

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.

November 30, 2016

Marmaduke High School NCES - 50001600691

Marmaduke 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 10/24/2016

Assess Level of Development: Initial: No development or Implementation 11/20/2015

Objective Met - 10/24/2016

Will include in plan

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: No current policy in place to address this.

Plan Assigned to: Bill Muse

How it will look when fully met: The District Leadership Team will discuss this and the School Board will adopt a new policy in the upcoming board meetings. The DLT will meet again to assess the policy adoption and move forward with assigning the task.

Target Date: 12/15/2015

Tasks:

1. The principal will enter all the objectives into the indistar data base.

Assigned to: Bill Muse

Added date: 12/01/2015

Target Completion Date: 12/01/2015

Comments:

Task Completed: 12/1/2015 12:00:00 AM

2. A new policy will be written based on the ASBA recommended policy and presented to the board by the Asst. Superintendent.

Assigned to: Keith Richey

Added date: 12/01/2015

		Target Completion Date:	12/07/2015
		Comments:	
		Task Completed:	3/14/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/24/2016
	Experience:		10/24/2016 The DLT met and reviewed the ASBA policy and found that it met our needs.
	Sustain:		10/24/2016 The DLT will meet and review the policy yearly to ensure that it is still applicable.
	Evidence:		10/24/2016 The board approved the School Improvement Team policy at the March 2016 board meeting.
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Tasks completed: 1 of 2 (50%)		
Assess	Level of Development:	Initial: Limited Development 11/20/2015	
		Objective Met - 10/24/2016	
	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:	Currently, we have selected a School Leadership Team (SLT) and we are currently meeting twice per month. The team is working to establish the goal and vision as well as work to assess and meet the indicators.	
Plan	Assigned to:	Bill Muse	
	How it will look when fully met:	There will be teams in place and the members, agendas, and meeting minutes will be organized in a binder which will be kept in a location that is accessible to all team members. Edit 11/30/16: These will now be kept electronically and/or in a folder in the Principal's email/office.	
	Target Date:	12/16/2016	
	Tasks:		
	1. Collect agendas for each team meeting.		
	Assigned to:	Karen Church	
	Added date:	12/01/2015	
	Target Completion Date:	12/16/2015	
	Frequency:	twice monthly	
	Comments:		
	Task Completed:	12/1/2015 12:00:00 AM	
	2. A folder has been created in the Principal's email and office to hold this information. This will continue to be a work in progress.		
	Assigned to:	Bill Muse	
	Added date:	11/30/2016	

		Target Completion Date:	12/16/2016
		Comments:	
Implement	Percent Task Complete:		50%
	Objective Met:		10/24/2016
	Experience:		10/24/2016 Leadership teams were created to allow staff members time to meet regarding specific improvement ideas.
	Sustain:		10/24/2016 Leadership teams will meet twice each month and ensure that a sign in sheet is completed and that an agenda is forwarded to the principal.
	Evidence:		10/24/2016 The agendas are forwarded from each meeting and placed in an electronic file.
Indicator	ID05 - The principal maintains a file of the agendas, work products, and minutes of all teams.(41)		
Status	Objective Met 11/30/2016		
Assess	Level of Development:		Initial: Limited Development 10/31/2016
			Objective Met - 11/30/2016
	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 current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have started the process of creating and maintaining sign-in sheets, agendas, and minutes from each school level and curriculum level meeting.	
Plan	Assigned to:	Bill Muse	
	How it will look when fully met:	There will be a folder within the principal's email with each agenda and a folder for sign-in sheets.	
	Target Date:	05/01/2017	
	Tasks:		
	1. Create a folder within the email system for storage and a folder in the principal's office for paper copies.		
	Assigned to:	Bill Muse	
	Added date:	10/31/2016	
	Target Completion Date:	11/15/2016	
	Comments:	This is a work in progress, but the initial set-up has been created and completed.	
	Task Completed:	11/23/2016 12:00:00 AM	
Implement	Percent Task Complete:		100%
	Objective Met:		11/30/2016
	Experience:		11/30/2016 While it seems a bit daunting to add more and more to keep up with, this goal has been met.
	Sustain:		11/30/2016 It will be necessary to update this information every two weeks throughout the school year.

	Evidence:	11/30/2016 A folder has been added in the Principal's email for electronic submissions and an additional folder has been added in the Principal's office to place paper copies.
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	Objective Met 10/24/2016	
Assess	Level of Development:	Initial: Limited Development 11/23/2015
		Objective Met - 10/24/2016
	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 current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we have a leadership team in place, and this team is set to meet twice per month. The team is currently working to establish the goal and vision as well as work to assess and meet the indicators.
Plan	Assigned to:	Bill Muse
	How it will look when fully met:	The leadership team will meet regularly to discuss the direction the building principal wants to take to achieve results of academic successes for students and teachers within our building. The discussions will be evidenced by minutes of the meetings.
	Target Date:	12/02/2015
	Tasks:	
	1. The SLT will meet regularly to discuss the school's direction and focus.	
	Assigned to:	Bill Muse
	Added date:	12/01/2015
	Target Completion Date:	12/16/2015
	Frequency:	twice monthly
	Comments:	
	Task Completed:	11/18/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	10/24/2016
	Experience:	10/24/2016 Leadership teams were created to allow time to meet and discuss various improvements needed. The school leadership team was created with the appropriate personnel.
	Sustain:	10/24/2016 Teams will continue to meet twice a month.
	Evidence:	10/24/2016 Agenda and sign-in sheets will be kept by the building principal.

Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/30/2016	
	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:	We are currently working on this. However, when looking at this past year's test scores, it is apparent that we need to access the data drawn assessments in order to improve student knowledge and performance.	
Plan	Assigned to:	Bill Muse	
	How it will look when fully met:	If this is fully implemented, then all team members would have full access to each evaluation of the teachers in the district. It is easy to complete the first section of this.	
	Target Date:	05/18/2017	
	Tasks:		
		1. Review the legal ramifications of releasing classroom / evaluation data to educational peers who are not full-time, district-employed administrators.	
		Assigned to:	Keith Richey
		Added date:	11/30/2016
		Target Completion Date:	05/18/2017
		Comments:	
Implement	Percent Task Complete:	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: 1 of 2 (50%)		
Assess	Level of Development:	Initial: Limited Development 11/23/2015	
	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:	The team has never had access to the principal's summary reports. The team has not been involved in planning professional development. Professional development has been planned at the district level.	

Plan	Assigned to:	Shane Robinson	
	How it will look when fully met:	As classroom walkthroughs and observations are completed throughout the year, the School Leadership Team (SLT) will have access to the results. However, at this time those results will remain anonymous. If the board approves a policy allowing the SLT to have full access, then they will be able to look at more specific details with each teacher. The SLT will report to the District Leadership Team (DLT) its ideas and findings in order to have input into the planning of professional development.	
	Target Date:	05/01/2017	
	Tasks:		
	1. Discuss and/or create a policy that will allow teachers to have access to this information.		
	Assigned to:	Keith Richey	
	Added date:	12/01/2015	
	Target Completion Date:	02/01/2017	
	Comments:		
	Task Completed:	5/2/2016 12:00:00 AM	
	2. Discuss with the Superintendent, Asst. Superintendent, and teachers how this policy would work. Review the legal ramifications of allowing non-administrators the viewing of notes on other classroom teachers.		
	Assigned to:	Bill Muse	
	Added date:	10/31/2016	
	Target Completion Date:	04/10/2017	
	Comments:		
Implement	Percent Task Complete:	50%	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Objective Met 10/24/2016		
Assess	Level of Development:	Initial: Limited Development 11/23/2015	
		Objective Met - 10/24/2016	
	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:	The teachers used Bloomboard, which included principal observations, to make individual professional development plans.	
Plan	Assigned to:	Shane Robinson	
	How it will look when fully met:	Teachers will be required to make individual professional development plans based on classroom observations.	
	Target Date:	04/12/2016	
	Tasks:		

		1. Teachers will turn in PD plans to our PD Coordinator.
	Assigned to:	Keith Richey
	Added date:	12/01/2015
	Target Completion Date:	05/10/2016
	Comments:	
	Task Completed:	8/10/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	10/24/2016
	Experience:	10/24/2016 Teachers completed their PD plans in the spring, but then turned in evidence that they had fulfilled that plan in August.
	Sustain:	10/24/2016 As the teams review improvement ideas and plan professional development, the teachers will continue to create an individual plan and turn this in during the spring.
	Evidence:	10/24/2016 Plans were filed with the PD Coordinator.
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 11/23/2015
	Evidence:	Each teacher is given some autonomy to work on PD that suits their pedagogical needs. However, certain PD is drawn together and delivered to meet certain groups or building deficiencies.
	Added date:	
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%)	
Assess	Level of Development:	Initial: Limited Development 12/01/2015
	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 development:	Currently our high school offers after school tutoring in all subject areas. This is done with a paid certified employee as well as volunteer peer tutors. We have an Alternative Learning Education (ALE) program during the school year for students who are in need of credit recovery and meet the state requirements. Our district has looked into the possibility of summer school, but have not found the resources to hold it as of this year.

Plan	Assigned to:	Bill Muse
	How it will look when fully met:	The basic idea of this goal is to decrease the number of students who are in need of credit recovery. The new "No Zero" policy that we are putting into place this year along with the after school tutoring should eliminate the majority of students who are behind.
	Target Date:	05/18/2017
	Tasks:	
	1. This goal was re-evaluated during the course of the summer. While overall the number of students requiring credit recovery did drop, test scores did not improve which was a secondary expectations. This will need to be reviewed again in the spring to see if the new way of conducting tutoring is working and more effective.	
	Assigned to:	Bill Muse
	Added date:	11/30/2016
	Target Completion Date:	05/18/2017
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	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	Tasks completed: 0 of 1 (0%)	
Assess	Level of Development:	Initial: Limited Development 12/01/2015
	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:	The school district has increased the base salary of first year teachers to be comparable to districts with similar demographics as a means to entice teachers to seek employment in the district. The district also offers winter and/or spring bonus payments when funds are available. In addition to this, the district has set in place a vertical (years of service) and horizontal (education) scale to provide monetary increases to teacher pay. The district also offers a variety of stipend including one for National Board Certification. Recently, these scales and stipends have been adjusted for an extended amount of years as well as an increase in various stipends.
Plan	Assigned to:	Kenny Vangilder

	How it will look when fully met:	The school district has increased the base salary of first year teachers to be comparable to districts with similar demographics as a means to entice teachers to seek employment in the district. The district also offers winter and/or spring bonus payments when funds are available. In addition to this, the district has set in place a vertical (years of service) and horizontal (education) scale to provide monetary increases to teacher pay. The district also offers a variety of stipend including one for National Board Certification. Recently, these scales and stipends have been adjusted for an extended amount of years as well as an increase in various stipends. A file of current applicants is made available to the principal each year and a group of lead teachers work together with the administration to help select the best candidates for our school.	
	Target Date:	03/07/2016	
	Tasks:		
	1. Review what similar sized districts are offering as incentives.		
	Assigned to:	Michael Lentz	
	Added date:	11/30/2016	
	Target Completion Date:	05/01/2017	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:	0%	
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 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	Core areas (Math, English, History, and Science) have standards aligned units of instruction. Vocational areas have standards aligned units of instruction.	
Plan	Assigned to:	Natalie Massey	
	How it will look when fully met:	Core areas (Math, English, History, and Science) will continue to progress in standards aligned units of instruction. Vocational areas will do the same.	
	Target Date:	05/08/2017	
	Tasks:		

		1. Ensure that each CLT is meeting, keeping an agenda and minutes, and collaborating with district stakeholders.	
		Assigned to:	Bill Muse
		Added date:	11/30/2016
		Target Completion Date:	05/16/2017
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:	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	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	The school currently has been using the Classworks program for formative assessments. Students are tested in grades 7th and 8th three times each year. However, we are transitioning to the ACT Aspire interim assessments and classroom assessments in order to better prepare teachers and students for the ACT Aspire end of year exam.	
Plan	Assigned to:	Shane Robinson	
	How it will look when fully met:	We will continue to use the Classworks program and adjust it into the high school curriculum in order to do formative assessments in Math and Literacy at the upper levels. Semester exams are given at the end of each semester and state mandated assessments will be given in the spring. All of these will help determine progress toward standard-based objectives.	
	Target Date:	05/16/2017	
	Tasks:		
	1. Testing coordinators will ensure that the proper number of tests are given at each level.		
		Assigned to:	Karen Church
		Added date:	11/30/2016
		Target Completion Date:	05/16/2017
		Frequency:	three times a year
		Comments:	
Implement	Percent Task Complete:	0%	

Indicator	IID03 - Teachers receive timely reports of results from standardized and objectives-based tests.(101)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/30/2016	
	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:	We are working toward ensuring teachers have quicker access to testing results.	
Plan	Assigned to:	Karen Church	
	How it will look when fully met:	Interim assessments will have results printed immediately following the final testing culmination. End of year assessment results will be sent to the teachers as soon as they are available from the state.	
	Target Date:	07/10/2017	
	Tasks:		
		1. As testing results are released to the district, these will be passed along expediently to the teachers.	
		Assigned to:	Karen Church
		Added date:	11/30/2016
		Target Completion Date:	07/10/2017
		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)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	All subjects are taught using curriculum / pacing guides based on Common Core State Standards and/or Arkansas State Standards.	
Plan	Assigned to:	Karen Church	

	How it will look when fully met:	All subjects are taught using curriculum / pacing guides based on Common Core State Standards and/or Arkansas State Standards.	
	Target Date:	08/03/2017	
	Tasks:		
	1. Ensure that the CLT's are still focusing their instruction on the standards expected by ADE.		
	Assigned to:	Bill Muse	
	Added date:	11/30/2016	
	Target Completion Date:	08/03/2017	
	Comments:		
Implement	Percent Task Complete:	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	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	The school has developed a Title I program agreement or "compact" that outlines how parents, school, staff, and students share responsibility for improving academic achievement. The compact describes activities that directly affect learning. The school provides timely information about school goals and learning strategies in order for parents to support their child's achievement. The school sends home notices, text messages, and voice messages to invite parents and notify them of various opportunities and educational information. Teachers design specific activities that encourage parental participation at home in order to encourage joint cooperation between the school and home.	
Plan	Assigned to:	Bill Muse	

	How it will look when fully met:	The school has developed a Title I program agreement or "compact" that outlines how parents, school, staff, and students share responsibility for improving academic achievement. The compact describes activities that directly affect learning. The school provides timely information about school goals and learning strategies in order for parents to support their child's achievement. The school sends home notices, text messages, and voice messages to invite parents and notify them of various opportunities and educational information. Teachers design specific activities that encourage parental participation at home in order to encourage joint cooperation between the school and home.	
	Target Date:	07/10/2017	
	Tasks:		
	1. Review the current agreement annually to ensure that it still meets the expected criteria.		
	Assigned to:	Bill Muse	
	Added date:	11/30/2016	
	Target Completion Date:	07/10/2017	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:	0%	
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 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	We currently have a counselor for 7th - 12th grade. We offer a variety of programs to help students find career paths that suit them. These include: A Day in the Life of, M.A.S.H., Arkansas Scholar, Career and Technical Education programs, and Career Readiness Program through Black River Technical College.	
Plan	Assigned to:	Karen Church	

	How it will look when fully met:	We currently have a counselor for 7th - 12th grade. We offer a variety of programs to help students find career paths that suit them. These include: A Day in the Life of, M.A.S.H., Arkansas Scholar, Career and Technical Education programs, and Career Readiness Program through Black River Technical College. We will continue to work in such things as Teacher Advisors for students, Parent/Teacher conferences, FAFSA nights, and College/Career planning programs.	
	Target Date:	07/10/2017	
	Tasks:		
	1. Review what other districts are doing that are similar to ours in size and demographics.		
	Assigned to:	Karen Church	
	Added date:	11/30/2016	
	Target Completion Date:	07/10/2017	
	Comments:		
Implement	Percent Task Complete:	0%	