

# 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

**PULASKI HEIGHTS ELEM SCHOOL** NCES - 50900001190

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> 11/19/2015	
	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 has been formed with representatives from all grade levels and support staff on the team. Team dates for the school year have been established so that all team members have adequate opportunity to participate in this year's school improvement plan.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

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

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/02/2016	
	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:	All instructional and leadership teams at Pulaski Heights have agendas to guide discussions/collaborations.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	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>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/02/2016	
	Evidence:	<p>The Leadership Team at Pulaski Heights Elementary consists of 1 classroom teacher per grade level, two specialists, the School Improvement Specialist and the Principal.</p> <p>The Leadership team meets monthly for one hour at each meeting.</p> <p>Meeting Dates:</p> <p>Oct 1  Oct 13  Oct 29  Nov. 12  December 15  Jan 7  Jan 26  Feb.11  Feb 23  Mar 3  Mar 15  Apr 1  Apr 19  May 12  May 24</p>	
		Added date:	

### School Leadership and Decision Making

**Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction**

**Indicator 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)**

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

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/02/2016	
	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:	A Climate Survey was sent home to all PHE parents in August 2015. The parents used the survey to give their thoughts and impressions on current instruction, parent involvement, student engagement and community involvement. The Principal and staff use the results of the survey to plan future parent meetings, workshops and school communications.	
<b>Plan</b>	Assigned to:	Paula Kerr	

	How it will look when fully met:	Two literacy and math nights for students and parents will be held during the school year. No less than 4 parent workshops will be held to address parent needs such as test preparation, assisting students at home, safety concerns and homework issues. A second Climate Survey will be sent home in the Spring to allow parents to assess the way their concerns and suggestions were handled throughout the 2015-2016 school year.	
	Target Date:	05/31/2016	
	<b>Tasks:</b>		
	1. Schedule Family Literacy/Math nights		
	Assigned to:	Paula Kerr	
	Added date:	02/02/2016	
	Target Completion Date:	03/29/2016	
	Comments:		
	2. Schedule parent meetings/workshops		
	Assigned to:	Lillie Carter	
	Added date:	02/02/2016	
	Target Completion Date:	05/31/2016	
	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 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/28/2016	
	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:	At this time the Principal uses a tool required by the Little Rock School District that does not require/allow the sharing of observations by anyone by the observed teacher.	
<b>Plan</b>	Assigned to:	Lillie Carter	
	How it will look when fully met:	The Principal will verbally share with the School Leadership Team when she sees a pattern of behaviors or instructional needs that require addressing.	
	Target Date:	06/03/2016	
	<b>Tasks:</b>		

	1. Classroom observations		
	Assigned to:	Lillie Carter	
	Added date:	01/28/2016	
	Target Completion Date:	06/03/2016	
	Frequency:	daily	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<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: <b>Full Implementation</b> 02/02/2016	
	Evidence:	Classroom observations are made on a daily basis by the Principal who follows up with a quick collaboration and follow up question session. All certified staff develop Professional Growth Plans to address areas of professional development that are aligned with district and school goals for student achievement.	
	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>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/28/2016	
	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:	Requests for professional development are provided and granted, but because of limited budget, time, varying interests and professional needs, a common language does not exist to have consistent school-wide implementation of instructional strategies.	
<b>Plan</b>	Assigned to:	Lillie Carter	
	How it will look when fully met:	Increased student achievement on state-mandated tests. Entire staff trained to ensure common language for instructional strategies and increased student engagement.	
	Target Date:	05/30/2017	
	<b>Tasks:</b>		
	1. Schedule Kagan strategies professional development for entire staff to address our diverse student population.		
	Assigned to:	Lillie Carter	
	Added date:	01/28/2016	
	Target Completion Date:	08/15/2016	

		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>School Leadership and Decision Making</b>			
<b>Expanded time for student learning and teacher collaboration</b>			
<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 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/08/2016	
	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:	The classroom teachers in 3rd, 4th and 5th grade have identified targeted students to participate in a 6 week math camp after school.	
<b>Plan</b>	Assigned to:	Paula Kerr	
	How it will look when fully met:	We will look at math SOAR data, classroom teacher-made unit tests, quizzes and MobyMax data. Students will show growth on the upcoming ACT Aspire state-wide assessment.	
	Target Date:	06/30/2016	
	<b>Tasks:</b>		
	1. Appropriate grouping of students based on local district mandated assessment data.		
	Assigned to:	Classroom teacher/Principal	
	Added date:	02/08/2016	
	Target Completion Date:	03/31/2016	
	Frequency:	four times a year	
	Comments:		
	2. Foundational skill lesson plans used for tutoring will be downloaded from Quantiles.com. Lessons objectives will be matched to student need based on the SMI and SOAR data.		
	Assigned to:	Classroom Teacher/Principal	
	Added date:	02/08/2016	
	Target Completion Date:	02/15/2016	
	Frequency:	twice monthly	
	Comments:		
<b>Implement</b>	Percent Task Complete:		0%
<b>Opportunity to Learn</b>			
<b>Post-Secondary School Options</b>			

<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>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/08/2016	
	Evidence:	The school counselor assists 5th grade students and parents with course selection for middle school. In addition, the counselor plans a Career Day in which 5th grade students "job-shadow".	
	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> 01/28/2016	
	Evidence:	Common planning time for instructional teams occurs each week to review curriculum and plan lessons.  Little Rock School District curriculum maps are aligned to address Common Core Standards at each subject area.  Teachers use the 8 component lesson plans to ensure high quality lessons are implemented.  Pre/post tests for English Language Arts and Math unit assessment are developed by instructional teams and reviewed and monitored by the Principal.	
	Added date:		

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in assessing and monitoring student mastery

<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 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/02/2016	
	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:	Time is needed to analyze data and develop lessons. More resources are needed to differentiate for higher level students and "outliers" (students who are not high-risk, nor advanced). We are in the early stages of development with this indicator.
<b>Plan</b>	Assigned to:	Paula Kerr
	How it will look when fully met:	Instructional Teams will meet weekly to review the pre-test data and plan lessons, interventions, enhancements and retrieve resources. With respect to short term/quick assessments, teachers use data to differentiate instruction and develop flexible groups on a daily basis.
	Target Date:	06/20/2017
<b>Tasks:</b>		
	1. Grade level meeting with extended time provided to develop units of learning and researched-based interventions.	
	Assigned to:	Lillie Carter
	Added date:	02/02/2016
	Target Completion Date:	05/20/2018
	Frequency:	three times a year
	Comments:	
	2. Continue implementing and modifying researched-based interventions and extensions using pre/post unit tests.	
	Assigned to:	Grade level team
	Added date:	02/02/2016
	Target Completion Date:	05/20/2018
	Frequency:	twice monthly
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Curriculum, Assessment, and Instructional Planning</b>		
<b>Assessing student learning frequently with standards-based assessments</b>		
<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: Full Implementation 02/02/2016

Evidence:	The students are assessed three times a year (August, January, May) using the following tools:  Literacy: Developmental Reading Assessment LRSD Writing Prompt  Math: Scholastic Math Inventory (Grades 1-5) Universal Math Screener (K-5)  In addition, students in grades 3, 4 and 5 are assessed 4 times a year using the district SOAR assessment in both literacy and math.
Added date:	

**Indicator IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)**

**Status Full Implementation**

**Assess** Level of Development: Initial: Full Implementation 02/02/2016

Evidence: Instructional teams work collaboratively to develop pre and post assessments for their math and literacy units. At weekly common planning time, teachers discuss results and further action regarding reteaching or intervention strategies. Any students showing little or no growth on any classroom or school-based assessments are referred to the School Based Intervention Team (SBIT) for further review and assistance.

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 02/02/2016

Evidence: 1.All instructional teams have common planning time to develop and collaborate on lessons.  
2.The curriculum maps developed by the Little Rock School District are used by all classroom teachers. The maps are aligned to address the Common Core Standards at each subject area.  
3. Each classroom teacher uses the 8 Component Lesson plan for developing high-quality lessons.  
4. Pre/posts tests are developed by instructional teams. These assessment are reviewed and monitored by the Principal

Added date:



<b>Indicator</b>	<b>IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/02/2016	
	Evidence:	<p>1. Literacy  A data wall is used for tracking student achievement on school-based assessments.  The use of the Developmental Reading Assessment (DRA) and running records is used for small group intervention. Instructional Teams develop pre/post unit assessment to determine mastery of skills.  Staff has been trained to the use the CAFE method of student grouping and strategy lessons.  The workshop model is used by teachers in literacy lessons. All staff have been trained in the Step Up to Writing strategies to provide individual student support. Selected specialists provide Tier II and III interventions in literacy.  A majority of teachers have been trained in ELLA or Effective Literacy.  Selected teachers have had Literacy Lab training.</p> <p>2. Math  A data wall is used to track individual student assessments Cognitively Guided Instruction training(CGI) has been provided to 90% of the staff.  Universal Math Screeners are used at various times throughout the year to determine individual student mastery of basic math skills.  All teachers have been trained in Number Talks for differentiating math strategies.</p> <p>3.Other  An ESL trained teacher is at every grade level.</p>	
			Added date: