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 INTERMEDIATE SCHOOL NCES - 50939000130

Marion School District

School Success Indicators   Key Indicators are shown in RED.

School Leadership and Decision Making
Establishing a team structure with specific duties and time for instructional planning

Indicator	**ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)**		
Status	**Full Implementation**		
Assess	Level of Development:	Initial: Full Implementation 02/08/2016	
	Evidence:	The Superintendent and District Leadership Team have officially incorporated a School Improvement Team plan for all district schools to follow. The Principal will determine which grade level teachers will be the representative.	
		Added date:	

Indicator	**ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)**		
Status	**Objective Met** 10/8/2015		
Assess	Level of Development:	Initial: Limited Development 09/04/2015	
		Objective Met - 10/08/2015	
	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 use Agendas in all of our meetings. We do not keep minutes like we should. Our notes on our Agendas will need to be tweaked so it becomes minutes.	
Plan	Assigned to:	Debbie Reginelli	
	How it will look when fully met:	Agendas will be prepared for every leadership, faculty and PLC meeting. Minutes will be kept for these meetings. These will be filed in a notebook kept by Instructional Facilitators (PLC) and Debbie Reginelli.	
	Target Date:	10/30/2015	
	Tasks:		
		1. Julie Molloy will email all faculty members to advise that every PLC, faculty, and Leadership meeting will need to have an Agenda and have Minutes kept.	
		Assigned to:	Julie Molloy

			Added date:	09/04/2015
			Target Completion Date:	09/11/2015
			Comments:	
			Task Completed:	9/16/2015 12:00:00 AM
		2. Each PLC, Leadership, and Faculty meeting will have a person in charge of planning the Agenda, another who keeps minutes, and someone who keeps up with time.		
			Assigned to:	Julie Molloy
			Added date:	09/04/2015
			Target Completion Date:	10/23/2015
			Comments:	
			Task Completed:	9/28/2015 12:00:00 AM
		3. Persons chosen to be responsible for meeting minutes will provide Ms. Reginelli with copies of Agendas, sign-ins and Minutes to be filed in our Meetings Notebook.		
			Assigned to:	Julie Molloy
			Added date:	09/04/2015
			Target Completion Date:	09/18/2015
			Comments:	Debbie Reginelli stated at the Faculty Meeting, Oct. 7th, 2015, that all meetings-faculty, PLC, Leadership, Support Faculty and Grade Level - will send all minutes ,agendas, sign-ins to her after every meeting.
			Task Completed:	10/7/2015 12:00:00 AM
Implement	Percent Task Complete:		100%	
	Objective Met:		10/8/2015	
	Experience:		10/8/2015 Mrs. Molloy sent e-mail to all faculty members to make everyone aware of any meetings held at MIS, should have agenda, minutes, and sign-in sheets.	
	Sustain:		10/8/2015 Ms. Debbie Reginelli will keep all minutes, agendas, and sign-in sheets.	
	Evidence:		10/8/2015 Binder of all is in Ms. Reginelli's office.	
Indicator	**ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)**			
Status	**Full Implementation**			
Assess	Level of Development:		Initial: Full Implementation 10/08/2015	
	Evidence:		A Leadership Team, led by Mrs. Molloy, School Principal, meets twice monthly. We meet on the second and fourth Monday of every month for 1 hour after school.	
		Added date:		

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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/28/2016	
	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:	Using data from TESS, discipline referrals, teacher concerns, parent concerns, and issues involving students are all considered when PD needs are determined. We also evaluate current school programs, and CCSS.	
Plan	Assigned to:	Julie Molloy	
	How it will look when fully met:	The leadership team will review classroom observation data in order to make professional development decisions.	
	Target Date:	05/26/2016	
	Tasks:		
	1. Develop a classroom observation form on a Google Doc for teachers to use during peer observations.		
		Assigned to:	Heather Sorrells
		Added date:	03/28/2016
		Target Completion Date:	04/06/2016
		Comments:	
	2. Teachers will participate in weekly peer observations.		
		Assigned to:	Shelbi Cole
		Added date:	03/28/2016
		Target Completion Date:	05/06/2016
		Frequency:	weekly
		Comments:	
	3. Collected data will be analyzed by the leadership team and professional development needs discussed.		
		Assigned to:	Debbie Reginelli
		Added date:	03/28/2016
		Target Completion Date:	05/26/2016
		Comments:	
Implement	Percent Task Complete:	0%	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	**Full Implementation**		
Assess	Level of Development:	Initial: Full Implementation 03/14/2016	

	Evidence:		MIS faculty have a common growth plan that involves student engagement and working with poverty students. Teachers are encouraged to find PD in their content subject area such as ECM for Math, Steve Spangler for Science, and Writer's Workshop for Literacy.
		Added date:	
Indicator	**IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)**		
Status	**Full Implementation**		
Assess	Level of Development:		Initial: Full Implementation 01/11/2016
	Evidence:		The school district provides 60 hours of high quality, ongoing, job-embedded, and differentiated professional development. Throughout the year, faculty members are allowed to attend off-site professional development relevant to their job assignment. The district also utilizes courses offered by the Crowley's Ridge Co-op.
		Added date:	

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	**IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)**		
Status	**Full Implementation**		
Assess	Level of Development:		Initial: Full Implementation 01/25/2016
	Evidence:		Marion Intermediate School has restructured our schedule to accommodate students in need of additional support. We started an RTI program for Literacy and Math three years ago and have monitored the progress of it each year and have modified it each year. Bringing in technology to the program has allowed it to be more individualized. We are looking to make a change in the software for the next school year based on data collected this school year.
		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 02/08/2016

	Evidence:		At MIS we follow the District's directives for interviewing and hiring by committee. Teachers may request a transfer from school to school. The interviewing committee meets with each transfer candidate recommending the best possible candidate for every opening. Not only do District employees recruit at job fairs, but when there is an opening we search for highly-qualified teachers from other districts to fill those positions. We strive to ensure that all staff is fully certified in the area they teach.
		Added date:	

Opportunity to Learn

Post-Secondary School Options

Indicator	**VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)**
Status	**Full Implementation**
Assess	Level of Development:

			Initial: Full Implementation 02/22/2016
	Evidence:		As is required by law, SmartCore Curriculum is included in the MIS Handbook. All students prepare for and participate in the ACT Aspire yearly testing which is a precursor to the ACT College Entrance Exam. The MMS counselor advises the MIS 5th grade students for appropriate selection of coursework for 6th grade.
		Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	**IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)**
Status	Tasks completed: 2 of 3 (67%)
Assess	Level of Development:

			Initial: Limited Development 10/26/2015
	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 Learning Institute pacing guides were developed by Science, Math, Literacy teachers based on Common core Standards. The pacing guides are used by PLC teams to develop units of instruction. Math modules indicate which skills will be taught within each unit. Literacy teachers created units built around works of literature. TLI pacing guides outline the skills to include in each unit of study. Science teachers use their TLI pacing guides to determine which units of study will be taught when.
Plan	Assigned to:	Avis Fortner
	How it will look when fully met:	Each academic subject area will have their own instructional units, formative assessments, and instructional plans. Currently Social Studies is the only academic area in which this is not fully implemented.
	Target Date:	05/31/2016
	Tasks:	
	1. Teachers will analyze new Social Studies standards.	
		Assigned to:	Courtney Currie and Amy Gurley
		Added date:	11/10/2015
		Target Completion Date:	11/13/2015
		Comments:	
		Task Completed:	11/11/2015 12:00:00 AM
	2. Teachers will determine which Social Studies standards are not currently covered in our curriculum.	
		Assigned to:	Courtney Currie and Amy Gurley
		Added date:	11/10/2015
		Target Completion Date:	11/13/2015
		Comments:	
		Task Completed:	11/12/2015 12:00:00 AM
	3. This information will be used to plan the logical units of instruction for Social Studies.	
		Assigned to:	Courtney Currie and Amy Gurley
		Added date:	11/10/2015
		Target Completion Date:	05/26/2016
		Comments:	
Implement	Percent Task Complete:	67%

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	**IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)**
Status	**Objective Met** 10/29/2015
Assess	Level of Development:	Initial: Limited Development 10/12/2015
		Objective Met - 10/29/2015

	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:	MIS is tested multiple times over the year in Math, Literacy, and Science. The Literacy and Science testing schedules and results are stored in Avis Fortner's room. The Math results and schedules are stored in Temple Robinson's room. The results are reviewed in PLC meetings to plan RTI, future instruction and skills to be reviewed.	
Plan	Assigned to:	Avis Fortner	
	How it will look when fully met:	After a round of module testing, Avis and Temple will provide the Leadership team with schedules and results.	
	Target Date:	10/26/2015	
	Tasks:		
	1. Results are run off from TLI, and PLC's meet and go over the results.		
		Assigned to:	Fortner and Robinson
		Added date:	10/12/2015
		Target Completion Date:	10/26/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	10/26/2015 12:00:00 AM
	2. Results will be shared with Leadership team.		
		Assigned to:	Fortner and Robinson
		Added date:	10/12/2015
		Target Completion Date:	10/26/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	10/26/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	10/29/2015	
	Experience:	10/29/2015 We now understand the importance of reviewing data throughout the school year in Literacy and Math. We review TLI data after each interim assessment.	
	Sustain:	10/29/2015 Each month the Leadership team will review TLI data to look for trends that will drive our curriculum and help us make decisions in the classroom.	
	Evidence:	10/29/2015 Minutes from Leadership meeting contain documentation of discussion. All TLI data is kept in Avis Fortner and Temple Robinson's files.	

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	**IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)**
Status	**Full Implementation**

Assess	Level of Development:		Initial: Full Implementation 12/07/2015
	Evidence:		Curriculum is based on CCSS. We have TLI pacing guides that were developed by teachers during PLC meetings. These pacing guides are what is used to align standards, curriculum, and assessment. Instructional units and methods are planned by the teachers in on-going PLC meetings. At the end of each year, we modify the previous TLI pacing guide to meet curriculum changes for the upcoming year. We are in the process of developing the Refrigerator Curriculum.
		Added date:	

Family Community Engagement

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

Indicator	**IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)**
Status	**Full Implementation**

Assess	Level of Development:		Initial: Full Implementation 12/07/2015
	Evidence:		In our Marion Intermediate School student handbook page 6, there is a Student/School/Parent Compact that outlines student, parent, and school expectations and responsibilities. This also meets the requirements for MIS being a Title I school.
		Added date:	