

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 JUNIOR HIGH SCHOOL NCES - 50939000683

Marion School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 03/29/2016
	Evidence:	The Marion School District Leadership Team reviewed this indicator and disseminated the required information to the building level administrators in the district. Mrs. Coveny also followed up by providing the information via email to Process Managers.
	Added date:	

Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

Status Objective Met 10/7/2015

Assess	Level of Development:	Initial: Limited Development 09/09/2015
		Objective Met - 10/07/2015
	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:	MJHS has a Leadership Team and PLCs in place.
Plan	Assigned to:	Lauren McCracken
	How it will look when fully met:	The Leadership Team and PLCs will create agendas prior to each meeting and keep minutes. Roles will be assigned. Agendas and minutes will be housed in the Instructional Facilitator's office.
	Target Date:	12/18/2015
	Tasks:	
	1. Mr. West will send an email to faculty stating that prior to any Leadership Team or PLC meeting, an agenda must be created; roles must be assigned; and minutes must be kept.	
	Assigned to:	Elmer West

		Added date:	09/09/2015
		Target Completion Date:	09/09/2015
		Comments:	
		Task Completed:	9/9/2015 12:00:00 AM
	2. The Leadership Team and the PLCs will assign roles, such as time keeper, secretary, and leader.		
		Assigned to:	Leaders
		Added date:	09/09/2015
		Target Completion Date:	10/01/2015
		Comments:	The Leadership Team and PLCs all have assigned roles.
		Task Completed:	10/7/2015 12:00:00 AM
	3. Recorders will turn minutes in to Instructional Facilitator.		
		Assigned to:	Recorders
		Added date:	09/09/2015
		Target Completion Date:	10/01/2015
		Comments:	All PLC recorders turned minutes from first PLC meeting in to Instructional Facilitator.
		Task Completed:	9/25/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/7/2015
	Experience:		10/7/2015 Once implemented, it was easy to continue.
	Sustain:		10/7/2015 PLCs will meet at least monthly, and the CLT will meet at least twice per month.
	Evidence:		10/7/2015 PLC and CLT agendas and minutes have been collected.
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 10/07/2015
	Evidence:		The Campus Leadership Team agenda and minutes are available under the "Team Agendas & Minutes" tab in the Navigation Toolbar. A calendar has also been provided to team members showing future meeting dates. Additionally, a recurring schedule of homeroom coverage by other teachers has been put into effect. We must maintain this schedule in order to meet with consistency and be successful in our school improvement efforts.
		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	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 03/29/2016
	Evidence:	Mr. West shared his observation notes and thoughts (no teachers' names or subjects were mentioned in order to protect identities) in the CLT meeting. As he continues to observe both formally and informally, he will bring to our discussions any instructional concerns he sees on a large-scale basis.
	Added date:	
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 03/29/2016
	Evidence:	Observations by administrators are discussed during TESS evaluations at the end of the school year. Administrators and teachers discuss any areas of concern and how the teacher will address those concerns by participating in professional development opportunities offered by our school district, by our educational co-op, and by local and regional conferences and workshops. Proof of attendance of must provided to the school (in Shoebox or certificate) to ensure that the teacher is indeed working toward the goal from the previous school year.
	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 03/29/2016
	Evidence:	Marion School District provides 60 hours of professional development hours each school year and throughout the summer. Teachers have the opportunity to participate in subject-related, technology-related, pedagogical-related, and discipline/management-related professional developments. The district will continue to provide these much needed courses. The PDs our teachers have participated in are on record in their Shoebox accounts.
	Added date:	
School Leadership and Decision Making		
Expanded time for student learning and teacher collaboration		
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 03/29/2016

Evidence:	Teachers provide extended learning during homeroom by tutoring and by monitoring digital learning progression (ACCUCESS). Support is also provided in study hall by the study hall teacher, as well as the library media specialist when students go to the library to log into their ACCUCESS prescription to learn and complete activities. The progression reports in ACCUCESS serve as evidence.
Added date:	

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 03/11/2016
Evidence:	The MSD school district sends a number of administrator and teacher representatives to statewide and regional teacher fairs that are held on college campuses. At the MSD booth, a prospective applicant will find information regarding salary and benefits, cost of living, real estate market, list of open positions (as well as potential openings), Chamber of Commerce packet, as well as pictures and videos of classes in our district. This will continue each spring as it is time to recruit prospective teachers to fill positions.	
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 03/29/2016
Evidence:	8th graders take a semester of Career Development as part of their course load. Many guest speakers are brought in from various fields to talk to the students about academic practices and job opportunities. 8th graders and new students also take the Kuder Inventory Assessment to give students an idea of what careers/areas they have an aptitude for as well as interest in. Teachers are trained in Career Action Planning each year, and they meet with students and parents at conferences in order to schedule their courses for the next school year.	
Added date:		

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/21/2015	
	Evidence:	Existing evidence can be seen through curriculum calendars that have been developed during planning meetings and regular PLC meetings. To sustain this pattern all educators will need to be up to date on current research, instruction, and standards development. Educators and planning teams will need to develop curriculum with the previous statements in consideration.	
	Added date:		
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	Objective Met 11/4/201511/4/2015		
Assess	Level of Development:	Initial: Limited Development 10/21/2015	
		Objective Met - 11/04/2015 11/04/2015	
	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:	Systematic standards are tested on a regular basis within discipline areas. Literacy is tested a minimum of 8 times annually and mathematics is tested a minimum of 5 times annually. This is in addition to state mandated standardized testing. Departmental leadership does review testing results.	
Plan	Assigned to:	Lauren McCracken	
	How it will look when fully met:	Moving forward smaller leadership teams on the department level will continue to meet regularly to discuss and review testing results, and make decisions for future instruction. The larger leadership committee will then meet to overlook research and results collected by Lauren McCracken.	
	Target Date:	01/29/2016	
	Tasks:		
	1. Lauren McCracken will access all testing data from the testing website and prepare to share it with the leadership team after each round of testing.		
	Assigned to:	Lauren McCracken	
	Added date:	10/21/2015	
	Target Completion Date:	11/04/2015	
	Frequency:	twice monthly	

		Comments:	Mrs. McCracken shared math and English interim assessment results with the Leadership Team at their meeting on November 4, 2015. She will continue to share results with them as assessments are taken throughout the school year.
		Task Completed:	11/4/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		11/4/2015 11/4/2015
	Experience:		11/4/2015 I downloaded 5 math and 6 English interim assessment results from The Learning Institute. I then correlated assessment questions to Common Core State Standards so that the Leadership Team could evaluate them. I also shared the results with the English and math departments so they could further identify grade level strengths and weaknesses.
	Sustain:		11/4/2015 I will continue to share interim assessment results with the Leadership Team, as well as with the math and English departments throughout the school year. Math and English PLCs may also disseminate assessment results by teacher.
	Evidence:		11/4/2015 CLT and PLC agendas and minutes will document the evaluation of interim assessment results.

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	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 11/04/2015	
	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 current lesson plan format addresses standards, curriculum, instruction, and assessment. Most teachers at MJHS submit the required weekly lesson plans for Mr. West's examination and documentation.	
Plan	Assigned to:	Lauren McCracken	
	How it will look when fully met:	100% of MJHS faculty members will submit lesson plans for all courses taught by each Monday morning, as requested in the August 25, 2015, faculty meeting, as well as in 3 follow-up emails to faculty on August 28, October 9, and October 26 . The school lesson plan template completed each week by all teachers and submitted to the school's v-drive storage area will serve as evidence of meeting this objective.	
	Target Date:	09/30/2016	
	Tasks:		

	1. Mr. West will send faculty members who have never or who have sporadically submitted lesson plans a letter stating the offense of failure to submit lesson plans and requesting that lesson plans for all subjects taught be submitted weekly.
	Assigned to: Elmer West
	Added date: 11/04/2015
	Target Completion Date: 11/16/2015
	Comments: The letter will include an offer of help to develop future lesson plans. A copy of the letter will go into a continuously non-compliant teachers' BloomBoard folder as reference for future TESS evaluation(s).
	Task Completed: 11/10/2015 12:00:00 AM
	2. Mr. West will check for lesson plan submissions on Mondays.
	Assigned to: Elmer West
	Added date: 11/04/2015
	Target Completion Date: 11/09/2015
	Frequency: weekly
	Comments: Mr. West checked this morning and will continue to check each Monday for lesson plan submissions.
	Task Completed: 11/9/2015 12:00:00 AM
	3. Mr. West will continue to check for lesson plan submissions on Mondays.
	Assigned to: Elmer West
	Added date: 03/11/2016
	Target Completion Date: 09/30/2016
	Frequency: weekly
	Comments: By the end of the third nine weeks, only 71% of faculty members submitted their lesson plans to the v-drive on a weekly basis. Because the objective of 100% was not met by March 3, the Campus Leadership Team agreed to extend the date so that Mr. West has the opportunity to enforce the objective during the repeat offenders' TESS evaluations. The goal of 100% will remain, but will be set so that it reads, "By May 20, 2016, 80% of MJHS faculty members will submit lesson plans for all courses taught by each Monday morning." In August 2016, Mr. West will start the school year faculty meetings stressing the importance of complying with his request and meeting this objective. Therefore, by September 30, 2016, the objective of 100% will be in place.
Implement	Percent Task Complete: 67%
Family Community Engagement	
Defining the purpose, policies, and practices of a school community	
Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)

Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 03/29/2016
	Evidence:		The Marion School District compact that parents and students sign at the beginning of the school year is evidence. The signed compact will continue to be a part of the district's required components. The school district and MJHS websites also provide information to parents and guardians about various learning activities and opportunities.
		Added date:	