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

MARION ELEMENTARY SCHOOL NCES - 50939000681

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 03/29/2016
	Evidence:	PLC meetings scheduled at beginning of school year, PLC leaders rotate responsibilities, PEACE Committee (Parent Involvement) formed at beginning of school year and meet regularly, Leadership team (guidelines given by district office) established and meetings were scheduled at beginning of school year
	Added date:	

Indicator	**ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)**		
Status	**Objective Met** 10/5/2015		
Assess	Level of Development:	Initial: Limited Development 09/08/2015	
		Objective Met - 10/05/2015	
	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:		Agendas are created and used as a guideline. Other roles (time keeper, note taker, etc.) are needed. Will continue to submit completed minutes to principal for PLC, Grade Level, and Leadership.
Plan	Assigned to:		Natalie Rooney
	How it will look when fully met:		Roles will be assigned.
	Target Date:		09/21/2015
	Tasks:		
		1. Graphic organizer for roles will be discussed by leadership team.	
		Assigned to:	Natalie Rooney

		Added date:	09/08/2015	
		Target Completion Date:	09/08/2015	
		Comments:		
		Task Completed:	9/8/2015 12:00:00 AM	
	2. Email graphic organizer identifying each role			
		Assigned to:	Natalie Rooney	
		Added date:	09/08/2015	
		Target Completion Date:	09/18/2015	
		Comments:	Remove word "sample"	
		Task Completed:	9/8/2015 12:00:00 AM	
Implement	Percent Task Complete:		100%	
	Objective Met:		10/5/2015	
	Experience:		10/5/2015 Leadership team met to discuss and assign roles.	
	Sustain:		10/5/2015 Roles will be used in all meetings.	
	Evidence:		10/5/2015 Roles seen in minutes as well as sign-in sheets.	

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** 1/11/2016

Assess	Level of Development:		Initial: Limited Development 10/26/2015	
			Objective Met - 01/11/2016	
	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:		We currently have a leadership team in place and meet twice a month.	
Plan	Assigned to:		Natalie Rooney	
	How it will look when fully met:		The leadership team of MES will meet twice a month with a clear vision of school improvement efforts.	
	Target Date:		01/11/2016	
	Tasks:			
	1. At the next meeting, everyone will bring ideas of what the MES vision should look like.			
		Assigned to:	Brenda Rodery	
		Added date:	10/26/2015	
		Target Completion Date:	11/16/2015	

			Comments:	Mrs. Rooney shared "Railroad" Model from leadership academy. Product oriented and process of task - everyone supports what they helped create, local people solve local problems best, everyone pulls their own happiness wagon, change takes place faster in groups, start to build on same vision. Leadership members shared examples of vision statements. Implement 7 Habits, keep student friendly, include being a bucket filler,
			Task Completed:	11/2/2015 12:00:00 AM
		2. Condense team leaders' visions to create one MES vision.		
			Assigned to:	Tamecha Brown-Littlejohn
			Added date:	11/02/2015
			Target Completion Date:	11/16/2015
			Comments:	Our vision is to ensure every student understands, believes, and implements the 7 habits to become an effective leader in our school and community. Our mission is to value each child and teach every child with energy and passion in a safe, supportive, and engaging classroom environment.
			Task Completed:	11/16/2015 12:00:00 AM
		3. Staff approval and input of vision		
			Assigned to:	Polly Glass
			Added date:	11/02/2015
			Target Completion Date:	12/02/2015
			Comments:	
			Task Completed:	12/2/2015 12:00:00 AM
		4. Implement clear vision of MES		
			Assigned to:	Natalie Rooney
			Added date:	11/02/2015
			Target Completion Date:	01/11/2016
			Comments:	
			Task Completed:	1/11/2016 12:00:00 AM
Implement	Percent Task Complete:			100%
	Objective Met:			1/11/2016
	Experience:			1/11/2016 Team members planned and developed a mission and vision for MES, presented them to faculty and staff, and voted to put the mission and vision in place.
	Sustain:			1/11/2016 Mission and vision will be clearly visible to students and visitors. Students will learn and be able to recite the mission statement.
	Evidence:			1/11/2016 Mission and vision are visible in every classroom. Students are reciting the mission statement.

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: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 01/11/2016	
	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:	Peer observations are currently going on. Mentors are observing based on program requirements. New and novice teachers are sharing ideas about domains 2 and 3 as well as cooperative learning.	
Plan	Assigned to:	Natalie Rooney	
	How it will look when fully met:	All teachers will be involved in peer observations throughout the school year.	
	Target Date:	04/29/2016	
	Tasks:		
	1. Teachers will participate in peer observations throughout school year.		
		Assigned to:	Natalie Rooney
		Added date:	01/11/2016
		Target Completion Date:	04/29/2016
		Comments:	
	2. PLC leaders will discuss patterns of practice and professional development ideas for 2016-2017 with their PLC group.		
		Assigned to:	Tara Henry
		Added date:	01/11/2016
		Target Completion Date:	01/28/2016
		Comments:	Professional development ideas centered around The Leader In Me. 3 days of coaching from TLIM, teacher work days to complete student notebooks, planning for classroom, PGPs to focus on TLIM goals. Additional days may include Lucy Caulkins writing.
		Task Completed:	1/28/2016 12:00:00 AM
	3. Mrs. Rooney will bring data from observations for discussion on patterns of practice.		
		Assigned to:	Natalie Rooney
		Added date:	01/11/2016
		Target Completion Date:	02/29/2016
		Comments:	3 Year Plan for The Leader In Me has been discussed and implemented. Houses are established, TLIM vocabulary is being used campus wide - classroom, auxiliary classes, recess, cafeteria, behavior conferences, etc. Leadership roles have been established for instructional grouping.
		Task Completed:	2/18/2016 12:00:00 AM

Implement	Percent Task Complete:		67%

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 02/22/2016
	Evidence:		Staff has a common PGP based on TLIM - direct impact on each of the elements of domain 2. *culture of learning *procedures *classroom environment of respect and rapport *classroom behavior *physical space-houses
		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**		
Assess	Level of Development:		Initial: Full Implementation 02/22/2016
	Evidence:		Over the summer and January, all teachers were required to attend pd on dyslexia, poverty, etc. to address different learning styles and communication strategies. Individual staff members were able to attend conferences based on their PGP. *Differentiated Instruction, Ron Clark, CGI, TLIM Symposium, Leadership Academy, Counselor's Conference, Next Gen Science, Facilitate of Adult Learning, Arkansas Curriculum, AAIM, Smart but Scattered: Executive Disfunction at Home, Making Math Meaningful, AR Art Educator Conference, TLI, ACT-Aspire, AR AHPERD, Peak Autism
		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	**Full Implementation**		
Assess	Level of Development:		Initial: Full Implementation 03/29/2016
	Evidence:		Accelerated Reader extended to 60 minutes daily for RTI, Bookmark Club runs for 8 weeks/30 minutes 3 times per week during Spring semester, Book bags with summer reading material will be sent home with students in need of remediation, Math Night offered to parents for math strategies, websites, and curriculum.
		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 03/07/2016
	Evidence:	All teachers at Marion Elementary School are highly qualified teachers.
		Natalie Rooney attend a job fair at the University of Memphis to recruit new teachers. Two teachers on staff this year are from past recruitment at U of M.
		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 02/19/2016
	Evidence:	Boy Scout Night Career Day Dr. Seuss Week American Red Cross - Safety house- fireman Community visitors
		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 12/07/2015
	Evidence:	Literacy and Math teams meeting every spring to aligned the curriculum and develop units of instruction - The Learning Institute Modules
		Teams meet as needed throughout the year for planning and evaluation
		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 12/07/2015
	Evidence:		Students take 4 Reading Module assessments, 4 Language and Writing Module assessments, and 5 Math Module Assessments yearly. This are based on CCSS and are aligned through The Learning Institute.
		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 03/07/2016
	Evidence:		Teachers use The Learning Institute curriculum maps with aligned standards, module assessments, common weekly assessments,etc. These standards are met with cross-curricular activities from auxiliary teachers (art and music). With the changing of science stardards, teachers are implementing some changes now to prepare for the 16-17 school year.
		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 03/29/2016
	Evidence:		Compact in student handbook signed by parents and students then kept in permanent folders, Parents and teachers discuss and sign a parent commitment form on parent/teacher conference night in the fall
		Added date:	