

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

11/30/2016

Mansfield Middle School NCES - 50933000671

MANSFIELD 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)		
Status	Objective Met 9/14/2016		
Assessment	Level of Development:	Initial: Limited Development 10/27/2015	
		Objective Met - 09/14/2016	
	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:	Mansfield School District is currently developing and preparing for authorization a new district policy establishing a structure of formal teams at each campus to address academic success.	
Plan	Assigned to:	Robert Ross	
	How it will look when fully met:	Full implementation will be when the Mansfield School District has incorporated into District Policy the establishment of formal teams at each campus to address academic improvement. Evidence will be School Board minutes addressing this policy.	
	Target Date:	05/31/2016	
	Tasks:		
		1. Mr. Ross will lead the Personal Policy Committee to develop a district policy that meets this indicator. Evidence will be minutes of the School Board Meeting addressing this policy.	
	Assigned to:	Robert Ross	
	Added date:	10/27/2015	
	Target Completion Date:	02/29/2016	
	Comments:	Use the ASBA model policy to direct the development and adoption of local policy.	
	Task Completed:	05/25/2016	
Implement	Percent Task Complete:		
	Objective Met:	9/14/2016	
	Experience:	9/14/2016 The Personnel Policy Committee met and looked at the Arkansas School Board model policy. The PPC edited the policy to fit Mansfield School District's need and presented the policy to the school board. The board completed two readings of the policy and approved the policy.	

	Sustain:	9/14/2016 No continued work necessary.
	Evidence:	9/14/2016 School board minutes will serve as documentation that this objective has been fully implemented.
Indicator	ID04 - All teams prepare agendas for their meetings.(39)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/17/2015
	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:	Currently, agendas are provided for Parent Meetings at the beginning of school year and those are available for parents to pick up at sign in. At typical faculty meetings, the leader has an agenda but these are not always made available to participants and minutes are not normally kept.
Plan	Assigned to:	Floyd Fisher
	How it will look when fully met:	Full implementation will be when MMS provides agendas, sign-in sheets, and minutes for every meeting. Evidence of full implementation will be copies of agendas, sign-in sheets, and minutes for every meeting.
	Target Date:	06/30/2017
	Tasks:	
	1. Building principal will prepare an agenda, sign in sheet, and minutes for each of his/her meetings. Evidence will include copies of agendas, sign in sheets, and minutes.	
	Assigned to:	Floyd Fisher
	Added date:	09/17/2015
	Target Completion Date:	06/30/2017
	Frequency:	monthly
	Comments:	We have to be diligent about preparing agendas, sign in sheets, and taking appropriate minutes. These will need to be kept on file for evidence that we are working toward this indicator.
	2. Building meetings conducted by Team Members/Faculty will have an agenda, sign in sheet, and minutes. Evidence will be agendas, sign in sheets, and minutes.	
	Assigned to:	Floyd Fisher
	Added date:	09/17/2015
	Target Completion Date:	06/30/2017
	Frequency:	monthly
	Comments:	Principal needs to stress the importance of having agendas, sign in sheets, and minutes for each meeting. Ideally, during meetings the person assigned to take minutes will do so at the computer by using the indistar.org website.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
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)	

Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/27/2015	
	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:	Mansfield Middle School at this time does not have a designated Leadership Team.	
Plan	Assigned to:	Floyd Fisher	
	How it will look when fully met:	Full implementation will be when MMS has a Leadership Team consisting of the principal, teachers who lead the Instructional Teams, parents, and other key professional staff. The Leadership Team will meet twice a month for one hour. Evidence will be agendas, minutes, and sign-in sheets from Leadership Team meetings.	
	Target Date:	05/30/2017	
	Tasks:		
	1. Appoint members of the Leadership Team. Evidence will be a roster of team members.		
	Assigned to:	Floyd Fisher	
	Added date:	10/27/2015	
	Target Completion Date:	05/30/2017	
	Comments:	Team members probably need to be one teacher from each core area, the counselor, the principal, and a parent.	
	2. Develop a meeting schedule for the Leadership Team. Evidence will be the written schedule.		
	Assigned to:	Floyd Fisher	
	Added date:	10/27/2015	
	Target Completion Date:	05/30/2017	
	Comments:	An issue will be how to find time for the team to meet.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 11/18/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 there is no formal Leadership Team and principal's summary reports of classroom observations are not reviewed or taken into account in planning professional development.	
Plan	Assigned to:	Floyd Fisher	

	How it will look when fully met:	Full implementation will be when a Leadership Team is formed and accepts the task of reviewing the principal's summary reports of classroom observations. Reviews will be taken into account in planning professional development for MMS. Evidence will include an anonymous classroom observation checklist or summary document that can be reviewed by the Leadership Team. Further evidence will be agendas and minutes from review meetings as well as schedules of Professional Development activities.	
	Target Date:	06/01/2020	
	Tasks:		
	1. Develop a checklist or summary report for Principal to use in classroom observations. Evidence will be a standard, anonymous document.		
	Assigned to:	Floyd Fisher	
	Added date:	11/18/2015	
	Target Completion Date:	06/01/2020	
	Comments:		
	2. Schedule review meetings to analyze the standard, anonymous review document. Evidence will be agenda and minutes of review meetings.		
	Assigned to:	Floyd Fisher	
	Added date:	11/18/2015	
	Target Completion Date:	06/01/2020	
	Frequency:	twice a year	
	Comments:		
	3. Use the information gathered in the Review Meetings to determine professional development activities for MMS. Evidence will be a schedule of Professional Development activities that align with the areas the Leadership Team determines need to be addressed.		
	Assigned to:	Floyd Fisher	
	Added date:	11/18/2015	
	Target Completion Date:	06/01/2020	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/23/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Teachers are being introduced and assigned to the various levels of TESS. Teachers are beginning to use the Bloomboard technology to identify goals, professional development needs, and resources. Principal is rating teachers based on formal and informal evaluations.	
Plan	Assigned to:	Floyd Fisher	

	How it will look when fully met:	Full implementation will be when MMS teachers use the Bloomboard technology to garner data from their classroom observations, data from goals accomplished, and resource suggestions to develop their individual professional development plan. Evidence will be professional development documentation.	
	Target Date:	06/01/2020	
	Tasks:		
	1. Train all teachers in the effective use of Bloomboard. Evidence will be teachers actually logging in and utilizing Bloomboard.		
	Assigned to:	Floyd Fisher	
	Added date:	09/23/2015	
	Target Completion Date:	06/01/2020	
	Comments:	Teachers in current TESS tracks for formal and informal evaluations are beginning to use Bloomboard but most are not totally comfortable with it yet.	
	2. Train teachers to use the data provided by Bloomboard to develop their professional development goals. Evidence will be teachers selecting and attending appropriate trainings based on Bloomboard data.		
	Assigned to:	Floyd Fisher	
	Added date:	09/23/2015	
	Target Completion Date:	06/01/2020	
	Comments:	Teachers need to move beyond just using Bloomboard as a way to self-evaluate and to see the principal's assessment of their classroom performance. A lot of valuable information is provided through Bloomboard including resource objectives and email notifications of professional development suggestions based on the teacher's goals.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/19/2015	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Professional Development areas required by the state are generally addressed by the district during the pre-school Professional Development days. Other professional development opportunities are provided through the Education Cooperative.	
Plan	Assigned to:	Floyd Fisher	
	How it will look when fully met:	Full implementation will be when the MMS staff participates in high quality, ongoing, job-embedded, and differentiated professional development. Evidence will consists of Professional Development schedules, Professional Development Plans developed by the individual teachers, and list of Professional Development hours turned in by staff at the end of each year.	
	Target Date:	06/01/2020	
	Tasks:		

1. Use information gathered by the Leadership Team as they review Principal's summary observations to determine Professional Development needs. Evidence will be agendas and minutes from Leadership Team meetings as well as Professional Development Schedules.

Assigned to: Floyd Fisher

Added date: 11/19/2015

Target Completion Date: 06/01/2020

Frequency: once a year

Comments:

2. Keep abreast of professional development activities required by the ADE. Evidence will be ADE memos addressing Professional Development requirements.

Assigned to: Floyd Fisher

Added date: 11/19/2015

Target Completion Date: 06/01/2020

Frequency: monthly

Comments:

3. Encourage teachers to seek out and attend Professional Development opportunities specific to their subject/area provided outside the district. Evidence will be number of teachers attending subject/area specific Professional Development activities outside the district.

Assigned to: Floyd Fisher

Added date: 11/19/2015

Target Completion Date: 06/01/2020

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 3 (0%)

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development: Initial: **Limited Development** 10/15/2015

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: Currently, MMS is developing a plan for monitoring progress of the extended learning time programs and other strategies related to school improvement. We offer 30 minute tutoring sessions with certified teachers both mornings and afternoons. Fifth and sixth grade tutoring is offered three days a week and seventh and eighth grade tutoring is offered four days a week. Students sign in when they attend tutoring. Number of tutoring sessions attended is a part of an Academic Improvement Incentive Point System designed by the principal. Our principal checks a D and F list after each progress report to determine if more students need to attend tutoring. Throughout the year, students experiencing too many absences, too many missed assignments, or have grades that place them in danger of retention are assigned to Thursday Night School(TNS). TNS is a three hour time for

		students to make up missing time or assignments. TNS is supervised by a certified teacher. Students are required to sign in for TNS. Grades of students attending tutoring and Thursday Night School are monitored to see if academic improvement is being achieved.
Plan	Assigned to:	Floyd Fisher
	How it will look when fully met:	<p>Full implementation will be when MMS has a definite progress monitoring system in place that shows:</p> <ol style="list-style-type: none"> 1. Students attending weekly tutoring sessions. 2. Students attending Thursday Night School. 3. Academic improvement of those attending the extended learning time programs. 4. Improved test scores of those attending the extended learning time programs. <p>Evidence will be a spreadsheet documenting student attendance in extended programs and academic progress.</p>
	Target Date:	05/31/2018
	Tasks:	
		1. Create a manageable system for keeping check of which students are attending tutoring or TNS. Perhaps a computer spreadsheet or program that can be accessed by principal, counselor, and teachers. Evidence will be a list of students attending extended learning programs.
	Assigned to:	Floyd Fisher
	Added date:	10/15/2015
	Target Completion Date:	05/31/2018
	Comments:	The system needs to allow for easy access.
		2. Within this management system, establish a way to document academic progress. Evidence will be actual documentation of academic progress.
	Assigned to:	Floyd Fisher
	Added date:	10/15/2015
	Target Completion Date:	05/31/2018
	Comments:	We need to be able to just plug in grades - grade progression, attendance issues, test scores. It would be nice to see this at a glance.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
School Leadership and Decision Making		
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention		
Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	
Status	Objective Met 9/14/2016	
Assessment	Level of Development:	Initial: Limited Development 10/27/2015
		Objective Met - 09/14/2016
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (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	Mansfield Middle School works as closely as possible with the district in

	development:	recruiting and retaining highly-qualified teachers to support school improvement.
Plan	Assigned to:	Floyd Fisher
	How it will look when fully met:	Full implementation will be when MMS works collaboratively with the district in attracting highly-quality staff especially for Core Subjects and Special Education. With full implementation retention of teachers will improve. Evidence will be a list of highly-qualified teachers published on the district website. Further evidence will be smaller turnover lists each year.
	Target Date:	09/30/2016
	Tasks:	
	1. Offer raises and/or bonuses to encourage HQ teachers to remain with the district. This will be contingent on available funds. Evidence will be smaller turnover lists each year.	
	Assigned to:	Robert Ross
	Added date:	10/27/2015
	Target Completion Date:	09/30/2016
	Frequency:	once a year
	Comments:	
	Task Completed:	05/25/2016
Implement	Percent Task Complete:	
	Objective Met:	9/14/2016
	Experience:	9/14/2016 A team consisting of teachers, administrators, school board president, and classified staff met multiple times reviewing the salary schedules of neighboring districts in order to discover salary differences for district employees. The district implemented a salary schedule which gave all employees a 2% salary increase.
	Sustain:	9/14/2016 The district will continue to address discrepancies in salary schedules.
	Evidence:	9/14/2016 School board minutes will document the effort to address this objective.

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)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/18/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 the only standards-aligned units of instruction are those provided through the Arkansas Frameworks and Common Core.	
Plan	Assigned to:	Floyd Fisher	
	How it will look when fully met:		

	How it will look when fully met:	Full implementation will be when MMS teachers are guided by a curriculum guide that aligns the MMS curriculum to standards and assessments. Evidence will be the curriculum guide and reference to that guide in lesson plans.
	Target Date:	06/01/2020
	Tasks:	
	1. Core teachers will develop a curriculum guide that aligns the MMS curriculum to state standards and assessments. Evidence of full implementation will be a fully aligned MMS Curriculum Guide.	
	Assigned to:	Floyd Fisher
	Added date:	11/18/2015
	Target Completion Date:	05/29/2020
	Comments:	
	2. Teachers will use the curriculum guide to develop detailed and differentiated unit plans and lesson plans. Evidence will be the plans.	
	Assigned to:	Floyd Fisher
	Added date:	11/18/2015
	Target Completion Date:	05/29/2020
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
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)	
Status	Objective Met 9/14/2016	
Assessment	Level of Development:	Initial: Limited Development 09/17/2015 Objective Met - 09/14/2016
	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:	Currently, MMS has funded Study Island to provide interim assessments throughout the year. These are scheduled by individual teachers.
Plan	Assigned to:	Floyd Fisher
	How it will look when fully met:	Full implementation will be when MMS teachers complete three interim assessments in math and literacy. Evidence will be scores from Study Island.
	Target Date:	06/01/2018
	Tasks:	
	1. A fall, winter, and spring 5th and sixth grade Study Island interim math assessment will be administered. Evidence will be assessment scores.	
	Assigned to:	Summer Martin

	Added date:	09/17/2015
	Target Completion Date:	06/01/2018
	Frequency:	three times a year
	Comments:	Mrs. Martin will be responsible for scheduling and administering this assessment.
	Task Completed:	05/25/2016

2. A fall, winter, and spring 7th and 8th grade Math Study Island interim assessment will be administered. Evidence will be assessment scores.

	Assigned to:	Josh Bryan
	Added date:	09/17/2015
	Target Completion Date:	06/01/2018
	Frequency:	three times a year
	Comments:	Mr. Bryan will be responsible for scheduling and administering the 7th and 8th grade interim math assessments.
	Task Completed:	05/25/2016

3. A fall, winter, and spring 5th and 6th grade Literacy Study Island interim assessments will be administered. Evidence will be assessment scores.

	Assigned to:	Rebecca Vanelli
	Added date:	09/17/2015
	Target Completion Date:	06/01/2018
	Frequency:	three times a year
	Comments:	Mrs. Vanelli will be responsible for scheduling and administering this assessment.
	Task Completed:	05/25/2016

4. A fall, winter, and spring 7th and 8th Literacy Study Island interim assessments will be administered. Evidence will be assessment scores.

	Assigned to:	Malinda Wesley
	Added date:	09/17/2015
	Target Completion Date:	06/01/2018
	Frequency:	three times a year
	Comments:	Mrs. Wesley will be responsible for scheduling and administering this assessment.
	Task Completed:	05/25/2016

Implement	Percent Task Complete:	
	Objective Met:	9/14/2016
	Experience:	9/14/2016 Study Island has been used by math and literacy teachers in all grades as an Interim assessment tool. Data received from the assessments was used to guide classroom instruction and re-teaching.
	Sustain:	9/14/2016 We will continue to use this process.
	Evidence:	9/14/2016 Data received from the interim assessments.

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)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/19/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 MMS teachers are guided by the Arkansas Frameworks, Common Core, and state required assessments.	
Plan	Assigned to:	Floyd Fisher	
	How it will look when fully met:	Full implementation will be when MMS has a Curriculum Guide aligning local curriculum and instruction directly to state standards and state assessments. Evidence will be the Curriculum Guide and lesson plans guided by the Curriculum Guide.	
	Target Date:	06/01/2018	
	Tasks:		
	1. Develop the local Curriculum Guide based on the available state standards and state assessments for each core subject area. Evidence will be the Curriculum Guide.		
	Assigned to:	Floyd Fisher	
	Added date:	11/19/2015	
	Target Completion Date:	06/01/2018	
	Comments:		
	2. Teachers will use the Curriculum Guide to develop their instructional plans. Evidence will be lesson plans that site the Curriculum Guide.		
	Assigned to:	Floyd Fisher	
	Added date:	11/19/2015	
	Target Completion Date:	06/01/2018	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator	FE04 - 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)		
Status	Objective Met 9/14/2016		
Assessment	Level of Development:	Initial: Limited Development 09/18/2015	
		Objective Met - 09/14/2016	
	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

	Opportunity Score:	current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently MMS includes a Title I Compact in the school handbook. The Compact does include the school's roles and expectation for parents, students, and teachers. However, we have not included the curriculum component of the Compact.
Plan	Assigned to:	Floyd Fisher
	How it will look when fully met:	Full implementation will be when the MMS Title I Compact includes a curriculum component that communicates to parents what they can do to support their student's learning at home. Evidence will be the MMS Title I Compact.
	Target Date:	09/28/2018
	Tasks:	
	1. Instructional teams will develop a pocket or sample curriculum that can be included in the Title I Compact. Evidence will be the Title I Compact.	
	Assigned to:	Floyd Fisher
	Added date:	09/22/2015
	Target Completion Date:	09/28/2018
	Comments:	Instructional Teams may consider sample curriculums and Title I compacts from other districts.
	Task Completed:	09/02/2016
	2. Determine a more efficient and all inclusive method of distributing the Compact. Evidence will be number of Compacts distributed.	
	Assigned to:	Floyd Fisher
	Added date:	09/22/2015
	Target Completion Date:	09/28/2018
	Comments:	If Compact includes more information than it currently does, the Handbook may not be the best method of distribution.
	Task Completed:	09/02/2016
Implement	Percent Task Complete:	
	Objective Met:	9/14/2016
	Experience:	9/14/2016 We met as a Leadership team to create the compact. All students were given a copy of the compact to take home for parent signatures. The parent, teacher, and student signs the compact.
	Sustain:	9/14/2016 We will continue to use the compact each year.
	Evidence:	9/14/2016 We have the signed compacts in the middle school office.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/17/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	<p>At MMS there are several layers of guidance and support for preparing students for college and career. Currently the counselor visits with all 8th graders, presenting them with and discussing a booklet entitled "Moving Forward to Mansfield High School". Areas addressed include: graduation pathways, required and elective credits, making elective credits work for you, scholarships, available high school classes and prerequisites, etc. 8th graders and their parents meet with an advisee during a CAP (Career and Academic Planning) Conference to map out a four year plan for high school based on the student's postsecondary plans.</p> <p>All 8th graders participate in the Career Development program which involves job shadowing, Kuder Inventories, job interviews, and career investigation study and projects. All 8th graders are encouraged to attend the "Fear No Career" career fair sponsored by the Carl Perkins Department of the Guy Fenter Education Service Cooperative.</p>	
Plan	Assigned to:	Sandra Adams	
	How it will look when fully met:	Full implementation will be when MMS extends career awareness activities into grades seven, six, and five. Evidence will be the number of career related activities scheduled for grades five, six, and seven.	
	Target Date:	05/30/2018	
	Tasks:		
		2. Encourage teachers to incorporate career awareness and career readiness into their curriculum. Evidence will be lesson plans that include career awareness and career readiness activities.	
	Assigned to:	Sandra Adams	
	Added date:	09/18/2015	
	Target Completion Date:	05/30/2018	
	Frequency:	once a year	
	Comments:	Talk to teachers during faculty meeting at the beginning of each year and encourage them to take all available opportunities to incorporate career awareness and career readiness into their curriculum. Encourage them to make opportunities for students to write about careers. As often as possible relate everyday learning and good habits to those same expectations in careers.	
		4. Plan to have at least one guest speaker or career related program for grades five, six, and seven. Evidence of implementation would be a scheduled speaker or program and number of students attending.	
	Assigned to:	Sandra Adams	
	Added date:	09/17/2015	
	Target Completion Date:	05/30/2018	
	Frequency:	once a year	
	Comments:	Investigate possible guest speakers or presenters for career related programs that would visit with all the students in grades 5 - 7.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	