

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.

10/24/2016

MARSHALL HIGH SCHOOL NCES - 50948000693

Searcy County 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 3/28/2016		
Assessment	Level of Development:	Initial: Limited Development 09/10/2015	
		Objective Met - 03/28/2016	
	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:	We have had our leadership team in place since 2010. The same team members have been in place all that time with the exception of the principal, who was replaced by myself in 2014. I have been a member of the team since its inception. I have added the assistant principal to the team as well as the high school counselor who took my position. One of our federal coordinators also sits in on our meetings. Our team meets once a month, sometimes twice in a 5 week month after school. We keep agendas and minutes of each of our meeting. The leadership team serves as a conduit to pass information, ideas, protocols etc. to each of the school teams; literacy, math, science, social studies, arts, physical education and career and technical education. And though our leadership team is not recognized in official board policy, it has been a success based on the rewards give us by the Arkansas Department of Education, The Office of Education Policy, Advanced Ed., graduation rates, test scores and scholarship awards.	
Plan	Assigned to:	Robin Morris	
	How it will look when fully met:	To complete the final piece of this indicator, a board policy will need to be developed and adopted. The leadership team will work this school year to draft then submit this new policy to the school board with a projected adoption date of June of 2016. The Searcy County School board adopted the leadership team policy on January 18, 2016 at the regularly scheduled monthly board meeting	
	Target Date:	07/01/2016	
	Tasks:		
		1. Our task will be to create a board policy that will address implementation of this objective. Policy was approved at January 18, 2016 Searcy County School District monthly school board meeting.	
	Assigned to:	Robin Morris	
	Added date:	09/11/2015	
	Target Completion Date:	01/18/2016	

	Comments:	
	Task Completed:	01/19/2016
Implement	Percent Task Complete:	
	Objective Met:	3/28/2016
	Experience:	3/28/2016 Input from Marshall High School Leadership Team, Searcy County District Leadership Team, and the Arkansas School Boards Association Model Policy.
	Sustain:	3/28/2016 Each new school year, as members are added to or subtracted from the leadership Team(s), policy will be revisited for clarification and interpretation.
	Evidence:	3/28/2016 Policy was adopted by the Searcy County School Board on January 18, 2016. A copy of the School Board minutes and a copy of the policy is available upon request.

Indicator	ID04 - All teams prepare agendas for their meetings.(39)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/10/2015
	Evidence:	All of our teams from the leadership team to the literacy, math, social studies, science, arts, physical education/wellness, and career technical education provide the agendas and minutes of their meetings as well as information regarding the implementation of their programs of study.

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/10/2015
	Evidence:	The Marshall High School leadership team meets at least once a month, the first Wednesday of the month for a 2 hour session. In those months with 5 weeks we meet twice a month.

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/10/2015
	Evidence:	Using Bloomboard for observations and the TESS model/system the principal records and scripts classroom observations in real time. With our mentoring program we use peer observations from teacher to teacher to strengthen our classroom delivery of instruction. The principal shares this observation information with the individual teachers to show their patterns of classroom practice. Group professional development is done by the curriculum team based on district needs. The principal can assign professional development based on individual teacher needs, however the leadership team does not review teacher observation data and thus takes no part in this. As long as the state continues with Bloomboard and TESS, information gathered in observations will continue to sustain our efforts.

Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/10/2015	
	Evidence:	As a part of their professional growth plans all of the teachers help develop their own professional development plans. Classroom teachers are rated on their classroom observations, which are also shared with the teachers via Bloomboard. The Teacher Excellence Support System (TESS) is used for the observation process and again those results are shared with the teachers in formalizing their individual plans.	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/10/2015	
	Evidence:	Our curriculum team does an excellent job of providing meaningful and relevant and ongoing professional development. For the 2015-16 school year they are providing us with mandatory professional development to all certified staff August 10-12, October 23, January 4, March 18 and one additional day TBA.	
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 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/10/2015	
	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:	We are currently offering before school and after school tutoring to all students in grades 7 through 12 in literacy and math, as well as 100 minutes per week minimum of supplemental instruction for students involved in extracurricular activities such as band and athletics.	
Plan	Assigned to:	Kenda Dearing	
	How it will look when fully met:	Based on post and pre testing in literacy and math in our test prep classes, we will identify and create an individualized instruction plan to address the needs and or deficiencies of the student. We will offer these services before and after school. As this is not fully implemented we are starting with grades 7 and 8 with plans to expand to serve the 9 through 12 school population.	
	Target Date:	07/01/2016	
	Tasks:		
	0. Analyze the pre and post test data to create the individualized student plans.		
	Assigned to:	Kenda Dearing	
	Added date:	09/11/2015	
	Target Completion Date:	07/01/2016	
	Frequency:	monthly	

Comments:

As our PARCC scores came in very late in November and December we have had to incorporate other data sources such as TLI, Star Reading, Star Math and Dibels, then later the PARCC data was incorporated. This has thrown our implementation time line behind were we would like it to be.

Implement Percent Task Complete: Tasks completed: 0 of 1 (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 **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 09/10/2015

Evidence: On any given year with have approximately 35 certified staff members working at the high school. Last year was a fairly typical year as we had 3 teachers who left to pursue other opportunities (approximately 10%). To replace them, in addition to advertising in media outlets, we also sent a recruiter to several job fairs which enabled us to hire one replacement. Of the two remaining hires one was "home grown" and was recruited out of college to return to their alma mater and the other was from another local district who knew of our school's reputation and approached us about becoming a part of our school culture and program of study. All of these new teachers are on track to become HQT (highly qualified).

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 **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 09/10/2015

Evidence: Curriculum maps and pacing guides are developed by instructional teams and used to guide classroom instruction.

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 **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 09/10/2015

Evidence: In addition to our college and career readiness test given last year; ACT, ACT Compass, ASVAB, ACT PLAN, ACT Explore and Kuder, we used TLI interim assessments to prepare for the PARCC exams which were given in two rounds the PBA and the EOY. These standardized assessments covered 7th and 8th grades as well as 9th & 10th grade literacy, Algebra I, Geometry and Biology. This year we are still using the TLI interim assessments, but will also be using ACT Aspire interim assessments when they become available. We will be using ACT Aspire assessments for 7th & 8th grade as well as the 9th and 10th grade this year. The 11th grade will be give the full ACT test as their assessment.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/10/2015
	Evidence:	Teachers are guided by state standards, curriculum frameworks, curriculum maps and pacing guides.

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/10/2015
	Evidence:	<p>SCHOOL-PARENT COMPACT</p> <p>Marshall High School Staff, Parents, and Students make the following compact to share responsibilities for high student performance:</p> <p>Marshall High School Staff Responsibilities:</p> <ol style="list-style-type: none"> 1. Maintain a positive and safe learning environment. 2. Communicate regularly with parents and students regarding the school's goals, needs, achievements and programs available. 3. Inform parents of student progress and be available to work with parents to improve student performance as needed. 4. Provide challenging tasks so students can achieve their potential. <p>Marshall High School Parent Responsibilities:</p> <ol style="list-style-type: none"> 1. Be aware of child's attendance. 2. Encourage prompt return and completion of all homework assignments. 3. Attend all parent/teacher conferences. 4. Regulate student leisure time (hobbies, TV, etc.) 5. Be involved in the planning and evaluation of our school's performance. 6. Make certain that the child is on time and prepared for the school day. 7. Give complete support of the school's discipline policy. <p>Marshall High School Student Responsibilities:</p> <ol style="list-style-type: none"> 1. Attend school regularly, be prepared and on time. 2. Complete and return homework assignments on time. 3. Control behavior and observe school and classroom rules at all times. 4. Stay on task during class time. 5. Monitor pleasure time activities and do more educational activities, such as reading, educational computer games, puzzles, etc. 6. Show respect for all school staff, fellow classmates, visitors and themselves.

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)	
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/10/2015
	Evidence:	<p>Career Plan at Marshall High School</p> <p>In an effort to better prepare our graduates for life after high school, the following have been implemented into our Career Counseling Program at Marshall High School. Each student at Marshall High School 7-12 grade level will have a career folder, the contents of which will include but are not limited to:</p> <ul style="list-style-type: none"> Orientation Activities documentation Smart Core Form Kuder Testing Career Orientation Activities CAPS Nights Explore Testing Results Plan Testing Results ASVAB Testing Results Financial Aid Nights College Fairs Site Visits by Colleges, Technical Schools and Employers <p>As a result of our college and career planning our 2015 graduates (67 students) amassed \$1,126,290.00 for post secondary education and career training.</p> <p>With the new testing protocols put out by the governor and the state board of education this year, we will be retooling our 4 year career plan to fit the new guidelines.</p>