

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 28, 2016

AVONDALE ELEMENTARY SCHOOL NCES - 50939000680

Marion 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 01/12/2016
	Evidence:	Our district does specify the team structure for all of our schools. The policy includes a description of the teams' purposes and how they are constituted. Refer to district policy.
	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 09/09/2015
	Evidence:	All leadership team meetings, PLC meetings and Grade Level meetings have agendas and minutes that are filed in Mrs. Bryan's office and/or Mrs. Threet's room.
	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 Objective Met 10/27/2015

Assess	Level of Development:	Initial: Limited Development 09/09/2015
		Objective Met - 10/27/2015
	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:	The Leadership Team has been established and is comprised of administrators, facilitators, and teachers. Meeting times have been set for every Tuesday from 3:00 to 3:30 to discuss school improvement efforts.
Plan	Assigned to:	Glenda Bryan
	How it will look when fully met:	Meetings are held each week to discuss progress toward meeting school improvement goals.
	Target Date:	05/26/2016
	Tasks:	
	1. Weekly agendas will be emailed to Leadership Team members prior to the meetings. Wise Ways links will be sent as necessary.	
	Assigned to:	Tracy Stokes
	Added date:	09/09/2015
	Target Completion Date:	10/27/2015
	Frequency:	weekly
	Comments:	Get PLC agenda from Garrett.
	Task Completed:	10/27/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	10/27/2015
	Experience:	10/27/2015 The Leadership Team has been meeting weekly. An agenda has been emailed to the Leadership Team weekly. Wise Ways are shared with the Leadership Team when an Indicator is assessed.
	Sustain:	10/27/2015 Agendas will continue to be emailed to the Leadership Team weekly. Wise Ways will continue to be shared as needed.
	Evidence:	10/27/2015 Agendas have been emailed to the Leadership Team weekly. Wise Ways have been shared as needed.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

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	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/19/2016	
	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, the principal and assistant principal review TESS evaluation data in order to prescribe professional development each year.	

Plan	Assigned to:	Kristi Rice
	How it will look when fully met:	The entire Leadership Team will be responsible for reviewing TESS evaluation data and will prescribe professional development.
	Target Date:	05/26/2016
	Tasks:	
	1. Kristi Rice will research how to obtain discrete data from the TESS platform, Bloomboard.	
	Assigned to:	Kristi Rice
	Added date:	01/19/2016
	Target Completion Date:	05/26/2016
	Frequency:	once a year
	Comments:	After the final TESS evaluations are complete, all evaluation data can be reviewed in a summary report.
	2. Once the TESS observation data is collected and analyzed by the administrators, the Leadership Team will review the summary data and discuss professional development needs.	
	Assigned to:	Ginny Lawrence
	Added date:	02/02/2016
	Target Completion Date:	05/26/2016
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 09/22/2015
	Evidence:	Professional development plans for the 2015-2016 school year were developed in May, 2015. All PGPs are kept electronically by the classroom teachers and a master copy is kept in the office.
	Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 4 (0%)	
Assess	Level of Development:	Initial: Limited Development 09/22/2015
	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:	Professional development is on-going, relevant and based on staff needs. The curriculum technologist is implementing job-embedded professional development with various technology learning tools to be used by classroom teachers this year. On-going grade-level meetings, PLC meetings, monthly classroom learning walks are also job-embedded professional development.
Plan	Assigned to:	Marcia Lane
	How it will look when fully met:	Professional Development will remain a part of the school improvement process and will be planned according to teacher needs.
	Target Date:	05/26/2016
	Tasks:	
	1. Monthly learning walks	
	Assigned to:	Kristi Rice
	Added date:	09/29/2015
	Target Completion Date:	05/26/2016
	Frequency:	monthly
	Comments:	
	2. Monthly grade level meetings	
	Assigned to:	Glenda Bryan
	Added date:	09/29/2015
	Target Completion Date:	05/26/2016
	Frequency:	monthly
	Comments:	
	3. PLC meetings	
	Assigned to:	Garrett Threet
	Added date:	09/29/2015
	Target Completion Date:	05/26/2016
	Frequency:	weekly
	Comments:	
	4. Regular technology training	
	Assigned to:	Marcia Lane
	Added date:	09/29/2015
	Target Completion Date:	05/26/2016
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	0%
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	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 12/08/2015
	Evidence:	Avondale monitors progress of the extended learning programs. Our extended learning time is 45 min. of Response to Intervention and Comprehensive Early Intervention Services. Teachers collect data weekly and monitor and adjust the instruction and strategies accordingly for the extended learning 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 10/20/2015
	Evidence:	Teams of teachers and administrators have been selected to attend upcoming job fairs. AES partners with Arkansas State Mid South's educational department and provides opportunities for their students to observe and complete field services and internships. AES supports the Teachers of Tomorrow from Marion High School by allowing them to observe and contributes to their scholarship program.
	Added date:	

Opportunity to Learn

Post-Secondary School Options

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)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 01/05/2016
	Evidence:	Avondale is a K-1 school. Throughout the school year, we invite community stake holders such as; police officers, dentists, firefighters, politicians, magicians, pastors, pilots, meteorologists, Watch Dog Dads, etc. These opportunities offer the students a chance to begin thinking of a career choice. Also, we are currently implementing the Leader In Me, which focuses on the 7 Habits of Highly Effective people. The Leadership Team agrees that the secondary schools in our district provide students with guidance and support to further prepare them for college and careers.

		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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/15/2015	
	Evidence:	Annually summer lake retreats are held to align the curriculum to the standards and develop daily/weekly pacing guides. Common grade level lesson plans are developed and are in place. Also, there are common pre/post tests for K and 1st grade that cover literacy and math content.	
		Added date:	
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 11/03/2015	
	Evidence:	Avondale uses informal weekly assessments, quarterly assessments, TLI, DIBELS, STAR, and DRA. In order to perpetuate this process, Avondale will continue to administer the assessments and review the data to determine progress towards meeting standards-based objectives.	
		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 11/17/2015	
	Evidence:	K and first grade have a pacing guide and a TLI curriculum guide. K has a quarterly skills list and first grade has a monthly skills list. All are aligned with the CCSS. The PLC groups have ongoing discussions and make ongoing adjustments to the pacing guides as needed.	
		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 12/01/2015
	Evidence:	The 4th Page of the Avondale student handbook contains a school/parent/student/ compact. Parents and students are required to sign and return the compact. The compact will remain in the future handbooks, and the parents and students will continue to agree with and sign the compact.
	Added date:	