

# 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 High School** NCES - 50939000682

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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 3/9/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/15/2015	
		<b>Objective Met -</b> 03/09/2016	
	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:	District personnel are developing the policy and will have in writing November2.2015.	
<b>Plan</b>	Assigned to:	Lincoln Daniels	
	How it will look when fully met:	District personnel will give in writing by November 2,2015.	
	Target Date:	11/02/2015	
	<b>Tasks:</b>		
		1. District Personal approved a policy in writing November 2,2015. This has been implemented.	
		Assigned to:	Lincoln Daniels
		Added date:	03/09/2016
		Target Completion Date:	11/02/2015
		Comments:	
		<b>Task Completed:</b>	<b>11/2/2015 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	3/9/2016	
	Experience:	3/9/2016 Central Office meet and developed the approved plan for the district.	
	Sustain:	3/9/2016 Following the guide lines set.	
	Evidence:	3/9/2016 District policy, a copy is at the central office.	

<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 10/6/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/10/2015	
		<b>Objective Met -</b> 10/06/2015	
	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:	We currently have Leadership Team, and PLC's meetings. In the meetings we have minutes, a time keeper, and digital agenda on the Smart Board. Minutes are kept with Shannon Ginn.	
<b>Plan</b>	Assigned to:	Lincoln Daniels	
	How it will look when fully met:	Agendas will be created and sent out prior to meetings to Leadership and PLC members.	
	Target Date:	05/31/2016	
	<b>Tasks:</b>		
	1. Mr. Daniels will instruct Leadership Team and PLC's to send out agenda's prior to meetings through email.		
	Assigned to:	Miranda Rippard	
	Added date:	09/10/2015	
	Target Completion Date:	10/01/2015	
	Frequency:	twice monthly	
	Comments:		
	<b>Task Completed:</b>	<b>10/1/2015 12:00:00 AM</b>	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/6/2015	
	Experience:	10/6/2015 Use Indistar to make agendas and report minutes. Had to have training to work Inistar.	
	Sustain:	10/6/2015 Continue to send out agendas and report minutes	
	Evidence:	10/6/2015 Agendas will be recorded in Indistar along with minutes.	
<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>Objective Met</b> 11/2/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/06/2015	
		<b>Objective Met -</b> 11/02/2015	
	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 is now meeting at least twice a month for 1 hour. We will discuss at least 2 new indicators and review any old business regarding indicators.	
<b>Plan</b>	Assigned to:	Lincoln Daniels	
	How it will look when fully met:	Agenda will provide evidence this objective is fully meet. This is just new and will be fully meet easily.	
	Target Date:	11/02/2015	
	<b>Tasks:</b>		
		1. The Leadership team was established and is now meeting twice a month for 1 hour each time.	
		Assigned to:	Lincoln Daniels
		Added date:	11/02/2015
		Target Completion Date:	11/02/2015
		Comments:	
		<b>Task Completed:</b>	<b>11/2/2015 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	11/2/2015	
	Experience:	11/2/2015 This was easy to meet, just new procedure.	
	Sustain:	11/2/2015 To schedule the meetings regularly.	
	Evidence:	11/2/2015 Agendas in INDISTAR can provide evidence that this objective has been meet.	
<b>School Leadership and Decision Making</b>			
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/15/2015	

Evidence:	<p>Marion High has an open door policy and encourages parent input through</p> <ul style="list-style-type: none"> <li>-CAP Career Action Planning</li> <li>-Open House</li> <li>-Online Survey's</li> <li>-Survey's</li> <li>-Financial Aide Night</li> <li>-Email</li> <li>-Extra Curricular Activities</li> <li>-and many more</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>-through conferences</li> <li>-email</li> <li>-PLC meetings</li> <li>-many others</li> </ul>
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Added date:	
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### 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 1 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/15/2015
	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:	This will be on going through out the year. Principals will present the team with a list to review at least once a semester December and February will be the targeted Months. Principals have started observations.
<b>Plan</b>	Assigned to:	Lincoln Daniels
	How it will look when fully met:	Summary from Principal evaluations will be used once a semester, December and February. The PD for the following year will be selected from the results.
	Target Date:	03/31/2016

**Tasks:**

1. Principals will observe and evaluate teachers. Weaknesses will help plan PD.

Assigned to:	Lincoln Daniels
Added date:	10/15/2015
Target Completion Date:	05/31/2016
Frequency:	twice a year
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>	Tasks completed: 0 of 1 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/09/2015
	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:	Teachers use Bloomboard observations to evaluate weakness in instruction and student learning. The most common weakness is addressed through the district professional development. Teachers can also get training from the instructional facilitators through out the school year. Arkansas Ideals Portal and the CO-OP can also be used for PD.
<b>Plan</b>	Assigned to:	Lincoln Daniels
	How it will look when fully met:	Teachers will make individual professional development plans based on classroom observation and other sources.
	Target Date:	05/31/2017
	<b>Tasks:</b>	
	1. Individual professional development plans will come from classroom observations and PGP (professional growth plan) done in Bloomboard. Plans for ED Camp August 2016 are in the planning process and will address teachers individual needs.	
	Assigned to:	Lincoln Daniels
	Added date:	03/15/2016
	Target Completion Date:	05/31/2017
	Frequency:	once a year
	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)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/11/2016
	Evidence:	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. Test score data, Teacher evaluations through TESS, and outside sources when needed, are all used to plan Professional Development that enhances learning, implementation, and effectiveness. Shoe box accounts have record for all PD provided.
	Added date:	
<b>School Leadership and Decision Making</b>		

**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** 01/21/2016

Evidence:	The school has increased the instructional time 12 minutes during the day. There is also a credit recovery class, PLATO, available to all students during the school year and summer. This is a web based program. We also have an alternative learning environment for at risk students at the ALE School. PLATO, is offered here as well. There are no after school services this year but have been in the past and can be add when the need and funds are available.
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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** 12/04/2015

	Evidence:	<p>The MSD is committed to recruiting and retaining highly-qualified teachers to support school improvement. Administrators continue to use the verbiage that they are looking for the best, most qualified person for each job opening, no matter the cost. District administrators incorporate district faculty members who are alumni of various regional colleges and universities to attend career fairs where education majors can learn about the employment opportunities available in the MSD. The ADE website, the educational co-op website, schoolspring.com, and our own district website have links to not only the jobs we have available but also the applications prospective employees need to apply for these positions.</p> <p>Incentives to entice prospective employees include a competitive salary schedule and benefits, as well as sign-on bonuses for minority teachers and ones hired for our ALE. Ongoing professional development and leadership opportunities for teachers also encourage educators to become a part of the team at MHS and the MSD.</p> <p>MHS also has Teachers of Tomorrow and Teacher Cadet to recruit local high school students. TOT is an organization open to all students at MHS. The club requires no dues, and members participate in a variety of teacher support activities and learn about education professions. They shadow teachers as well to gain insight into job requirements. Teacher Cadet is a concurrent credit course through ASU MidSouth that is taught on the MHS campus. Seniors who meet the academic requirements and have an interest in education professions take this year-long class that is equal to Introduction to Education at the college level. They complete over 30 hours of observations. The ADE has plans to extend this program to include scholarships and/or loan forgiveness opportunities for Teacher Cadets who become Arkansas public school teachers.</p> <p>Interviews for prospective teachers start at the MHS office with the principal and a group of subject-area teachers. The process also involves at least one other interview with a district-level administrator. All prospective employees are treated with professional respect and are provided timely updates about the process.</p>
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	Added date:	
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**Opportunity to Learn**

**Post-Secondary School Options**

<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>
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<b>Status</b>	<b>Full Implementation</b>
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<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 12/04/2015
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	Evidence:	The CAP (Career Action Planning) program at Marion High School is the foundational support system used to provide students and their parents the information and help they
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need to explore careers and to ultimately make academic choices that will help them meet their planned career goals. For over ten years, CAP has provided both MJHS and MHS students with mentors/advisors who work individually with students and their parents to make wise choices about course selection. These advisors also spend time with small groups of students exploring a curriculum that includes interest inventories, budgeting/financial aid information, decision-making, and other topics students need to grasp in order to make wise career choices. All 8th graders take Career Orientation, which provides structured content about specific careers, resume-writing, and interview skills. Through CAP, students create with their advisors a four-year plan that travels with them from MJHS to MHS so they have consistent support from counselors, teachers, and advisors to meet academic and career goals.

With the increasing opportunities for students to pursue technical careers at MHS and through ASU MidSouth, we are in the process of extending CAP down to MMS. Since students can begin attending ASU MidSouth in grade 10, they and their parents need information about programming and requirements as early as grade 7 to plan and prepare for admission into those programs. The same is true for the many completer programs and fine arts opportunities at MHS, as well as the standard academic programming we provide. Marion students in grades 6-7 can participate in music and visual arts classes that lead into the for-credit courses at MJHS and MHS. Additionally, their performance and skill attainment at those grade levels provides the foundation needed to succeed in high school courses, whether core academic ones or career-technical ones. Using their homeroom time at MMS to incorporate information about course requirements and opportunities at MHS and through ASU MidSouth, we are beginning to provide at these earlier grades the college and career focus students need to be fully prepared to make career choices.

Since many of our community members do not have post-high school education, we make the CAP book (our course catalog) available online for all households. Parents receive information through this handbook and in CAP conferences, but we also see the need to get them onto the ASU MidSouth campus so they will see the opportunities there for their children. Our students visit the ASU MidSouth campus to learn about the career technical programs and also participate in a variety of competitions and conferences the college provides; but getting their parents there is our next needed step to encourage participation.

The Counselors Corner on the MHS website and Remind messages are two significant means by which grade level counselors provide students and parents information about college and career entrance exams and deadlines for scholarships, financial aid, test prep, and career opportunities. The website is updated regularly, and counselors send messages to students and parents to keep them informed.



		Added date:	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>			
<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>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/05/2015	
	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:	TLI alignment and some individual mapping is currently in place.	
<b>Plan</b>	Assigned to:	Shannon Ginn	
	How it will look when fully met:	Instructional teams will develop standards-aligned units of instruction for each subject and grade level.	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		
	1. Each Instructional team will meet and fill out a form to make curriculum mapping aligned, consistent, and uniform. The first alignment will be for the first quarter only. Teams will work through out the year to finish all four quarters. Assessments will help determine the direction of the alignment.		
	Assigned to:	Shannon Ginn	
	Added date:	11/05/2015	
	Target Completion Date:	05/31/2017	
	Comments:	This date will be for the all quarters and will be linked to each teacher on school web site.	
<b>Implement</b>	Percent Task Complete:	0%	

<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in assessing and monitoring student mastery</b>			
<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 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/05/2015	
	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:	Teachers individualize instruction based on local pre test. By December we should get State Level test results and can start planning instruction based on the results.	
<b>Plan</b>	Assigned to:	Lincoln Daniels	
	How it will look when fully met:	Teachers will base instruction on pre test results to individualize student learning.	
	Target Date:	05/31/2016	
	<b>Tasks:</b>		
	1. Teachers will assess on local level pre assessments; Chapter test, unit test... Teachers will also use data from (PLATO/Accucess) to provide students enhanced learning opportunities.		
	Assigned to:	Lincoln Daniels	
	Added date:	03/15/2016	
	Target Completion Date:	12/23/2016	
	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>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	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:	Waiting on instructions to be released in November for the State Assessment Division.	
<b>Plan</b>	Assigned to:	Lincoln Daniels	
	How it will look when fully met:	Along with our Aspire testing each teacher will give a pre test, interim test, and post test. The leadership team will review the results.	
	Target Date:	05/31/2016	
	<b>Tasks:</b>		
	1. Professional Development will be planned during the 2nd semester to implement this objective for the following school year.		
	Assigned to:	Lincoln Daniels	
	Added date:	10/20/2015	

		Target Completion Date:	05/31/2016
		Comments:	
	2. Course assessments will be developed for administration 3 times a year for the 2016-17 school year.		
		Assigned to:	Lincoln Daniels
		Added date:	10/20/2015
		Target Completion Date:	12/31/2017
		Comments:	pre ACT
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)</b>			
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:		Initial: <b>No development or Implementation</b> 10/20/2015
	Will include in plan		
	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:		We have no development at this time.
<b>Plan</b>	Assigned to:		Shannon Ginn
	How it will look when fully met:		We will have reasonable and challenging goals that meet or exceed the State expectations. Local goals will also be set for all students.
	Target Date:		12/31/2016
	<b>Tasks:</b>		
	1. November we will receive test scores from ADE and will review at that time. We will also use pre-test to target student and their need. The pre test will be in February and April. (PLATO/Accucess).		
		Assigned to:	Lincoln Daniels
		Added date:	10/20/2015
		Target Completion Date:	05/27/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>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)</b>			
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 01/29/2016

	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 are currently mapping curriculum to plan pre- and post-tests for existing units of study. Those tests will be implemented for the 2016-17 school term so that instructional plans and interventions can be applied as needed. General knowledge pre-tests in literacy and math have been administered to sophomores and will be administered to juniors this quarter to determine current grade levels of all students in those grades. We are using Edmentum software (PLATO/Accucess) for this process because it not only assesses grade level but also prescribes instructional modules in their online programming. Remediation with this software will be provided this semester for students more than one standard deviation below grade level.	
<b>Plan</b>	Assigned to:	Lincoln Daniels	
	How it will look when fully met:	Fully implemented, the data from Accucess assessments will affect curricular changes and the data from pre- and post-tests for instructional units will affect classroom implementation of those curricular changes, as well as instructional strategies and differentiation for individual student needs.	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		
		1. General knowledge pre-tests in literacy and math have been administered to sophomores and will be administered to juniors this quarter to determine current grade levels of all students in those grades. We are using Edmentum software (PLATO/Accucess) for this process because it not only assesses grade level but also prescribes instructional modules in their online programming. Remediation with this software will be provided this semester for students more than one standard deviation below grade level.	
		Assigned to:	Lincoln Daniels
		Added date:	01/29/2016
		Target Completion Date:	05/31/2017
		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)(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> 12/09/2015	
	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:	TLI and individualized teachers have pacing guides. All teachers post lesson plans to school web site, making them available to anyone. All teachers follow State Curriculum Frameworks.	
<b>Plan</b>	Assigned to:	Lincoln Daniels	
	How it will look when fully met:	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		
	1. Teachers will be introduced and trained by December on a unified pacing guide form. Teachers will work on the pacing guide in Instructional Teams.		
	Assigned to:	Shannon Ginn	
	Added date:	12/09/2015	
	Target Completion Date:	05/31/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<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>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/21/2016	
	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:	We are currently addressing this objective in depth. Curriculum Mapping is needed to fully implement this objective. We currently have 504 and SP.ED IEPs used to differentiate assignments.	
<b>Plan</b>	Assigned to:	Lincoln Daniels	
	How it will look when fully met:	Curriculum mapping will show Units to be pre and post tested and student needs differentiated, 504, Sp.Ed, gifted and talented and "red flag" students.	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		
	1. Teachers will differentiate assignments in response to (PLATO/Accucess) and local pre and post test. Instructional Team and PLC's will review results, give input and plan for the individualize instruction.		
	Assigned to:	Lincoln Daniels	

		Added date:	03/15/2016
		Target Completion Date:	05/31/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Family Community Engagement</b>			
<b>Defining the purpose, policies, and practices of a school community</b>			
<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>		
<b>Status</b>	<b>Objective Met</b> 3/28/2016		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 01/21/2016	
		<b>Objective Met</b> - 03/28/2016	
		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:	Marion High School has just begun the Title I process and will have a compact March 17,2016 available for parents and students at the annual CAP conferences.	
<b>Plan</b>	Assigned to:	Shannon Ginn	
	How it will look when fully met:	The compact will include responsibilities of parents for there student and their learning at home and at school, also for students and their expectations. Issues address will be -- environment, lesson plans on web site, technology,....	
	Target Date:	03/17/2016	
	<b>Tasks:</b>		
	1. Parent meetings and emails helped to develop the Title I Compact. Students were also asked for input in a student meeting. The Title I Compact will go to each parent during CAP Conferences March 17 and 18. The Compact is developed and ready.		
		Assigned to:	Shannon Ginn
		Added date:	03/15/2016
		Target Completion Date:	03/18/2016
		Comments:	All parents received the Title I Compact.
		<b>Task Completed:</b>	<b>3/18/2016 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	3/28/2016	
	Experience:	3/28/2016 The team received parent, student, and faculty input to develop the compact.	

	Sustain:	3/28/2016 the team will present the Compact at CAP every spring.
	Evidence:	3/28/2016 Parents signed in at CAP that they received the Compact along with other information.