

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 18, 2016

East End Intermediate School NCES - 50001500275

Sheridan 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 **Objective Met** 10/2/2015

Assess	Level of Development:			Initial: Limited Development 09/11/2015	
				Objective Met - 10/02/2015	
	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 school has a Leadership Team and grade level teams that meet on a weekly basis for forty minutes. Our PTO has executive meetings and community meetings bimonthly. A school RTI team is currently being developed.	
Plan	Assigned to:			Sarah Hogg	
	How it will look when fully met:			The leadership team and grade level instructional teams will operate and continue to be a part of the school culture. The RTI team will meet once a month to determine how to address the needs of individual students and to plan strategic interventions. The PTO will continue to operate and be an integral part of our school culture. Sign-in sheets, agendas, minutes, documents, and other artifacts will reflect topics of discussion. Increased student achievement will also serve as evidence of implementation.	
	Target Date:			05/06/2016	
Tasks:					
		1. Create a schedule that allows the Leadership Team to meet for a longer amount of time.			
		Assigned to:		Sarah Hogg	
		Added date:		09/11/2015	
		Target Completion Date:		09/18/2015	

		Comments:	Team recommended meeting once a month for 1 1/2 - 2 hours. Team also recommended that two shorter meetings each month be focused on needs of grade levels and two meetings be focused on developing and implementing the ACSIP	
		Task Completed:	9/18/2015 12:00:00 AM	
	2. Create a monthly schedule for RTI team meetings.			
		Assigned to:	Sarah Hogg	
		Added date:	09/11/2015	
		Target Completion Date:	09/18/2015	
		Comments:	Second Monday of each month	
		Task Completed:	10/2/2015 12:00:00 AM	
	3. Guidelines will be shared with all staff for how to refer students to the RTI team meetings.			
		Assigned to:	Sarah Hogg	
		Added date:	09/11/2015	
		Target Completion Date:	10/16/2015	
		Comments:	Schedule time to meet with Vickie, Lindsey, and Annette to develop district protocol.	
		Task Completed:	10/2/2015 12:00:00 AM	
Implement	Percent Task Complete:		100%	
	Objective Met:		10/2/2015	
	Experience:		10/2/2015 When developing the protocol guidelines for referring students to the RTI committee, K-6 principals from other campuses along with the director of special services met and collaborated to create a common document for the district. The principal and assistant principal created the schedules for Leadership Team and RTI building meetings with the input from staff members.	
	Sustain:		10/2/2015 Follow all schedules and protocol to ensure success and growth for all students. Continue to support teachers by following through with scheduled meetings.	
	Evidence:		10/2/2015 RTI Building Level Meetings Schedule Protocol for referring students to RTI meetings fully defined and shared. Calendar for Leadership Team meetings was developed.	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)			
Status	Tasks completed: 1 of 2 (50%)			
Assess	Level of Development:		Initial: Limited Development 10/02/2015	
	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:		Some groups and committees do a nice job of preparing agendas and keeping minutes. Others will need improvement. Team leaders will communicate importance to groups and committees.
Plan	Assigned to:		Jayme Claassen
	How it will look when fully met:		Agendas and minutes for all meetings will be kept and shared through Google drive. Mrs. Claassen will monitor the process.
	Target Date:		10/16/2015
	Tasks:		
	1. All groups/committees will assign a time keeper to keep the group focused.		
		Assigned to:	Committee Chairs
		Added date:	10/02/2015
		Target Completion Date:	10/16/2015
		Comments:	Your job is to ensure the committee accomplishes the work in a timely manner.
		Task Completed:	10/16/2015 12:00:00 AM
	2. Agendas/minutes will be kept for all committee meetings. They will be shared through Google drive.		
		Assigned to:	Committee Chairs
		Added date:	10/02/2015
		Target Completion Date:	05/27/2016
		Frequency:	weekly
		Comments:	Your job is to ensure agendas/minutes are kept for all meetings. They will be shared through Google drive.
Implement	Percent Task Complete:		50%
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 10/02/2015
	Evidence:		Leadership teams meet weekly according to the Leadership Team schedule. The team consists of the building administrators, special educator, grade level chairs, and other invited guests. Minutes from leadership meetings are shared with the staff.
		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: 2 of 5 (40%)		
Assess	Level of Development:	Initial: No development or Implementation 10/09/2015	
		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:	The principal and assistant principal perform reflective walks and use the data to inform professional development; however summary reports are not shared and reviewed by the leadership team.	
Plan	Assigned to:	Sarah Hogg	
	How it will look when fully met:	Data analysis from reflective walks will be included on leadership team meeting agendas. Minutes will reflect analysis. Professional development plans will be developed based on data.	
	Target Date:	05/20/2016	
	Tasks:		
		1. Building level administrators will schedule reflective walks to monitor classroom instruction at least once a month. Members of the leadership team will be included in the walks.	
		Assigned to:	Sarah Hogg
		Added date:	10/09/2015
		Target Completion Date:	12/18/2015
		Comments:	The following dates were set for the leadership team to participate in Reflective Walks: Jan. 14, Feb. 18, March 10, and April 7. The focus of the first walk will be on student learning.
		Task Completed:	12/18/2015 12:00:00 AM
		2. Leadership team members will be trained on what to look for when conducting reflective walks. Training will ensure inter-rater reliability.	
		Assigned to:	Sarah Hogg
		Added date:	10/09/2015
		Target Completion Date:	12/18/2015
		Comments:	The building level administrators facilitated training for the leadership team. Since the focus of the first walk is on Student Learning, the training included reviewing Marzano's High Yield Instructional Strategies and Bloom's Taxonomy. The Reflective Walk "look fors" were shared with teachers and discussed in both the Jan. faculty meeting and in grade level PLC's.
		Task Completed:	12/18/2015 12:00:00 AM
		3. Reflective walks including members of the leadership team will be conducted on a monthly basis.	
		Assigned to:	Alan Braden
		Added date:	10/09/2015

		Target Completion Date:	01/29/2016
		Frequency:	monthly
		Comments:	Share schedule of monthly walks with leadership team. Alan will send reminders and ensure walks occur. The first reflective walk was held on Jan. 18. The focus of the walk was on student learning. Following dates are set for Feb. 18, March 10, and April 7.
	4. Data from reflective walks will be shared with leadership team. Team will analyze results.		
		Assigned to:	Sarah Hogg
		Added date:	10/09/2015
		Target Completion Date:	05/20/2016
		Frequency:	monthly
		Comments:	
	5. Data will inform plans for building level professional development.		
		Assigned to:	Liz Diemer
		Added date:	10/09/2015
		Target Completion Date:	03/18/2016
		Frequency:	twice a year
		Comments:	
Implement	Percent Task Complete:		40%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/30/2015	
	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:	Although administrators conduct classroom observations and make recommendations for professional development opportunities to teachers, individual teachers are not required to develop a written plan.	
Plan	Assigned to:	Jayme Claassen	
	How it will look when fully met:	Teachers will have the opportunity to attend professional development that targets their individual growth plans. Administrators will provide recommendations through the Marketplace in Bloomboard that address teacher's individual needs. Requests for professional development are approved by the building level administrator as well as the Assistant Superintendent of Curriculum and Professional Development and are tied to the teachers' growth plans. Opportunities for teachers with similar goals to attend like professional development will be provided. Verification of attendance at professional development will be kept in ESCWorks.	

	Target Date:	05/20/2016
	Tasks:	
	1. Classroom observations will be conducted by administrators.	
	Assigned to:	Sarah Hogg and Jayme Claassen
	Added date:	10/30/2015
	Target Completion Date:	03/18/2016
	Frequency:	monthly
	Comments:	
	2. Based on classroom observations, administrators will make recommendations for professional development that align with teachers' PGPs.	
	Assigned to:	Sarah Hogg and Jayme Claassen
	Added date:	10/30/2015
	Target Completion Date:	04/15/2016
	Comments:	
	3. Teachers will develop individual professional development plans based on classroom observations.	
	Assigned to:	Jaymee Claassen and Sarah Hogg
	Added date:	11/20/2015
	Target Completion Date:	05/13/2016
	Comments:	
	4. Documentation of attendance at professional development sessions that are directly connected to teachers' professional growth plans will be provided.	
	Assigned to:	Jaymee Claassen and Sarah Hogg
	Added date:	10/30/2015
	Target Completion Date:	05/26/2017
	Comments:	
Implement	Percent Task Complete:	0%
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 4 (0%)	
Assess	Level of Development:	Initial: Limited Development 10/16/2015
	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:	High quality, ongoing, job-embedded professional development is provided for teachers; however, the professional development is not always differentiated to address the individual needs of all teachers. District and state requirements sometimes specify what professional development teachers must attend and cuts in professional development funds limit opportunities for choice.
Plan	Assigned to:	Sarah Hogg
	How it will look when fully met:	Professional learning communities and on-line technology will be used as tools to provide high quality, ongoing, job-embedded, and differentiated professional development for all teachers. Resources will also be allocated to provide opportunities for teachers to observe, receive, and provide feed-back from and to one another, to purchase instructional materials to support professional learning experiences, and to allow teachers to attend conferences and workshops. Teacher performance data, student achievement data, and input from teachers will be used to determine the focus of personal learning experiences. The goal of all professional development is to improve adult and student learning. Agendas, minutes, and professional development budgets will be used to provide evidence that this objective has been met.
	Target Date:	05/27/2016
	Tasks:	
	1. Leadership team will study how professional learning communities work together to improve adult and student learning.	
	Assigned to:	Sarah Hogg and Liz Diemer
	Added date:	11/18/2015
	Target Completion Date:	01/29/2016
	Comments:	Possible resources: PLC 4 Real, Professional Learning Communities at Work, Continuous Cycle of School Improvement Model
	2. Leadership team members will guide the work of PLC's.	
	Assigned to:	Lea, Stacey, Lisa, and Alan
	Added date:	11/13/2015
	Target Completion Date:	02/05/2016
	Frequency:	weekly
	Comments:	
	3. Teachers will be provided access to various technology resources for professional learning such as Edutopia, Teaching Channel, IDEAS, etc. Leadership team will share resources with staff.	
	Assigned to:	Sarah Hogg
	Added date:	11/13/2015
	Target Completion Date:	12/18/2015
	Comments:	
	4. Teachers will have opportunities to observe each other as one type of job-embedded professional learning.	

		Assigned to:	Sarah Hogg
		Added date:	11/13/2015
		Target Completion Date:	03/18/2016
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		0%

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 11/20/2015	
	Evidence:	<p>The school uses beginning, middle, and end of the year screeners and diagnostic assessments to monitor the progress of extended learning time programs and other strategies related to school improvement. Classroom assessments, district interim assessments, and state assessments are also used to monitor progress.</p> <p>To sustain our efforts, results from assessments will need to continually be analyzed and used to inform and refine teacher practices.</p>	
		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	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/08/2016	
	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:	All teachers are highly qualified. Opportunities for teachers to serve in leadership positions that do not require them to leave the classroom are provided. Teachers are assigned to different areas based on requests and student need. Mentors are provided to support novice teachers. Competitive interview process.	
Plan	Assigned to:	Sarah Hogg	

	How it will look when fully met:	In addition to the things that are already in place, administrators will ensure that novice teachers are assigned to areas where they are most qualified. Administrators will also review data and teacher /student performance to ensure teachers are placed in areas of expertise.
	Target Date:	07/03/2017
	Tasks:	
	1. Use the Teacher Excellence Support System to facilitate discussions and ensure accurate teaching assignments on teacher strengths and student needs.	
	Assigned to:	Sarah Hogg and Jayme Claassen
	Added date:	01/08/2016
	Target Completion Date:	07/03/2017
	Frequency:	twice a year
	Comments:	
	2. Use data analysis to review student growth and ensure optimum teacher and student placement.	
	Assigned to:	Sarah Hogg and Jayme Claassen
	Added date:	01/08/2016
	Target Completion Date:	07/03/2017
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	0%
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	Not a priority or interest	
Assess	Level of Development:	Initial: No development or Implementation 03/18/2016
		Not a priority or interest
	Explain why not a Priority or Interest:	This indicator applies to high school; however, to help prepare students for college and careers and annual career day is held for fifth and sixth grade students each spring. In addition, students study notable, creative, inventive, courageous, and revolutionary thinkers as part of the curriculum.
	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 03/09/2016	
	Evidence:	teacher planners	
	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	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/19/2016	
	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:	Numerous assessments including diagnostic assessments (universal screeners), district interim assessments, annual standardized assessments, and teacher-made formative assessments are administered to all students. teachers meet in grade level teams to analyze results of the assessments and plan for further classroom instruction. Although results from annual assessments are shared with the Leadership team, additional efforts need to include sharing district kevel interim assessment results with the Leadership Team to identify horizontal alignment and patterns of strengths and weaknesses.	
Plan	Assigned to:	Sarah Hogg	
	How it will look when fully met:	When fully implemented, district interim assessment results will be shared with the Leadership Team. The Leadership team will discuss patterns in strengths and weakness across the building and share with grade level teams to improve classroom instruction. (interventions) Evidence to show that this objective is fully met will include agenda minutes, presentations of data and analysis results , decreased numbers of students needing interventions, and increased performance on annual assessments.	
	Target Date:	05/26/2017	
	Tasks:		
	1. Building administrators will gather and compile assessment data from the various grade levels		
	Assigned to:	Sarah Hogg and Jayme Claassen	
	Added date:	02/19/2016	
	Target Completion Date:	08/08/2016	
	Frequency:	once a year	
	Comments:		

		2. The data will be shared with the Leadership Team for the purpose of identifying patterns of strengths/weaknesses	
		Assigned to:	Sarah Hogg
		Added date:	02/19/2016
		Target Completion Date:	09/30/2016
		Frequency:	once a year
		Comments:	
		3. The Leadership Team will share results of data analysis with their grade level teams	
		Assigned to:	Lea, Stacey, Lisa, and Alan
		Added date:	02/19/2016
		Target Completion Date:	10/30/2017
		Comments:	
		4. Grade level teams will modify instruction based on results	
		Assigned to:	All teachers
		Added date:	02/19/2016
		Target Completion Date:	05/29/2017
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:		0%
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: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/09/2016	
	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:	Efforts have been made to align standards, curriculum, instruction, and assessment; however, due to changes in leadership and curriculum throughout the district as well as the implementation of new social studies standards this year and new science standards next year additional work is needed to ensure all of these things are fully aligned in all content areas. Documents can be found in the curriculum box that align standards, curriculum, instruction, and interim assessments for literacy and mathematics. Some connections are made to other content areas such as social studies, science, music, and art. Teachers from each campus meet throughout the year and work under the direction of the curriculum team to develop and revise curriculum documents. Science specialists including Betty Ramsey from Henderson State University and Andi Lunsford from the ARESC assist the team with the development of science documents.
Plan	Assigned to:	Sarah Hogg
	How it will look when fully met:	Documents aligning standards, curriculum, instruction, and assessment will guide the work of teaching and learning in all content areas. These documents will be developed by district curriculum teams and found in the curriculum box. School based assessments and district interim assessments will be used to monitor student learning and inform instruction. Agendas and minutes from back to school professional development and professional learning community meetings will provide evidence that this objective is fully met. Teacher lesson plans will provide additional evidence.
	Target Date:	05/26/2017
	Tasks:	
	1. Teacher representatives from each content area will meet with the district curriculum team to align standards, curriculum, instruction, and assessment.	
	Assigned to:	Sarah Hogg
	Added date:	03/18/2016
	Target Completion Date:	05/26/2017
	Frequency:	four times a year
	Comments:	
	2. Teachers will work together in content area teams to develop common classroom assessments.	
	Assigned to:	Lea Cummings, Stacey Larkin, Lisa Gillispie, and A
	Added date:	03/18/2016
	Target Completion Date:	05/26/2017
	Frequency:	monthly
	Comments:	
	3. Teachers will meet in professional learning communities to analyze data from assessments.	
	Assigned to:	Lea, Stacey, Lisa, and Alan
	Added date:	03/18/2016
	Target Completion Date:	05/26/2017

		Frequency:	monthly
		Comments:	
4. Analysis of assessment data will used to be inform classroom instruction.			
		Assigned to:	Lea, Stacey, Lisa, and Alan
		Added date:	03/18/2016
		Target Completion Date:	05/26/2017
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		0%
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 03/18/2016
	Evidence:		<p>The Sheridan School District Title 1 Parent Compact outlines responsibilities that communicate what parents or legal guardians, teachers, administrators, and students will do to promote student achievement. The compact is included in the student handbook and sent home with students at the beginning of each year. The compact is signed by all parties and is on file in the school office.</p> <p>In addition, weekly student accomplishment records, monthly newsletters and articles in the community newspaper, Parent-Teacher Conferences, and Family, Math, Science and Literacy Nights help inform parents of ways to be involved in their child's education.</p> <p>To sustain our efforts, we will need to continue these practices.</p>
		Added date:	