

# 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.

November 29, 2016

**Marmaduke Elementary School** NCES - 50001600690

Marmaduke 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)

**Status** **Objective Met** 10/20/2016

**Assess** Level of Development: Initial: **No development or Implementation** 10/27/2015

**Objective Met** - 10/20/2016

Will include in plan

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: No development or implementation.

**Plan** Assigned to: Audrea King

How it will look when fully met: The objective will be fully met when a team structure is officially incorporated into the school governance policy. A board approved policy will be provided as evidence of completion.

Target Date: 02/08/2016

#### Tasks:

1. Develop a school governance policy in which a team structure is incorporated.

Assigned to: Audrea King

Added date: 10/27/2015

Target Completion Date: 05/09/2016

Comments: Audrea needs to meet with Keith Richey to develop the policy.

**Task Completed:** 2/8/2016 12:00:00 AM

2. Presented policy to school board for approval.

Assigned to: Audrea King

Added date: 10/27/2015

		Target Completion Date:	08/08/2016
		Comments:	Policy was developed and approved by the school board.
		Task Completed:	8/8/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		10/20/2016
	Experience:		10/20/2016 Policy to determine the purpose of a school leadership team was discussed. Leadership teams determined that meetings would be held and established purpose to increase student achievement.
	Sustain:		10/20/2016 Leadership teams will continue to meet to have on going conversations with stakeholders in order to continue on a path to increased student achievement for all.
	Evidence:		10/20/2016 Board meeting minutes indicate development of leadership teams to improve student achievement.
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>		
<b>Status</b>	<b>Objective Met</b> 12/8/2015		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 11/09/2015
	<b>Objective Met - 12/08/2015</b>		
	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 Marmaduke Elementary School has Curriculum Leadership Teams (CLT) established. The CLT meets twice monthly and work horizontal and vertical alignment. The Professional Learning Team (PLT) meets monthly on the first Wednesday of each month. The School Leadership Team (SLT) meets monthly.
<b>Plan</b>	Assigned to:		Audrea King
	How it will look when fully met:		Each team will have sign-in sheets, agendas and meeting minutes. Teams will meet to discuss ongoing improvement, assessment, curriculum and student growth. The Principal will develop initial agenda and school leadership team members will add additional input. The Principal will notify team members to review upcoming agenda. The school leadership team will share minutes of meeting with the district leadership team.
	Target Date:		12/16/2015
	<b>Tasks:</b>		
	1. School Leadership Team will meet monthly, they will discuss minutes from previous meeting and then discuss new business.		
	Assigned to:		Audrea King
	Added date:		11/09/2015
	Target Completion Date:		12/08/2015

		Frequency:	monthly
		Comments:	The School Leadership Team will have an Agenda & sign-in sheets for each agenda. A committee member will review notes from previous meeting and the other team members will determine if all information is correct. Minutes will be taking at each meeting and entered into the meeting notes and a hard copy will be kept in a binder by the Principal. The Principal will share information from the school leadership team with the district leadership team.
		Task Completed:	12/8/2015 12:00:00 AM
	2. Information from school leadership teams will be shared with the curriculum leadership teams		
		Assigned to:	Audrea King
		Added date:	11/09/2015
		Target Completion Date:	12/08/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	12/8/2015 12:00:00 AM
	3. Create a binder to hold minutes and agendas for meetings.		
		Assigned to:	Audrea King
		Added date:	11/09/2015
		Target Completion Date:	11/09/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	12/8/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	12/8/2015	
	Experience:	12/8/2015 Establishing planning time in order for teams to meet. Team meetings have been productive.	
	Sustain:	12/8/2015 Committees will continue to meet bi-monthly and monthly in order to review new material and develop plans that will increase student achievement.	
	Evidence:	12/8/2015 Monthly agendas and minutes of meetings.	
<b>Indicator</b>	<b>ID05 - The principal maintains a file of the agendas, work products, and minutes of all teams.(41)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Keeping notes of agendas, minutes and sign-in sheets in a notebook. Will work to have all information stored on Indistar website
<b>Plan</b>	Assigned to:	Audrea King
	How it will look when fully met:	All meeting notes, agendas will be done completely on the Indistar website.
	Target Date:	05/01/2017
	<b>Tasks:</b>	
	1. All meeting information will be put into Indistar	
	Assigned to:	Audrea King
	Added date:	10/25/2016
	Target Completion Date:	05/01/2017
	Comments:	
<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)</b>	
<b>Status</b>	<b>Objective Met</b> 10/20/2016	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/29/2015
		<b>Objective Met</b> - 10/20/2016
	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:	Common planning times for grade level and subject area teachers has been established. The School Leadership Team (SLT) consist of the Principal, Assistant Principal, 1 (K-2nd teacher rep), 1 (3rd-4th teacher rep), and 1 (5th-6th teacher rep). THE SLT team will meet once monthly. The Curriculum Leadership Team (CLT) consists of the Principal, Assistant Principal, K-2nd grade teachers, 3th-4th grade literacy, 3rd-4th grade math, 5th-6th grade literacy, 5th-6th grade math. The CLT will meet two times monthly. The Professional Learning Team consist of Principal, Assistant Principal, and all teachers K-6th grade. The PLT will meet monthly.
<b>Plan</b>	Assigned to:	Audrea King
	How it will look when fully met:	Common planning times have been established for grade level and subject area teachers. The Curriculum Leadership Team (CLT) will meet two times each month and discuss current practices and assessments. The Professional Learning Team (PLT) will meet one time monthly in order to share information. The School Leadership Team (SLT) will meet one time each month and review current plan and update plan as needed. The Principal will then share the information with the District Leadership Team (DLT).
	Target Date:	11/09/2015

	<b>Tasks:</b>		
	1. Establish a set meeting time and place in building leadership team meetings.		
	Assigned to:	Audrea King	
	Added date:	11/09/2015	
	Target Completion Date:	12/08/2015	
	Comments:		
	<b>Task Completed:</b>	12/8/2015 12:00:00 AM	
	2. Set an agenda prior to each meeting.		
	Assigned to:	Audrea King	
	Added date:	11/09/2015	
	Target Completion Date:	12/08/2015	
	Frequency:	monthly	
	Comments:		
	<b>Task Completed:</b>	11/9/2015 12:00:00 AM	
	3. Distribute log in information for the building leadership team members.		
	Assigned to:	Audrea King	
	Added date:	11/09/2015	
	Target Completion Date:	11/09/2015	
	Comments:	Login information sent by email on 11/09/15 to each member of the SLT	
	<b>Task Completed:</b>	11/9/2015 12:00:00 AM	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/20/2016	
	Experience:	10/20/2016 Committee established meeting dates and times	
	Sustain:	10/20/2016 Having opportunity to collaborate and discuss building level concerns	
	Evidence:	10/20/2016 Sign in , minutes and agendas from each meeting. This will continue throughout the school year.	
<b>Indicator</b>	<b>ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	During CLT meetings teachers will review information from interim assessments to determine areas that need to be addressed with skills being taught.	

<b>Plan</b>	Assigned to:	Lisa Hargrave	
	How it will look when fully met:	Team members will have copies of assessment data and be able to break data down and determine areas of weakness that needs to be addressed in the classroom.	
	Target Date:	04/03/2017	
	<b>Tasks:</b>		
		1. A document will be produced indicating the areas that need improvement. Comparison of each interim assessment will be done to determine standards are being taught and students are mastering skills being taught.	
	Assigned to:	Audrea King	
	Added date:	10/25/2016	
	Target Completion Date:	03/31/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Teachers will have designated common planning time in order to collaborate and discuss data and instructional needs of students.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Common Planning times will be established in grade levels to allow teachers the time to collaborate and develop plans to meet students needs.	
	Target Date:	12/16/2016	
	<b>Tasks:</b>		
		1. Schedule will be created to allow for common planning times to allow teachers to collaborate.	
	Assigned to:	Lisa Hargrave	
	Added date:	10/25/2016	
	Target Completion Date:	12/01/2016	
	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)</b>		
<b>Status</b>	<b>Objective Met</b> 10/20/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/18/2015	
		<b>Objective Met - 10/20/2016</b>	
	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:	The Marmaduke Elementary professional development is determined by what is mandated by state laws and additional opportunities provided by the District and the Northeast Arkansas Educational Cooperative.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	District and school administrators will do classroom walkthroughs, develop a needs assessment, and use teacher professional growth plans to determine professional development that is needed to improve instruction. Professional development evaluations will be used in order to determine if the provided professional development is effective.	
	Target Date:	09/01/2016	
	<b>Tasks:</b>		
	1. Administrators will use an observation tool for walk throughs. The information from this tool will be used as evidence that this task has been completed		
	Assigned to:	Audrea King	
	Added date:	11/18/2015	
	Target Completion Date:	05/27/2016	
	Comments:		
	<b>Task Completed:</b>	<b>5/31/2016 12:00:00 AM</b>	
	2. Data collected from classroom walkthroughs will be utilized by the school leadership team in making decisions in what areas the elementary needs additional professional development in order to assist teachers.		
	Assigned to:	Audrea King	
	Added date:	11/20/2015	
	Target Completion Date:	06/10/2016	
	Comments:		
	<b>Task Completed:</b>	<b>5/31/2016 12:00:00 AM</b>	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/20/2016	

Experience:	10/20/2016 Three administrators did classroom observations using a cwt tool. After looking at information, administrators determined professional development that needed to be looked at to determine professional development for the upcoming year.
Sustain:	10/20/2016 Continued classroom observations is a tool that can be used to assist teachers in meeting their students needs.
Evidence:	10/20/2016 CWT tools used by administrators.

**Indicator IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)**

**Status** Tasks completed: 0 of 1 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Teachers use Bloomboard to document evidence of teaching. The principal uses Bloomboard for teacher evaluation and observations.	

<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Principal will establish observation and meeting times with each teacher to review professional growth plans and determine what teacher needs in order to accomplish professional growth and increase student achievement.	
	Target Date:	05/10/2017	

**Tasks:**

	1. Principal will do classroom observations. The information from observations will then be the focus of Bloomboard meetings for teacher evaluation.		
	Assigned to:	Audrea King	
	Added date:	10/25/2016	
	Target Completion Date:	05/10/2017	
	Comments:		

**Implement** Percent Task Complete: 0%

**Indicator IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)**

**Status** Tasks completed: 0 of 1 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Bloomboard has a self assessment that teachers use in reviewing their progress on their professional growth plan each year.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Teachers will use self assessment to assist in establishing their evaluation. Self Assessment will also allow teachers to better write their professional growth plans.	
	Target Date:	05/10/2017	
<b>Tasks:</b>			
	1. Teachers will be able to use information from self assessment to write professional growth plan and determine professional development that they will need to meet those goals.		
	Assigned to:	Audrea King	
	Added date:	10/25/2016	
	Target Completion Date:	05/10/2017	
	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)</b>		
<b>Status</b>	<b>Objective Met</b> 10/20/201610/20/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/20/2015	
		<b>Objective Met</b> - 10/20/2016 10/20/2016	
	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:	Teachers developed professional growth plans prior to the school year starting. Throughout the school year during informal, formal and summative evaluations the goals will be reviewed. The information from the evaluations will be a guide to assist the teacher/principal to develop professional growth plans to meet the individual teacher needs.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Teachers will use information gathered through classroom walkthroughs and Bloomboard evaluations to determine the goals that they will need to improve student achievement. Teachers will choose professional development that will assist them in meeting their goals.	
	Target Date:	05/31/2016	
<b>Tasks:</b>			

		1. Teachers will review professional growth plan on Bloomboard and determine what professional development is required to help them achieve improvement toward their individual goal.
		Assigned to: Audrea King
		Added date: 11/20/2015
		Target Completion Date: 05/31/2016
		Frequency: three times a year
		Comments: This is an on going task for each teacher to continue throughout each year.
		<b>Task Completed:</b> 5/31/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	10/20/2016 10/20/2016
	Experience:	10/20/2016 Teachers looked at areas of weakness and determined goals to address for improvement for the next school year. 10/20/2016 teachers were able to look at TESS evaluations to determine weak areas and determine areas for improvement for the 16-17 school year
	Sustain:	10/20/2016 Growth plans will be reviewed during teacher evaluation in the 16-17 school year. 10/20/2016 Teachers will pursue professional development in the areas they have identified
	Evidence:	10/20/2016 Each teacher has a developed PGP plan 10/20/2016 Teachers PGP plans are in bloomboard
<b>Indicator</b>	<b>IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016
	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:	Teachers have common planning times that they can meet and discuss information about skills and students.
<b>Plan</b>	Assigned to:	Audrea King
	How it will look when fully met:	Daily schedules with common planning times for each grade level.
	Target Date:	12/16/2016
	<b>Tasks:</b>	
	1. common planning times to be established for each grade level	
	Assigned to:	Lisa Hargrave
	Added date:	10/25/2016
	Target Completion Date:	12/16/2016
	Comments:	

<b>Implement</b>	Percent Task Complete:	0%
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>	
<b>Status</b>	<b>Objective Met</b> 10/20/2016	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/20/2015
		<b>Objective Met</b> - 10/20/2016
	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:	The school district provides professional development that is state mandated and additional professional development is determined by the teacher and their need addressed through their professional growth plans. Currently very little differentiation is provided for staff. Teachers have access to resources on Bloomboard. Teachers also attend various professional development opportunities through the Northeast Educational Cooperative. Currently there are teachers that are in the ELF program and MSP in Science.
<b>Plan</b>	Assigned to:	Lisa Hargrave
	How it will look when fully met:	Teachers will be implementing strategies they have learned through the different professional development they have attended. Professional development will be available from a variety of sources included job-embedded, technology based, educational cooperative and teacher leadership within the school. PGP, Professional Development record, sign in sheets and agendas.
	Target Date:	08/17/2016
	<b>Tasks:</b>	
	1. Financial resources allotted to provide professional development opportunities for individualized needs on the district and school levels. Copy of individual pd and ACSIP budgets.	
	Assigned to:	Audrea King
	Added date:	11/20/2015
	Target Completion Date:	08/17/2015
	Comments:	Teachers are required to have all professional development done prior to school starting. This information is on file with the Assistant Superintendent (Keith Richey). Budgets for the 2015-16 year have been developed and monies have been allocate to specific funds for professional development.
	<b>Task Completed:</b>	<b>9/14/2015 12:00:00 AM</b>
	2. Development of professional growth plan between teacher and administer based on reflection and observations.	
	Assigned to:	Audrea King
	Added date:	11/20/2015
	Target Completion Date:	05/31/2016

		Comments:	
		<b>Task Completed:</b>	5/2/2016 12:00:00 AM
		3. Establish Curriculum Leadership Team (CLT) in which teacher and administrators work together, across grade levels and content areas, to provide strategies and information for improvement of instruction and increase student learning. Evidence: sign in sheets, agendas, and minutes	
		Assigned to:	Audrea King
		Added date:	11/20/2015
		Target Completion Date:	10/01/2015
		Frequency:	twice monthly
		Comments:	
		<b>Task Completed:</b>	11/2/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/20/2016	
	Experience:	10/20/2016 The first thing was developing a schedule so that teachers could have common planning times. By doing this teachers were able to have time to collaborate and determine needs of students.	
	Sustain:	10/20/2016 Continued planning times for teachers	
	Evidence:	10/20/2016 Agenda, Sign-in and minutes	
<b>School Leadership and Decision Making</b>			
<b>Expanded time for student learning and teacher collaboration</b>			
<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	<b>Objective Met</b> 10/20/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/20/2015	
		<b>Objective Met -</b> 10/20/2016	
	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:	Marmaduke Elementary uses extended time during the 3rd 9 weeks to assist students that are struggling. These students are identified by test scores and classroom teacher recommendation.	
<b>Plan</b>	Assigned to:	Audrea King	

	How it will look when fully met:	The school will continue to implement an extended time (after school) for identified students. The programs will increase the amount of time students are actively engaged in academic learning. The students progress will be monitored to assess the level of success a student receives from the the extended learning time. Progress monitoring data will be used to continue or modify extended day programs.
	Target Date:	02/01/2016
	<b>Tasks:</b>	
	1. PARCC assessment scores will be looked at to identify students that are performing below grade level.	
	Assigned to:	Lisa Hargrave
	Added date:	11/20/2015
	Target Completion Date:	01/15/2016
	Comments:	
	<b>Task Completed:</b>	1/15/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	10/20/2016
	Experience:	10/20/2016 AIPs were developed for those students that did not meet the score needed to be proficient.
	Sustain:	10/20/2016 Teachers will use computer lab to address the deficiencies that students have based on their performance on the PARCC Assessment
	Evidence:	10/20/2016 AIPs were developed and signed by parents, teachers and principal

### School Leadership and Decision Making

#### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

<b>Indicator</b>	<b>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 11/09/2015
	Evidence:	All current teaching positions are filled with highly qualified staff. When positions are available the district advertises on the school website and in local papers. When new applications are delivered to the superintendent he gives them to the Principal. When a position is open the district has a committee of administrators and teachers that interview applicants. A set of questions and a rubric are used during the hiring process. Letters of intent are given to current staff members in the spring to determine if any positions may open. The district also pays a \$2000 stipend to teachers that are National Board Certified.
	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)</b>		
<b>Status</b>	<b>Objective Met</b> 10/20/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/09/2015	
		<b>Objective Met -</b> 10/20/2016	
	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:	There currently are no standard set pacing guides or curriculum maps. The teachers use the common core state standards to develop their lessons.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Curriculum Leadership Team will develop standards aligned units of instruction for each subject and grade level. The end product will be a curriculum map and pacing guides aligned with the Common Core State Standards.	
	Target Date:	03/11/2016	
	<b>Tasks:</b>		
		1. Grade level and Content areas teachers will work to develop a curriculum map and pacing guides aligned with CCSS.	
		Assigned to:	Lisa Hargrave
		Added date:	11/20/2015
		Target Completion Date:	05/31/2016
		Comments:	
		<b>Task Completed:</b>	<b>8/12/2016 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/20/2016	
	Experience:	10/20/2016 Grade level teachers met to determine alignment with skills	
	Sustain:	10/20/2016 Vertical alignment was completed by grade levels	
	Evidence:	10/20/2016 horizontal and vertical alignment documents are completed by teachers	
<b>Indicator</b>	<b>IIA03 - Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).(90)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Teachers use classroom assessments in order to determine how students are performing on standards. Teachers also will use interim assessments and classworks program to determine needs of students.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Teachers will create a document that will allow them to see which kids are in need of additional support.	
	Target Date:	01/10/2017	
	<b>Tasks:</b>		
	1. Grade level teams will use data from interim assessments to determine students that are needing additional support to be successful in all areas.		
	Assigned to:	Audrea King	
	Added date:	10/25/2016	
	Target Completion Date:	01/10/2017	
	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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/09/2015	
	Evidence:	Marmaduke Elementary currently uses a program "Classworks". The Classworks program enables school to give pre/mid/post (fall, winter, spring) assesments on students for grade level standards. Interiem assessments (foramtive) allow each grade level to determine if students have gained proficient knowledge of the standards that has been taught. The Curriculum Leadership Teams will review this testing information in order to determine effective teaching methods and success for all students. The elementary also uses STAR, DIBELs, DRA to determine current levels of students in reading.	
	Added date:		
<b>Indicator</b>	<b>IID03 - Teachers receive timely reports of results from standardized and objectives-based tests.(101)</b>		
<b>Status</b>	<b>Objective Met</b> 11/29/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
		<b>Objective Met</b> - 11/29/2016	
	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:	Teachers will receive testing data from interim assessments after assessments are given and also use classroom assessments to determine the needs of students.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Teachers will keep documentation of all assessments. This information will be used when determining students needs and standards that need to be addressed.	
	Target Date:	03/31/2017	
	<b>Tasks:</b>		
		1. Teachers will have access to interim assessment testing results within hours of testing being completed.	
		Assigned to:	Audrea King
		Added date:	10/25/2016
		Target Completion Date:	01/10/2017
		Comments:	Students have taken 1st ACT Aspire Interim Assessment and teachers have pulled that information and has reviewed it for additional instruction. Teachers have also begin doing the ACT Aspire Classroom Assessments. Results from this test is immediately accessed and used to determine students needs. This process will continue throughout the school year.
		<b>Task Completed:</b>	<b>11/29/2016 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	11/29/2016	
	Experience:	11/29/2016 Teacher have administered 1st ACT Aspire Interim assessment and have began the classroom assessments.	
	Sustain:	11/29/2016 Teachers will continue to use the data from the assessments to improve their teaching and to have a better understanding of students needs.	
	Evidence:	11/29/2016 Classroom teachers have documentation of the assessments that they have administered at this point in the school year.	
<b>Indicator</b>	<b>IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Teachers have testing results from interim assessments and can use this data to determine skills that need to be focused on and if any reteaching needs to happen.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Teachers will have information to skills that students have met and to what skills that still need to be addressed. Interim assessment along with classroom and summative assessments will assist teachers in guiding their lesson to meet the students needs.	
	Target Date:	05/10/2017	
<b>Tasks:</b>			
	1. Giving teachers common planning times so that they are able to collaborate with each other. Teachers will then be able to plan lessons based on student needs and assist students in meeting grade level academic goals.		
	Assigned to:	Audrea King	
	Added date:	10/25/2016	
	Target Completion Date:	05/10/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Teachers will use interim assessments and classroom performance to determine students that would benefit from after school tutoring.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Teachers will collect data from assessments and determine the needs of each student. If students are having difficulties with certain standards then they can be recommended for after school tutoring.	
	Target Date:	01/09/2017	
<b>Tasks:</b>			
	1. Two interim assessments and grading periods will allow teachers to see students that are struggling and need additional support to meet their educational goals.		
	Assigned to:	Audrea King	
	Added date:	10/25/2016	
	Target Completion Date:	01/09/2017	
	Comments:		

<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Assessment data will enable teachers to look at individual students and make a determination of a students needs.	
<b>Plan</b>	Assigned to:	Lisa Hargrave	
	How it will look when fully met:	Teachers will have testing information on each student and will have data to determine if student needs additional supports.	
	Target Date:	01/16/2017	
	<b>Tasks:</b>		
	1. Teachers will have reports that they need, in order to determine academic needs of students.		
	Assigned to:	Lisa Hargrave	
	Added date:	10/25/2016	
	Target Completion Date:	03/31/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound instruction in a variety of modes</b>			
<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	<b>Objective Met</b> 10/20/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/09/2015	
		<b>Objective Met</b> - 10/20/2016	
	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:	Curriculum Leadership teams will begin working on curriculum maps and pacing guides for each grade level. This will ensure that the skills are being taught. The teachers have common planning times that will enable them to work on this and produce a written product.
<b>Plan</b>	Assigned to:	Audrea King
	How it will look when fully met:	Each grade level and subject level teachers will have a curriculum map and pacing guide. These documents will be horizontal and vertically aligned.
	Target Date:	03/18/2016
	<b>Tasks:</b>	
	1. Teachers from grade level and content area will produce a curriculum map and pacing guides . The curriculum maps will be designed so that instruction and assessment is aligned with the Common Core State Standards.	
	Assigned to:	Audrea King
	Added date:	11/20/2015
	Target Completion Date:	05/20/2016
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	8/12/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	10/20/2016
	Experience:	10/20/2016 teachers collaborated to develop horizontal and vertical alignment of curriculum
	Sustain:	10/20/2016 collaboration between grade levels will enhance learning for students
	Evidence:	10/20/2016 alignment documents have been developed
<b>Indicator</b>	<b>IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)</b>	
<b>Status</b>	<b>Objective Met</b> 11/29/2016	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016
		<b>Objective Met</b> - 11/29/2016
	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:	Teachers are required to turn lesson plans into the principal each week. Lesson plans have to address standards that are being taught.
<b>Plan</b>	Assigned to:	Audrea King
	How it will look when fully met:	A record is kept each week of lesson plans that are turned in.
	Target Date:	11/07/2016

	<b>Tasks:</b>		
	1. Copies of lesson plans are kept on file.		
	Assigned to:	Audrea King	
	Added date:	10/25/2016	
	Target Completion Date:	11/14/2016	
	Comments:		
	<b>Task Completed:</b>	11/29/2016 12:00:00 AM	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	11/29/2016	
	Experience:	11/29/2016 Teachers are required to submit lesson plans weekly. Within the plans they document the standards that they are teaching. This assist when Principal goes into classrooms doing observations to see that educational needs are being delivered to students.	
	Sustain:	11/29/2016 Teachers are required to submit lesson plans on a weekly basis.	
	Evidence:	11/29/2016 Lesson plans are kept on file in the Principal's office.	
<b>Indicator</b>	<b>IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)</b>		
<b>Status</b>	<b>Objective Met</b> 11/29/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
		<b>Objective Met</b> - 11/29/2016	
	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:	Teachers keep grades in eSchool and send weekly grading information home to parents.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	Teachers will keep grades updated in eSchool on a weekly basis.	
	Target Date:	05/20/2016	
	<b>Tasks:</b>		
	1. Teachers will keep grades updated weekly.		
	Assigned to:	Audrea King	
	Added date:	10/25/2016	
	Target Completion Date:	01/08/2016	
	Comments:		
	<b>Task Completed:</b>	11/29/2016 12:00:00 AM	
<b>Implement</b>	Percent Task Complete:	100%	

Objective Met:	11/29/2016
Experience:	11/29/2016 Teachers are required to keep grades in eSchool. Teachers have to keep grades posted and up to date so that parents can access.
Sustain:	11/29/2016 Teachers will continue to keep accurate grading records of skills that they teach in their classrooms.
Evidence:	11/29/2016 eSchool, 4 1/2 grading reports and 9 week grading reports

**Indicator IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)**

**Status** Tasks completed: 0 of 1 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Teachers assess students performance using various methods, weekly test, daily assignments, interim assessments and summative assessments	

<b>Plan</b>	Assigned to:	Audrea King
	How it will look when fully met:	Teachers will present lesson plans that reflect when they give assessments on standards. Teachers will also keep copies of interim assessments
	Target Date:	05/19/2017

**Tasks:**

1. Lesson plans will be kept yearly. Testing information will be kept by each teacher.

	Assigned to:	Audrea King
	Added date:	10/25/2016
	Target Completion Date:	05/19/2017
	Comments:	

**Implement** Percent Task Complete: 0%

**Family Engagement in a School Community**

**Explain and communicate the purpose and practices of the school community**

**Indicator FE02 - The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(5497)**

**Status** Tasks completed: 0 of 1 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/25/2016	
	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:	Information is reviewed each year and information is posted on school website.	
<b>Plan</b>	Assigned to:	Audrea King	
	How it will look when fully met:	School Leadership Team will review current plans and determine if still aligned with current vision and mission.	
	Target Date:	05/01/2017	
	<b>Tasks:</b>		
	1. School Leadership Team will review current plan and determine if any changes need to be made. If so, they will be submitted for approval.		
	Assigned to:	Audrea King	
	Added date:	10/25/2016	
	Target Completion Date:	04/28/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>FE04 - 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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/09/2015	
	Evidence:	Marmaduke School currently has a Compact Letter that is sent home at the beginning of each school year. The parents, students and administrator signs the compact letter.	
	Added date:		
<b>High School: Opportunity to Learn</b>			
<b>Ensure content mastery and graduation</b>			
<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>		
<b>Status</b>	<b>Objective Met</b> 10/20/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/09/2015	
		<b>Objective Met</b> - 10/20/2016	
	Index:	3	(Priority Score x Opportunity Score)
	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:	Marmaduke Elementary currently uses community resources to introduce students to different career opportunities. Guest speakers are brought in at various times to have discussions with classrooms. Those resources include police, fire, wildlife game & fish officials, local farmers, dentist, bankers, and parks & recreation. These resources bring awareness to their positions and how they can assist the students.	
<b>Plan</b>	Assigned to:	Lisa Hargrave	
	How it will look when fully met:	Marmaduke Elementary will keep a record of persons that come to the school to speak to students. Field Trips in which students observe different career opportunities.	
	Target Date:	01/29/2016	
	<b>Tasks:</b>		
	1. Teachers will submit list of people that they have visit classrooms to talk about careers.		
	Assigned to:	Lisa Hargrave	
	Added date:	11/20/2015	
	Target Completion Date:	05/31/2016	
	Comments:		
	<b>Task Completed:</b>	5/2/2016 12:00:00 AM	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/20/2016	
	Experience:	10/20/2016 teachers invited professional people to come to classes to discuss various careers	
	Sustain:	10/20/2016 continue to provide students with opportunities to be exposed to different career paths and have knowledge that will assist them in real life	
	Evidence:	10/20/2016 Documentation of all professional visits made	