

# 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 29, 2016

**Sheridan Intermediate School** NCES - 50001500097

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** Tasks completed: 6 of 7 (86%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/09/2015	
	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:	Leadership Team is newly formed this year. Teams: grade levels teams are broken into one math, one science, one social studies, one literacy for 4th, 5th, and 6th. Third grade is designed by pod of four teachers. Planning times are designed such that teams can plan together. Parental Involvement team plans parent & community activities. Building administrators meet on a regular basis.	
<b>Plan</b>	Assigned to:	Annette Neely	
	How it will look when fully met:	There will be bi-monthly planning meetings (PLC) for each grade level teachers as well as bi-monthly Leadership Team meetings. Monthly Response to intervention meetings will develop plans for individual student needs. PLC meeting time will be utilized for preparing for response for intervention monthly meetings and to discuss grade level curriculum and assessments. As a result of preparing for RTI meetings each teacher will have collected information about individual student needs in order to create an individual student plan at the RTI meeting itself. As a result of each PLC meeting, teachers develop an aligned curriculum and the resources needed to reach each curriculum standard. This will also be a time to analyze common classroom assessments during PLC time. Teachers will also meet during their common planning time on a daily basis in order to meet with parents, use of proven strategies, and to develop common lesson plans.	
	Target Date:	05/06/2016	
	<b>Tasks:</b>		

		1. Develop a Leadership Team schedule.	
		Assigned to:	Annette Neely
		Added date:	09/09/2015
		Target Completion Date:	09/14/2015
		Comments:	A Leadership Team schedule has been developed and shared with each Leadership Team member and Susan Riding, district ACSIP chairperson.
		Task Completed:	9/11/2015 12:00:00 AM
		2. A PLC schedule will be created for the 15-16 school year.	
		Assigned to:	Annette Neely
		Added date:	09/09/2015
		Target Completion Date:	09/14/2015
		Comments:	
		Task Completed:	9/11/2015 12:00:00 AM
		3. Create Response to Intervention Monthly meeting schedule	
		Assigned to:	Annette Neely
		Added date:	09/09/2015
		Target Completion Date:	09/14/2015
		Comments:	
		Task Completed:	9/11/2015 12:00:00 AM
		4. PLCs will collect sign-sheets, agendas, and meeting notes for each bi-monthly PLC meeting.	
		Assigned to:	Building grade level chairpersons
		Added date:	09/09/2015
		Target Completion Date:	12/04/2015
		Frequency:	twice monthly
		Comments:	Leadership team members from each grade have consistently turned in all sign-in sheets, agendas and meeting notes for each PLC meeting.
		Task Completed:	12/4/2015 12:00:00 AM
		5. Each PLC chairperson will turn in the collected sign-in sheets, agendas, and meeting minutes to the building principal within a week of each meeting.	
		Assigned to:	Each grade level chairperson
		Added date:	09/09/2015
		Target Completion Date:	12/04/2015
		Frequency:	weekly
		Comments:	This task has been completed and the sign-in sheets and meeting minutes are kept in a notebook in Mrs. Knight's office.
		Task Completed:	12/4/2015 12:00:00 AM
		6. One daily meeting of common planning time will be documented once a each week with a sign-in sheet, agenda, and meeting minutes.	
		Assigned to:	Grade level Chairpersons

		Added date:	09/09/2015
		Target Completion Date:	04/08/2016
		Frequency:	weekly
		Comments:	
7. Create a schedule that allows teachers to meet by subject.			
		Assigned to:	Leadership Team members
		Added date:	09/09/2015
		Target Completion Date:	12/04/2015
		Comments:	Schedules have been created to allow teachers to meet by subject by double blocking activity times once an month.
		Task Completed:	12/2/2015 12:00:00 AM
Implement	Percent Task Complete:		86%
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 10/07/2015
	Evidence:		Agendas and minutes are created for all PLC's, Team Meetings, Faculty Meetings, PTO meetings, Leadership Meetings, etc. This will continue as meetings occur at SIS.
		Added date:	
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:		Agendas and minutes are recorded. This procedure will continue as meetings occur. Leadership meetings are scheduled and calendar was provided. Plans are implemented and follow up occurs.
		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 1 (0%)		
Assess	Level of Development:		Initial: Limited Development 02/17/2016
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Principals visit classroom at least once a month and give face to face feedback.	
Plan	Assigned to:	Teresa Knight	
	How it will look when fully met:	* Leadership team will decide what area to focus on while visiting a peer teacher. * Once a quarter, teacher will visit a peer teachers classroom and observe. * Upon completing observation, the two teachers will debrief post observation meeting and discuss glows and grows. * Observation results will be recorded and data will be analyzed to determine professional development needs.	
	Target Date:	05/26/2016	
	Tasks:		
		1. 1)Each grade level representative on the Leadership Team will collect grade level data and compile data. 2) Data will be brought to the Leadership Team and analyzed. 3) Weak areas or areas of need will be discussed and a plan will be developed to address needs. 4) Professional Development will be designed around areas of need.	
		Assigned to:	Teresa Knight
		Added date:	02/17/2016
		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 02/17/2016	
	Evidence:	Teacher meets with Principal or Assistant Principal to review end of year evaluation (which classroom observation). As a result of this meeting, teacher and principal decide what areas need additional focus. Teacher then creates PGP based upon meeting.	
		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 01/20/2016	
	Evidence:	District provides all needed professional development. Surveys are sent out periodically to assess needs of teachers. From those surveys, PD is differentiated according to needs. Occasionally we have the opportunity to meet during prep periods and/or lunch for topics related integrating technology in the classroom. Teachers are encouraged to seek out professional development that aligns with their PGP.	
		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**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 10/28/2015
	Evidence:	The school monitors progress of the extended learning time programs and other strategies through block scheduling, enrichment during the day and after school activities (Chess, Destination Imagination, and Quiz Bowl), reinforcement, remediation, Read 180, extending the school day from 1/2 day to full day on parent teacher conferences, and additional availability of GT for free flow enrichment. Due to the district restructuring of buses, teachers have additional time for free flow enrichment at the end of the day.
	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 15 (0%)

<b>Assess</b>	Level of Development:	Initial: Limited Development 03/29/2016
	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:	WHAT IT LOOKS LIKE NOW: 1) experience in similar roles 2) demonstration of prior success in their current role 3) passion for what they do 4) student-centered philosophy 5) highly recommended by their peers 6) hold highly-qualified status 7) People skills/communication skills 8) Specialized training (NBCT, Master's degree, ELL, etc.) Sheridan's current recruitment methods include: 1) Website 2) student interns 3) networking (word-of-mouth, other districts) 4) Competitive salaries New staff at the Sheridan Intermediate School are provided with induction training and mentoring by: 1) Annual new teacher professional development provided by the District Office 2) Assigned a mentor using the state mentoring model as well as assigned a "buddy" teacher in the building. 3) Partnerships with Universities 4) Teacher of the Year 5) Professional Learning Communities (PLC/Grade Level Teaming 6) Professional Development both building-wide and individual 7) TESS 8) Instructional Specialists and Curriculum and Instruction Assistant Superintendent support

<b>Plan</b>	Assigned to:	Annette Neely
	How it will look when fully met:	In addition to the activities Sheridan Intermediate School currently has in place for recruitment, retention, training and support, the school will: Enhance mentoring and support through the development of a formalized training for mentors as well as buddy teachers that will take place throughout the school year. In collaboration with each building principal, the Assistant Superintendent of Curriculum and Instruction and the instructional specialists will provide ongoing support for new teachers by defining professional development for specific needs of the newly hired staff. A consistent interview process will be established that will include job descriptions and expectations of newly hired staff. The building will participate in a formalized orientation process that will include meeting several times during the year and include ongoing TESS training and a scheduled time with the building administrator. Sheridan Intermediate will participate in a Teacher Cadet program will be established in order to "grow our own" teachers within our community.
	Target Date:	01/27/2017
	<b>Tasks:</b>	
	1. The Committee established for the purpose of developing a district-wide interview process will develop questions that are common to each building/job that covers district "look-fors" using a rubric scale.	
	Assigned to:	committee
	Added date:	03/29/2016
	Target Completion Date:	11/11/2016
	Comments:	
	2. If a job description has not been created for a posted job, one will be developed at that time.	
	Assigned to:	Building leadership team
	Added date:	03/29/2016
	Target Completion Date:	11/04/2016
	Comments:	
	3. Each building (or like-buildings) will establish a new employee cohort.	
	Assigned to:	Annette Neely
	Added date:	03/29/2016
	Target Completion Date:	01/27/2017
	Comments:	
	4. Each building (or cohorts that are established with like-buildings) will develop a schedule that reflects multiple meetings throughout the school year in order to provide continuing support for novice and newly hired teachers. TESS will be included in this ongoing training.	
	Assigned to:	Annette Neely
	Added date:	03/29/2016
	Target Completion Date:	01/27/2017
	Comments:	

		5. A "welcome" resource packet will be created in order to acclimate newly hired staff to the Sheridan community.	
		Assigned to:	Building leadership team members
		Added date:	03/29/2016
		Target Completion Date:	01/27/2017
		Comments:	
		6. Participate/contribute to the newly developed Teacher Cadet program.	
		Assigned to:	Annette Neely
		Added date:	03/29/2016
		Target Completion Date:	01/27/2017
		Comments:	
		7. Develop a network directory to assist with filling vacant position with excellent candidates.	
		Assigned to:	Annette Neely
		Added date:	03/29/2016
		Target Completion Date:	01/27/2017
		Comments:	
		8. Develop a formal process for nominating teachers for local, state, and national awards.	
		Assigned to:	building leadership team members
		Added date:	03/29/2016
		Target Completion Date:	01/27/2017
		Comments:	
		9. Collaborate with surrounding universities/colleges in participating in mock interviews in order to stay abreast of possible candidates to fill vacant positions.	
		Assigned to:	Teresa Knight
		Added date:	03/29/2016
		Target Completion Date:	01/27/2017
		Comments:	
		10. Publicize the instructional technology resources Sheridan School District has to offer students and instructional staff.	
		Assigned to:	leadership team members
		Added date:	03/29/2016
		Target Completion Date:	01/27/2017
		Comments:	
		11. Develop guidelines/"curriculum" for training mentors assigned to newly hired staff. This curriculum should include parent interaction training.	
		Assigned to:	Annette Neely
		Added date:	03/29/2016
		Target Completion Date:	09/30/2016
		Comments:	
		12. Develop a set of expectations/program designed to guide "Buddy teachers" who are assigned to assist newly hired teachers.	

		Assigned to:	Annette Neely
		Added date:	03/29/2016
		Target Completion Date:	09/30/2016
		Comments:	
	13. Establish a schedule for training "Buddy teachers" using the set of expectations/program designed by the building level principal.		
		Assigned to:	Annette Neely
		Added date:	03/29/2016
		Target Completion Date:	09/30/2016
		Comments:	
	14. Building principals, Assistant Superintendent of Curriculum and Instruction, and instructional specialists will establish specific curriculum training/expectations for novice teachers and teachers new to the district		
		Assigned to:	Annette Neely
		Added date:	03/29/2016
		Target Completion Date:	10/28/2016
		Comments:	
	15. Participate on a committee developed at the district level to develop a district-wide interview process.		
		Assigned to:	Annette Neely
		Added date:	03/29/2016
		Target Completion Date:	11/04/2016
		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 03/09/2016
			Not a priority or interest
	Explain why not a Priority or Interest:		Sheridan Intermediate is a 3-6 building. This indicator is not applicable to our building.
		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)		



<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/07/2015	
	Evidence:	School team meeting notes and agendas, district instructional team notes and agendas, and common planning time meeting notes and agendas, etc are created. These practices will continue.	
		Added date:	
<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>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/17/2016	
	Evidence:	1) District Assessments in Math and Literacy are each semester. 2) State mandated testing in April.  The curriculum team will look at data with grade level teams during PLC. Needs will be discussed. Curriculum team will continue to develop assessments for each semester. This could possibly include Science assessments during the 2016-2017 school year. .	
		Added date:	
<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>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2015	
	Evidence:	Lesson Plans, Curriculum Box, Pre and Post test, unit planners, district assessments and data analysis, PLC's, and Huddle days are part of aligning standards, curriculum, instruction, and assessment.	
		Added date:	
<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>Full Implementation</b>		

<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/12/2015
	Evidence:	The school's Title One Compact includes responsibilities that communicate what parents can do to support their students' learning at home through: the signatures on Student/Teacher/Compact which is included in the district handbook, SIS Parental Involvement Handbook (sent home with every student), two family nights a year, two parent teacher conferences each year, Open House, Remind app, Refrigerator curriculum on district website, Home-Parent Connection newsletter, assessment folders, and parent-teacher emails.
	Added date:	