics and language arts with intergrated science lessons. ESL students are provided additional support with English using our Lexia Core 5 Diagnostic Program and the Rosetta Stone Online Program.
<b>Plan</b>	Assigned to:	Not yet assigned
	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>
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**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/22/2016	
	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 we work with different universities to provide opportunities to recruit highly qualified teachers to our building. In the last three years, three of student teachers have been hired as teachers in this year. However, we are limited in regards to having the ability in hiring decisions in regards to displaced teachers.
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<b>Plan</b>	Assigned to:	Not yet assigned
	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>
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**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2016	
	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:	Currently we are in the pre-planning stage of our College and Career Readiness week. Community volunteers and parents will share their career experiences with our students. Students will have an opportunity to explore and discover careers. A health career event is also being planned for students and the community. Students are also exposed to different careers in our current science curriculum and social studies curriculum. Students in our intermediate grades have researched different scientists and inventors. Students in first grade and our gifted and talented program are participating in the STEM Starters federal grant with UALR that promotes STEM education and exposes students to STEM careers in engineering.
<b>Plan</b>	Assigned to:	Not yet assigned
	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>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/30/2016
	Evidence:	Teachers work in teams to build and implement the taught curriculum from common core learning standards, and our district's curriculum maps and a variety of resources, such as technology, commercial materials, and teacher created materials.
	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>In Plan / No Tasks Created</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2016
	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:	Students in grades 2-5 are assessed three times a year to determine progress toward standards-based objectives. Grade 2, have three SOAR assessment as well at the IOWA assessment. Grades 3-5, have 2 SOAR assessment, and Interim ACT Aspire practice EXAM, and the ACT Aspire Exam as well the Scholastic Math Inventory. We are limited to full implementation; 1st grade has one formal assessment, IOWA . Kindergarten does not have any formal assessment, they have DRA and running records.
<b>Plan</b>	Assigned to:	Not yet assigned
	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>
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**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2016
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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:	Teachers work in grade level teams in order to implement curriculum from curriculum guides. Teachers use these guides and other commercially based resources such Lexia Core, United Streaming, BrainPop, Weekly Readers, to plan and build collaborative lessons for their grade level. In addition to working together as a grade level team, our math facilitator and reading teachers work with each team in planning instruction. We need to strengthen collaboration within our intermediate grade level teams.
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<b>Plan</b>	Assigned to:	Not yet assigned
	Added date:	

### Family Community Engagement

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

<b>Indicator</b>	<b>IYA01 - 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>
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**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2016
	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 has developed a Title 1 Compact that communicates what parents can do to support their student's learning at home. This compact focuses on general ways that students may help their child be successful. Our compact needs to be revised to meet specific needs of each grade level and to insure that students, parents and teachers have opportunities to work together as a learning team.	
<b>Plan</b>	Assigned to:	Not yet assigned	
		Added date:	