Comprehensive Progress Report

Mission:

To create life-long learners who are responsible, productive members of the world around them.

Goals:

Increase the percentage of students meeting the College and Career Readiness Standards as measured by the annual ACT Aspire and ACT Assessments. 2% by 2018, 3% by 2019, and 4% by 2020.

! = Past Due Actions	KEY = Key Indicator

Core Function:	School Leadership and Decision Making			
Effective Practice:	**Establishing a team structure with specific duties and time for instructional planning**			

		ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teams created and implemented: Academic Leadership Department New Teacher	Limited Development 02/11/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Clearly defined teams with specific roles indicated. Meetings will be scheduled on a monthly, bi-monthly, or weekly as needed.	**Objective Met 10/05/16**	**Jason Burks**	**08/15/2016**
Action(s)	**Created Date**					
1	2/11/16		Create a meeting schedule for all teams	Complete 11/02/2015	Jason Burks	08/15/2016
	Notes:					
2	2/11/16		Establish a system for Administration to monitor/attend team meetings.	Complete 10/04/2016	Jason Burks	12/16/2016
	Notes:					
3	2/11/16		Create an agenda/minutes template for each team.	Complete 10/04/2016	Jason Burks	12/16/2016

			Notes:			
Implementation:				10/05/2016		
	Evidence		5/27/2016 PLC Meeting Schedule Screen Shot of the Google Docs Folder 10/5/2016 Evidence will be uploaded.			
	Experience		5/27/2016 Determining the different teams and PLC groups which need to meet and a time for them to meet which will allow an administrator to be present was a tremendous activity. 10/5/2016 The Leadership Team managed to organize and create a plan for all plc meetings. All team members meet at least once a week and minutes/agendas are posted to the Google Drive Folder. Administrators monitor as well as attend team meetings and the collection of agendas/minutes.			
	Sustainability		5/27/2016 Yearly update to all meeting schedules will need to be created and an administrator will be assigned to meet with the different groups. 10/5/2016 Administration will continue to monitor and attend team meetings.			
		ID04	**All teams prepare agendas for their meetings.(39)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			We are just implementing teaming. All content teams, committees, and building teams completed agendas and minutes. All agendas and minutes were printed and submitted to the principal.	Limited Development 09/08/2015		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		

How it will look when fully met:			All teams/departments (grade level curriculum, content curriculum, leadership, PLC, will meet on a regular basis (weekly/monthly). All teams/departments will create an agenda and minutes for each meeting which will be submitted electronically to the assigned folder in Google. All meetings are focused toward increasing student achievement.	Objective Met 10/05/16	Jason Burks	05/02/2016
Action(s)	**Created Date**					
1	9/16/15		Principal will create a folder in Google Drive for all meeting agendas and meeting minutes to be uploaded into after each meeting.	Complete 10/01/2015	Jason Burks	09/17/2015
	Notes:					
2	9/16/15		Committees/teams/departments will complete agendas and minutes for all meetings.	Complete 10/04/2016	Department/Team Chairs	08/31/2016
	Notes:					
3	9/16/15		Committees/Team/Departments will upload all meeting agendas and minutes to the correct folder in Google Drive.	Complete 10/04/2016	Department/Team Chairs	08/31/2016
	Notes:					
4	9/16/15		Building administrators will monitor the Google Drive folder.	Complete 10/04/2016	Jason Burks, Angela Douglass, Lynn Cardin	08/31/2016
	Notes:					
Implementation:				10/05/2016		
	Evidence		10/5/2016 Evidence will be uploaded.			
	Experience		10/5/2016 The Leadership Team created a plan for all team meetings. Administration created and monitored the team's agendas/minutes to all team meetings.			
	Sustainability		10/5/2016 Administrators will continue to monitor team meetings, agendas, and minutes.			
		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)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			A Leadership Team has been established and meets at least twice a month for approximately an hour.	Limited Development 09/16/2015		

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		

How it will look when fully met:		Leadership Team will meet twice a month. Discussions of student needs and concerns as well as building needs and concerns will be the focus.		**Objective Met 01/27/16**	**Jason Burks**	**11/02/2015**
Action(s)	**Created Date**					
1	9/30/15	Leadership Team consists of the principal, department chairs, and other staff members.		Complete 11/02/2015	Jason Burks	10/01/2015
	Notes:	Team has been created				
2	9/30/15	Leadership Team will have a set time bi-monthly for meeting.		Complete 11/02/2015	Jason Burks	10/01/2015
	Notes:					
Implementation:				01/27/2016		
Evidence		1/27/2016 The Leadership Team meeting agendas and minutes are posted in Indistar.				
Experience		1/27/2016 Sheridan Junior High School administrative team collaborated to form a Leadership Team with a variety of experience and knowledge. The team consists of the principal, assistant principals, counselor, a teacher from each curriculum, and the special needs building administrator.				
Sustainability		1/27/2016 The Leadership Team will need to continue to meet.				

Core Function:			School Leadership and Decision Making				
Effective Practice:			**Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction**				
		IE06	**The principal keeps a focus on instructional improvement and student learning outcomes.(57)**		**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Administrators have been conducting walkthroughs and observations. We will begin sharing and analyzing data with the leadership team and the staff as a whole. We have been training on formative assessments and purchased resource books for every teacher to use in the classroom. Teachers have and will continue to bring examples of how they have used formative assessments. Administrators meet with each instructional team at least once a month to monitor student success. Supplies have been purchased for teachers to use in the classroom for formative assessment.		Limited Development 10/07/2016		

How it will look when fully met:		Administrators are constantly monitoring classrooms through observations/walkthroughs. Staff will be observing in other teachers' classrooms for self-improvement. Staff will analyze data and instruction practice on a frequent basis.		Jason Burks	05/25/2018

Action(s)	Created Date		2 of 9 (22%)		
1	10/25/16	Administrative Team will conduct classroom walkthroughs twice a month.	Complete 05/25/2017	Jason Burks	05/25/2017
	Notes:				
2	10/25/16	Administrative Team will compile reports from Ed Reflect and determine strengths and weaknesses.	Complete 07/10/2017	Jason Burks	05/25/2017
	Notes:				
3	11/29/16	Establish a Volunteer Trial Group		Angela Douglass	05/01/2018
	Notes:				
4	11/29/16	All teachers will complete the self-assessment in Ed-Reflect.		Angela Douglass	09/29/2017
	Notes:				
5	11/29/16	Develop Guidelines for Peer Observation		Jason Burks	05/01/2018
	Notes:				
6	11/29/16	Conduct training sessions on peer observation		Jason Burks	05/01/2018
	Notes:				
7	11/29/16	Implement peer observations with the trial group		Jason Burks	05/01/2018
	Notes:				
8	11/29/16	Reflect and make changes on the peer observation process		Jason Burks	05/01/2018
	Notes:	Complete Survey			
9	11/29/16	Implement Peer Observations schoolwide		Jason Burks	08/21/2018
	Notes:				

Core Function:			School Leadership and Decision Making			
Effective Practice:			Aligning classroom observations with evaluation criteria and professional development			
		IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date

Initial Assessment:		The Leadership Team has examined last school year's TESS data and from that compiled professional development options for next school year. We have reviewed classroom walkthrough data during faculty meetings to review or identify patterns.	Limited Development 01/20/2016		
How it will look when fully met:		Administrators record indicators of effective practice during classroom observations, including peer observations. The administrators use the observations to indicate the patterns or practices. Leadership team reviews the data to plan professional development.		**Jason Burks**	**05/25/2018**
Action(s)	**Created Date**		**3 of 5 (60%)**		
1	1/20/16	Administrators will briefly visit each classroom, unannounced, at least once a month followed by face-to-face conversations that includes coaching and, if justified, praise.		Jason Burks	05/01/2018
	Notes:				
2	1/20/16	Administrators will complete formal/informal classroom observations with face-to-face feedback.	Complete 05/26/2016	Jason Burks	05/16/2016
	Notes:				
3	1/20/16	Establish a plan for peer-to-peer observations		Jason Burks	05/01/2018
	Notes:				
4	1/20/16	Administrators gather all observation data to look for patterns for specific instructional practices.	Complete 05/26/2016	Jason Burks	05/16/2016
	Notes:				
5	1/20/16	Leadership team reviews data to plan professional development.	Complete 05/26/2016	Jason Burks	05/16/2016
	Notes:				
	IF06	**Teachers are required to make individual professional development plans based on classroom observations.(70)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		All teachers have a Professional Growth Plan based on observations from observers. All teachers are required to develop a Professional Growth Plan with at least 2 goals. A minimum of 12 professional development hours must be connected to the PGP. Through the data in Bloomboard, administrators and staff discuss all evidence collected throughout the year. The current PGP is reviewed and changes are made based on the evidence collected. Upon completion of individual goals, new goals are developed for the next year.	Full Implementation 09/30/2015		
	IF10	**The principal plans opportunities for teachers to share their strengths with other teachers.(74)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	No formal process has been established for this process.	01/30/2017		
How it will look when fully met:	Each team will be aware of their strengths and weaknesses. The team members will be aware of how they play a part of their teams.		**Jason Burks**	**05/15/2018**
Action(s)	**Created Date**		**0 of 2 (0%)**		
1	1/30/17	Leadership Team will lead and complete activities to help teachers determine their strengths and weaknesses.		Candace Wilson	12/20/2017
	Notes:				
2	1/30/17	Teachers will complete the same task in their PLCs.		Candace Wilson	12/20/2017
	Notes:				

		IF11	**The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			A survey is given to all staff members to determine the needs for professional development for the upcoming school year. Administration team reviews the survey results to make final decisions on what kinds of professional development will be provided. Prior to and during the school year, differentiated professional development is provided at the district level, building level, curriculum level and grade level.	Full Implementation 09/30/2015		

Core Function:	**School Leadership and Decision Making**			
Effective Practice:	**Expanded time for student learning and teacher collaboration**			

		IH01	**The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Double Block Algebra I Edgenuity Reading Recovery Class READ 180 These strategies are in place to improve student achievement. We do not have extended day programs.	Limited Development 02/11/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Consistently monitor data to ensure improvement.	**Objective Met 09/07/17**	**Jason Burks**	**05/25/2017**

Action(s)	Created Date				
1	2/11/16	Design a master list of all programs used at SJHS	Complete 09/01/2017	Angela Douglass	09/01/2017
	Notes:				
2	2/11/16	Design a system of collecting data	Complete 09/01/2017	Angela Douglass	09/01/2017
	Notes:				
Implementation:			09/07/2017		
Evidence		9/7/2017 Algebra I (9th Grade) has a double blocked class READ 180 - 2 classes of 7th Grade students and 2 classes of 8th grade students Edgenuity Program - used to remediate students struggling to reach mastery of a skill			
Experience		9/7/2017 Determining all the programs the school uses to ensure student success allowed the Leadership Team to understand all the steps that are available for teachers to use.			
Sustainability		9/7/2017 Data from Edgenuity, READ 180, and ACT Aspire Interim Assessments will be analyzed and used to determine how effective the program is			

Core Function:			School Leadership and Decision Making			
Effective Practice:			**Ensuring High Quality Staff - Recruitment, Evaluation, and Retention**			
		II01	**The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			District has established current salaries comparatively to other districts. We have interview committees established. All new teachers are assigned a mentor.	Limited Development 11/04/2015		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Interview Committee - Consist of variety of personnel (admin, counselors, teacher); Each candidate will be required to teach a lesson as part of the interview process; develop questions based on input from the leadership team/building needs Welcome Team - multi-faceted team of teachers will be created to help new teachers be successful at SJHS	**Objective Met 10/05/16**	**Jason Burks**	**03/01/2016**

Action(s)	Created Date	New teacher reflection on school year			
1	11/4/15	Create an anonymous survey for new teachers to reflect on the current year and their needs	Complete 01/04/2016	Shannon Archer	01/04/2016
	Notes:				
2	11/13/15	Create a "Welcome Team" to assist teachers with the transition to joining our school district	Complete 10/04/2016	Lisa Bonner	08/31/2016
	Notes:	Assist with finding housing, day care, and etc.			
3	11/13/15	An interview team will be established consisting of administrators, a counselor, and at least 1 teacher.	Complete 03/31/2016	Jason Burks	03/01/2016
	Notes:				
4	11/13/15	Interview questions will be designed to provide the interviewers with the most comprehensive knowledge of the interviewee	Complete 03/31/2016	Jason Burks	03/01/2016
	Notes:	Interview questions were created for the interview team to use.			
5	11/13/15	Create a Professional Learning Community for the New teachers. This PLC will meet once a month to discuss new information or to problem solve current issues	Complete 03/31/2016	Jason Burks	05/26/2016
	Notes:	A New Teacher PLC has been established. This team meets at least once a month.			
Implementation:			10/05/2016		
Evidence		10/5/2016 Evidence will be uploaded			
Experience		10/5/2016 The Leadership Team created a list of possible needs of in coming new teachers. They created a way to ensure all new staff is acclimated to the school and the community. The Leadership Team created a list of interview questions for all academic areas. The interview team will consist of appropriate personnel.			
Sustainability		10/5/2016			

			Interview questions used Welcome Team called upon as needed			

Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			**Engaging teachers in aligning instruction with standards and benchmarks**			
		IIA01	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Curriculum planning days in the summer where teachers meet to align curriculum horizontally and vertically. A Curriculum Box has been designed for the teachers to have their units all in one place. Teachers access these documents to plan their lessons. Social studies, math, and English have met with the District Curriculum Team several times during the year.	Full Implementation 02/11/2016		

Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			**Assessing student learning frequently with standards-based assessments**			
		IID02	**The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Seventh, Eighth, and Ninth grade mathematics has developed interim assessments for all students.	Limited Development 11/17/2015		
How it will look when fully met:			Seventh, Eighth, and Ninth grade students will have common assessments given a minimum of 3 times a year. ACT Aspire Classroom Assessments will be utilized in the classroom for all students. The Leadership Team and Instructional Teams review the results and adjust the instructional plan based on the results.		**Angela Douglass**	**05/25/2018**
Action(s)	*Created Date*			**2 of 3 (67%)**		
1	11/17/15		Train staff on the use of ACT Aspire Classroom Assessments	Complete 04/03/2017	Angela Douglass	05/01/2017
	Notes:					
2	11/17/15		Utilize grade level interim assessments with ACT Aspire for Literacy in grades 7, 8, and 9	Complete 04/03/2017	Angela Douglass	05/01/2017
	Notes:					
3	11/17/15		Leadership team reviews the results quarterly and instructional plans are adjusted based on those results		Angela Douglass	05/01/2018
	Notes:					

Core Function:			Classroom Instruction			
Effective Practice:			**Expecting and monitoring sound instruction in a variety of modes**			
		IIIA01	**All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Curriculum planning days in the summer where teachers meet to align curriculum horizontally and vertically. A Curriculum Box has been designed for the teachers to have their units all in one place. Teachers access these documents to plan their lessons. Social studies, math, and English have met with the District Curriculum Team several times during the year.	Full Implementation 02/11/2016		
		IIIA40	**All teachers assess student mastery in ways other than those provided by the computer program.(149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Training on Questioning and Formative Assessments Teachers beginning to use the strategies in the classroom	Limited Development 01/30/2017		
How it will look when fully met:			Teachers will use a variety of formative assessments to determine the level of mastery by the students. Teachers will use the assessments to determine their learning objectives.		**Jason Burks**	**05/15/2018**
Action(s)	**Created Date**			**0 of 2 (0%)**		
1	1/30/17		Administrators will complete monthly walk-throughs to monitor of level of implementation.		Jason Burks	05/15/2018
	Notes:					
2	1/30/17		Teachers will bring examples of formative assessments to their PLC meetings		Jason Burks	05/15/2018
	Notes:					

Core Function:			High School: Opportunity to Learn			
Effective Practice:			**Ensure content mastery and graduation**			
		HS04	**The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Career Orientation is taken by all eighth grade students. This class learns and researches possible career choices. Career assessment is given and a 4-year plan is developed for their high school classes. Career Action Planning (CAPs)Conferences are held in the Spring of each	Full Implementation 11/17/2015		

	year for the parents, students, and teachers to meet and discuss the student's career goals. Computer Technology Instruction and Keyboarding are also offered to both the seventh and eighth grade students. These courses focus on computer use in the business sector. Keystone is taken by ninth grade students as a transition course in to high school. Career Orientation and Keystone utilize guest speakers throughout the school year.			