

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.

June 06, 2016

PARKERS CHAPEL HIGH SCHOOL NCES - 51122000841

PARKERS CHAPEL 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 In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 12/08/2015	
	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:	We currently have literacy, mathematics, and wellness committees for our school. School employees are assigned to the areas that are closest to the content area they teach or specific area they work in at the school.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

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

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 12/08/2015	
	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:	There are agendas for all faculty and curriculum meetings. Minutes are not kept for the meetings. This is an area that can be approved. Agendas for faculty meetings are attached.	
Plan	Assigned to:	Not yet assigned	
	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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/08/2015	
	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:	Currently, the staff meets with the principal once a month for an hour. There are, however, ongoing conversations about teacher performance, student performance, and curriculum between the principal and staff members.	
Plan	Assigned to:	Not yet assigned	
		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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/08/2015	
	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:	Classroom observations are used to drive instruction and needs in the form of professional development. The rubric and scores are analyzed by the leadership team to develop a professional development plan.	
Plan	Assigned to:	Not yet assigned	
		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 12/08/2015	
	Evidence:	Teachers use information provided from classroom observations to develop professional growth plans (PGPs) for TESS. PGPs are referred to regularly and self-assessment is performed using the data.	

		Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/08/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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 tries to provide quality professional development based on individual needs of teachers and staff members; however, we do not often have the funds to differentiate professional development like we need to.	
Plan	Assigned to:	Not yet assigned	
		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 12/08/2015	
	Evidence:	The school day is longer than what is required, so there is extended learning time every day. In addition, students are allowed to stay after school or come to school early for tutoring if needed. We plan to continue running the extended schedule and tutoring kids when needed.	
		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 12/08/2015	
	Evidence:	The school advertises all positions through the local paper, the AAEEA jobs site, and Indeed.com. We also call colleges and keep in contact with them in an attempt to recruit highly effective teachers for our school. This year, I plan to attend several job fairs at local colleges for the positions needed for the upcoming semester.	
		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** 12/08/2015

Evidence: Students and parents meet with the school counselor several times throughout the year during their junior and senior years. Teachers incorporate real world information and scenarios into their curriculum to help students be successful in college and career after high school.

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 **In Plan / No Tasks Created**

Assess Level of Development: Initial: **Limited Development** 12/08/2015

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: Currently teachers work on curriculum by using assessment data--both formative and summative--to determine what should be taught. We are meeting in PLCs next semester to develop curriculum maps and pacing guides for the 2016-2017 school year.

Plan Assigned to: Not yet assigned

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 **In Plan / No Tasks Created**

Assess Level of Development: Initial: **No development or Implementation** 12/08/2015

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:	We do not currently have an interim assessment plan in place; however, during the second semester of the current school year, students will take one periodic assessment prior to the ACT Aspire. In the future, students will take three periodic assessments each academic year.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/08/2015	
	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:	Teachers currently put the standards in their lesson plans and use the Common Core Standards and other related resources. After the first of the year, I will meet with PLCs and develop curriculum maps and pacing guides for the current and next school years.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	IYA01 - 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 12/08/2015	

	Evidence:		Parents are provided this information in the handbook, at registration, and at the school. We always strive for strong parental involvement as well as strong communication with students and families regarding learning, responsibilities, and expectations.
		Added date:	