

# 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

## MABELVALE ELEMENTARY SCHOOL NCES - 50900001383

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> 03/29/2016	
	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:	A common team structure of a Leadership Team (principal and teacher leaders), teacher Instructional Teams, parent and district broker is in place. We would like to see more parental involvement in the coming year.	
<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** Tasks completed: 0 of 1 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/23/2015	
	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:	Currently, an agenda is prepared for monthly staff and leadership team meetings. Additionally, grade level meeting agendas are constructed by the literacy and / or math facilitator or the individual grade level members themselves. A sign-in sheet is attached. The agendas and sign-in sheets are collected by a member of the leadership team and submitted to the district professional development office for credit. Other agendas, such as grade level meetings are maintained at the building level. However, minutes have not been a part of the normal routine of meetings.
<b>Plan</b>	Assigned to:	Stacy Burnett
	How it will look when fully met:	In summation, preparing agendas and keeping minutes for all building level meetings will be the standard for Mabelvale Elementary School. Each agenda will be required to meet the following standard: 1. Each member of the team will have an opportunity to submit items for the agenda 24 hours prior to the meeting time. 2. All agendas will be required to get the approval from administration prior to the meeting. 3. Each agenda will have a preset meeting length. For example, each school wide professional development held on the first and third Mondays of each month will begin at 3:05 pm and end at 4:05 pm. 4. Each agenda will contain an objective for the meeting. 5. Each agenda will identify the recorder for the meeting. 6. Both agendas and minutes will be maintained at the building level in the professional development notebook.
	Target Date:	03/18/2016
	<b>Tasks:</b>	
	1. Communicate the requirements for meeting agendas and minutes to the entire staff.	
	Assigned to:	Darian Smith
	Added date:	11/23/2015
	Target Completion Date:	12/07/2015
	Comments:	Research information for agendas that identify the objective and contain places for minutes.
<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>	In Plan / No Tasks Created	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016
	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:	As defined in the wise ways, some decisions concern the general operation of the school and its continuous improvement. Schools typically place those decisions with a Leadership Team that is headed by the principal and includes teachers and other staff. In order to facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams. The Leadership Team needs to meet twice each month for an hour each meeting. Less frequent meetings lead to drift and loss of continuity; less time for each meeting creates hurriedness and insufficient attention to the work at hand. Effective teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make. Our goal is to meet bi-monthly and distribute decision making away from the principal to build capacity.
<b>Plan</b>	Assigned to:	Not yet assigned
	Added date:	
<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>	In Plan / No Tasks Created	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016
	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:	As indicated in wise ways, summary accounts of classroom observations are called "patterns of practice" and aggregate the observations from several or all teachers without revealing teachers' names. When the principal (or peer observers) conduct classroom observations, they determine if specific indicators of effective practice are demonstrated. The patterns of practice analysis then shows the percent of teachers demonstrating each indicator for a grade level, subject area, grade-level cluster, or across the faculty. The analysis is useful in planning professional development. Current practice, the administrative team conducts the classroom observations and reviews the data to determine next steps. Goal, have teachers conduct and review the data to identify best practices and provide peer coaching and staff development
<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>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	Current practice, teachers develop professional growth plans which require them to list a minimum of 18 hours of professional development to address their personal goal. Goal, not only should the plan meet the individual teacher needs, but address the needs of the school.	
		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>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	High quality professional development is that which is ongoing and job-embedded allowing for authentic, ample practice opportunities for those striving to improve practices. Aligning staff development opportunities to valid and reliable data increases the likelihood that teachers will be open and receptive to participating in professional development that is personally differentiated for them. Current practice, we provide monthly professional development aligned with the goals of the month or needs that arise based on classroom observation and student data.	
		Added date:	

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

<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>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	

Evidence:	<p>Wise Ways,  1. Implement professional development to aid teachers in using extra school time effectively.  2. Determine how to restructure the school day so that the students who need the most support are given more instructional opportunities.  3. Create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.</p> <p>Current practice, this is achieved through teacher and staff training for our after school programming. We survey the staff, students and parents on their interest and how effective our program is. Then from that information, we create a program that meets the interest of our students as well as their academic needs. The program runs from October until April and is four days a week 2.5 hours a day.</p>
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** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
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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:

Current practice, due to our Professional Agreement, it is difficult to recruit teachers. We often are left with hiring at the last minute and are in constant competition with other schools in our district for the highly qualified teachers. Goal, the district will work with the schools to ensure a more timely process of hiring in our district. Additionally, work on the retention process of securing our current teachers for the next year.

**Plan** Assigned to: Not yet assigned

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)**

<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
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	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 the elementary level, we use the guidance counselor to introduce students to college and career readiness. We offer activities for students to listen to the outlook and advice of a role model who shares their background and perspective many build students' interest in a career.	
<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>		
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**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
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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:	Current practice, teacher Instructional Teams at the district level, organized by grade-level, grade-level cluster, or subject area, develop instructional units, formative assessments, and instructional plans. The standards-aligned unit is a means for organizing the curriculum for a course. Goal, have this done at the building level through our grade level meetings to ensure teachers understand the content and have the flexibility to progress monitor and make adjustments based on needs.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	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>		
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**Status** Full Implementation

<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	Current practice, in addition to participating in the district wide assessments 3 times a year, we conduct unit and classroom assessments to monitor student progress.
	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** **Full Implementation**

<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	Current practice, the teachers are guided by the district curriculum maps for each subject matter.
	Added date:	

**Family Community Engagement**

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

<b>Indicator</b>	<b>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)</b>	
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**Status** **Full Implementation**

<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	Current practice, during the registration process parents and students are asked to read and sign the contract. The contract talks about the responsibilities of the school, the parent and the student. During our annual Title 1 parent meeting, this information is reviewed again to ensure everyone understands their responsibility.
	Added date:	