

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 07, 2016

Sheridan Jr. High School NCES - 50001500998

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: 0 of 3 (0%)

Assess	Level of Development:		Initial: Limited Development 02/11/2016	
	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:		Teams created and implemented: Academic Leadership Department New Teacher	
Plan	Assigned to:		Jason Burks	
	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.	
	Target Date:		08/15/2016	
	Tasks:			
		1. Create a meeting schedule for all teams		
		Assigned to:	Jason Burks	
		Added date:	02/11/2016	
		Target Completion Date:	08/15/2016	
		Frequency:	once a year	
		Comments:		
		2. Establish a system for Administration to monitor/attend team meetings.		
		Assigned to:	Jason Burks	
		Added date:	02/11/2016	
		Target Completion Date:	08/15/2016	
		Comments:		
		3. Create an agenda/minutes template for each team.		

		Assigned to:	Jason Burks
		Added date:	02/11/2016
		Target Completion Date:	08/15/2016
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Tasks completed: 1 of 4 (25%)		
Assess	Level of Development:		Initial: Limited Development 09/08/2015
	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:		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.
Plan	Assigned to:		Jason Burks
	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.
	Target Date:		05/02/2016
	Tasks:		
	1. Principal will create a folder in Google Drive for all meeting agendas and meeting minutes to be uploaded into after each meeting.		
		Assigned to:	Jason Burks
		Added date:	09/16/2015
		Target Completion Date:	09/17/2015
		Comments:	
		Task Completed:	10/1/2015 12:00:00 AM
	2. Committees/teams/departments will complete agendas and minutes for all meetings.		
		Assigned to:	Department/Team Chairs
		Added date:	09/16/2015
		Target Completion Date:	05/16/2016
		Frequency:	weekly
		Comments:	
	3. Committees/Team/Departments will upload all meeting agendas and minutes to the correct folder in Google Drive.		

		Assigned to:	Department/Team Chairs
		Added date:	09/16/2015
		Target Completion Date:	05/16/2016
		Frequency:	weekly
		Comments:	
	4. Building administrators will monitor the Google Drive folder.		
		Assigned to:	Jason Burks, Angela Douglass, Lynn Cardin
		Added date:	09/16/2015
		Target Completion Date:	05/16/2016
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		25%
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	Objective Met 1/27/2016		
Assess	Level of Development:		Initial: Limited Development 09/16/2015
			Objective Met - 01/27/2016
	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:		A Leadership Team has been established and meets at least twice a month for approximately an hour.
Plan	Assigned to:		Jason Burks
	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.
	Target Date:		05/02/2016
	Tasks:		
	1. Leadership Team consists of the principal, department chairs, and other staff members.		
		Assigned to:	Jason Burks
		Added date:	09/30/2015
		Target Completion Date:	10/01/2015
		Comments:	Team has been created
		Task Completed:	11/2/2015 12:00:00 AM
	2. Leadership Team will have a set time bi-monthly for meeting.		
		Assigned to:	Jason Burks
		Added date:	09/30/2015

		Target Completion Date:	10/01/2015
		Frequency:	twice monthly
		Comments:	
		Task Completed:	11/2/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/27/2016
	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.
	Sustain:		1/27/2016 The Leadership Team will need to continue to meet.
	Evidence:		1/27/2016 The Leadership Team meeting agendas and minutes are posted in Indistar.

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 5 (0%)		
Assess	Level of Development:		Initial: Limited Development 01/20/2016
	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 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.
Plan	Assigned to:		Jason Burks
	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.
	Target Date:		05/16/2016
	Tasks:		
	1. 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.		
	Assigned to:		Jason Burks
	Added date:		01/20/2016

		Target Completion Date:	05/16/2016
		Frequency:	monthly
		Comments:	
	2. Administrators will complete formal/informal classroom observations with face-to-face feedback.		
		Assigned to:	Jason Burks
		Added date:	01/20/2016
		Target Completion Date:	05/16/2016
		Frequency:	monthly
		Comments:	
	3. Establish a plan for peer-to-peer observations		
		Assigned to:	Jason Burks
		Added date:	01/20/2016
		Target Completion Date:	05/01/2017
		Comments:	
	4. Administrators gather all observation data to look for patterns for specific instructional practices.		
		Assigned to:	Jason Burks
		Added date:	01/20/2016
		Target Completion Date:	05/16/2016
		Comments:	
	5. Leadership team reviews data to plan professional development.		
		Assigned to:	Jason Burks
		Added date:	01/20/2016
		Target Completion Date:	05/16/2016
		Frequency:	twice a year
		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 09/30/2015
	Evidence:		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.
		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 09/30/2015
	Evidence:		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.
		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	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:		Initial: Limited Development 02/11/2016
	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:		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.
Plan	Assigned to:		Jason Burks
	How it will look when fully met:		Consistently monitor data to ensure improvement.
	Target Date:		08/15/2016
	Tasks:		
	1. Design a master list of all programs used at SJHS		
		Assigned to:	Angela Douglass
		Added date:	02/11/2016
		Target Completion Date:	08/15/2016
		Comments:	
	2. Design a system of collecting data		
		Assigned to:	Angela Douglass
		Added date:	02/11/2016
		Target Completion Date:	08/15/2016
		Comments:	

Implement	Percent Task Complete:	0%
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: 1 of 5 (20%)	
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:	District has established current salaries comparatively to other districts. We have interview committees established. All new teachers are assigned a mentor.
Plan	Assigned to:	Jason Burks
	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 New teacher reflection on school year
	Target Date:	03/01/2016
	Tasks:	
	1. Create an anonymous survey for new teachers to reflect on the current year and their needs	
	Assigned to:	Shannon Archer
	Added date:	11/04/2015
	Target Completion Date:	01/04/2016
	Frequency:	twice a year
	Comments:	
	Task Completed:	1/4/2016 12:00:00 AM
	2. Create a "Welcome Team" to assist teachers with the transition to joining our school district	
	Assigned to:	Lisa Bonner
	Added date:	11/13/2015
	Target Completion Date:	05/01/2016
	Comments:	Assist with finding housing, day care, and etc.
	3. An interview team will be established consisting of administrators, a counselor, and at least 1 teacher.	
	Assigned to:	Jason Burks

		Added date:	11/13/2015
		Target Completion Date:	03/01/2016
		Comments:	
		4. Interview questions will be designed to provide the interviewers with the most comprehensive knowledge of the interviewee	
		Assigned to:	Jason Burks
		Added date:	11/13/2015
		Target Completion Date:	03/01/2016
		Comments:	
		5. 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	
		Assigned to:	Jason Burks
		Added date:	11/13/2015
		Target Completion Date:	05/26/2016
		Comments:	
Implement	Percent Task Complete:		20%

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 11/17/2015	
	Evidence:	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 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.	
		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 02/11/2016	
	Evidence:	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.	
		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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/17/2015	
	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:	Seventh, Eighth, and Ninth grade mathematics has developed interim assessments for all students.	
Plan	Assigned to:	Angela Douglass	
	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.	
	Target Date:	05/26/2016	
	Tasks:		
	1. Train staff on the use of ACT Aspire Classroom Assessments		
	Assigned to:	Angela Douglass	
	Added date:	11/17/2015	
	Target Completion Date:	05/26/2016	
	Comments:		
	2. Create grade level interim assessments for Literacy in grades 7, 8, and 9		
	Assigned to:	Tracy Criss	
	Added date:	11/17/2015	
	Target Completion Date:	05/26/2016	
	Comments:		
	3. Leadership team reviews the results quarterly and instructional plans are adjusted based on those results		

		Assigned to:	Angela Douglass
		Added date:	11/17/2015
		Target Completion Date:	05/26/2016
		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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 02/11/2016	
	Evidence:	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.	
		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	Not a priority or interest		
Assess	Level of Development:	Initial: No development or Implementation 02/11/2016	
		Not a priority or interest	
	Explain why not a Priority or Interest:	We are not a Title I school.	
		Added date:	