

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 30, 2016

MANN MAGNET MIDDLE SCHOOL NCES - 50900000621

Little Rock 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 01/06/2016	
	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, we have a PTA Council, teacher instructional teams, and a leadership team. The PTA Council is made up of primarily parents and an administrator. There is a district handbook that states the purpose, responsibilities, etc. concerning the function of the team. The council supports the state and national PTA standards. The master schedule is designed to group teachers by common teaching assignments. They are assigned to an instructional team (also called collaboration team) that meets three times a week for 45 minutes. The district policy outlines the purpose of the teams and how the teaming time may be used. Administrators are assigned various instructional team meetings/collaborations to attend daily. The leadership team includes all administrators, literacy & math facilitators, and several teachers. The team meets bi-weekly for one hour. The meetings are also attended by the assistant superintendent. Again, the district policy identifies the purpose of this team and how it should function. Currently, we do not have a measuring tool to determine the effectiveness of the teams. While all of these teams meet consistently with an agenda and minutes, the effectiveness is not assessed in any official capacity.
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Plan Assigned to: Not yet assigned

Added date:

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

Status Tasks completed: 5 of 6 (83%)

Assess	Level of Development:	Initial: Limited Development 11/22/2015	
	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, there are four types of teams: administrative, leadership, collaboration, and teaming. The leadership team has bi-weekly agendas (and related handouts) 100% of the time. Someone is assigned to take notes. However, we do not have a method for sharing the minutes. The administrative team meets weekly. There is an agenda and someone to take notes 100% of the time. However, those notes are not shared with anyone. Each teacher is assigned to a collaboration team that meets 3 times a week. There is an agenda and minutes 100% of the time. Every two weeks, the agendas and minutes are submitted to the appropriate assistant principal. The teaming committee meets Mondays. There is an agenda and minutes 100% of the time. Every two weeks, the agendas and minutes are submitted to the appropriate assistant principal.	
Plan	Assigned to:	April Jones	
	How it will look when fully met:	This objective will be fully met when both teams consistently have an agenda, a secretary, and an effective way of sharing vital information with the school. Evidence of achievement will include good record keeping of the agendas, minutes, and sign-in forms, either hard copy or electronic. Finally, the objective will be met when all faculty and staff have access to the information highlighted in the meetings.	
	Target Date:	01/29/2016	
	Tasks:		
	1. Create agendas for all meetings: leadership, teaming, collaboration, administration, etc.		
	Assigned to:	April Jones	
	Added date:	11/22/2015	
	Target Completion Date:	03/02/2016	
	Frequency:	weekly	
	Comments:		
	Task Completed:	1/20/2016 12:00:00 AM	
	2. Take the minutes for all leadership team meetings.		
	Assigned to:	Brittany Choate	
	Added date:	11/22/2015	
	Target Completion Date:	12/16/2015	
	Frequency:	twice monthly	
	Comments:	Brittany Choate takes the minutes. In her absences, Lauren Parker takes the minutes. Principal McGee sends the minutes to the faculty and staff via email.	
	Task Completed:	1/20/2016 12:00:00 AM	

	3. April Jones keeps a hard copy of the agendas, sign-in forms, and the minutes. Brittany Choate also keeps a copy of the minutes. At the end of each semester, Ms. Jones will scan and maintain an electronic copy of all handouts related to each leadership team meeting.
	Assigned to: April Jones
	Added date: 11/22/2015
	Target Completion Date: 05/04/2016
	Frequency: twice monthly
	Comments:
	4. Send leadership team meeting minutes to faculty and staff via email.
	Assigned to: Keith McGee
	Added date: 02/10/2016
	Target Completion Date: 01/13/2016
	Frequency: twice monthly
	Comments:
	Task Completed: 1/13/2016 12:00:00 AM
	5. Submit all team and collaboration agendas and minutes to the appropriate assistant principal.
	Assigned to: Yolonda Artis
	Added date: 02/10/2016
	Target Completion Date: 01/13/2016
	Frequency: weekly
	Comments:
	Task Completed: 3/18/2016 12:00:00 AM
	6. Create an agenda and keep minutes for all administrative meetings.
	Assigned to: Keith McGee
	Added date: 02/10/2016
	Target Completion Date: 01/13/2016
	Frequency: weekly
	Comments:
	Task Completed: 1/13/2016 12:00:00 AM
Implement	Percent Task Complete: 83%
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	Full Implementation
Assess	Level of Development: Initial: Full Implementation 01/05/2016

Evidence:	Our leadership team includes the principal, assistant principals, math and literacy instructional facilitators, dept. chairpersons, and other teacher leaders in the building. There are 14 people on the team. As the need presents itself, we divide into 2-3 sub-teams to complete various tasks. During the first semester, we met weekly for one hour. During the second semester, we will meet bi-weekly for one hour.
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 03/01/2016	
	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:	Administrators conduct drop-in observations where they record or script the observation. The teacher is sent timely feedback in the form of brief evidence and a reflective question. The software for saving the observation data is not capable to storing and/or generating the data in a format where identifying patterns of practice is possible. Administration meets regularly to discuss repeated observed concerns. However, at this time, professional development has not been planned to address the concerns. Concerns are addressed with individual teachers through the reflective question, a coaching conversation, etc.	
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/01/2016	
	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:	All teachers are required to submit a professional growth plan (PGP) where they may work independently or on a small team to select a goal based on the school's improvement plan which generally focuses on literacy across the curriculum, incorporating STEAM, etc. The plan should clearly define time frames, activities and outcomes to meet the defined goals, and specify dates for review and meetings with teachers, supervisors or line managers. Plans will vary between individuals. Learning activities may include formal and informal training, reading, attending meetings, observing colleagues, attending professional development workshops, etc. Currently, there is not requirement for the PGP to be based on classroom observation feedback. As it stands, teachers receive brief feedback and a reflection question based on a drop-in or informal observation. While the evaluators are trained and skilled, there isn't a way to generate a snap shot of the data based on observations as a whole. Therefore, there is not a process for discussing the results of the observations.
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	Tasks completed: 0 of 4 (0%)	
Assess	Level of Development:	Initial: Limited Development 02/09/2016
	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:	Students who were categorized as basic or below basic on the last ACTAAP exam were placed in an enrichment class for the area of need. For some students this was both literacy and math. For other students only one enrichment class was needed. This enrichment class served as a "double dose" of a core subject in place of an elective. Horace Mann currently runs an after school enrichment program aimed at meeting the academic needs of our economically disadvantaged population. A second component to the program was added in order to offer language acquisition to English language learners because there was not enough allotted time during the school day. This program runs for 18 weeks, from the beginning of the second quarter until the end of the third quarter. Pre-tests were given during the first week of the program. A post-test will be given during the last week.
Plan	Assigned to:	Kasey Eller

	How it will look when fully met:	<ul style="list-style-type: none"> • Enrollment in the enrichment classes is based on 2014 ACTAAP data, classroom assessments, and teacher recommendations. We will be able to populate these classes in the future based on current data when we receive ACT Aspire results. We can also use this data to better meet the needs of students in our after school enrichment program based on specific student needs. • Our ESL coordinator would like to see an English Language Development (ELD) course offered as part of our curriculum. This course would be offered to students who are in greatest need of language infusion based on their ELDA scores. • Professional development is needed to offer support to our special education teachers as they strive to make improvements in student performance. LexiaCore 5, myOn, IXL, and other computer software are available for use during enrichment time. SPED teachers, however, are often left out of the professional collaboration time due to other obligations. Students need access to computers, headsets, and microphones for full implementation of this vital component. Individual teachers are also assessing throughout the program.
	Target Date:	12/14/2016
<p>Tasks:</p>		
	1. Use ACT Aspire data to identify students who are in need of math enrichment. We will enroll these students in a semester course designed to reinforce concepts learned in the regular education class.	
	Assigned to:	Kasey Eller
	Added date:	02/09/2016
	Target Completion Date:	06/10/2016
	Comments:	
	2. Use ACT Aspire data and teacher recommendations to identify students to participate in the 2016-2017 after school enrichment program.	
	Assigned to:	Dorothy Harris
	Added date:	02/09/2016
	Target Completion Date:	10/05/2016
	Comments:	
	3. Work with LRSD to bring an ELD course to Mann to service the needs of our English Language Learners.	
	Assigned to:	Clarice Coleman
	Added date:	02/09/2016
	Target Completion Date:	12/14/2016
	Comments:	
	4. Use ACT Aspire data to identify students who are in need of literacy enrichment. We will enroll these students in a semester course designed to reinforce concepts learned in the regular education class.	
	Assigned to:	Dorothy Harris
	Added date:	02/09/2016
	Target Completion Date:	06/10/2016

		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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/08/2016	
	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:	Much of the recruitment management and decisions are made on a district level.	
Plan	Assigned to:	Not yet assigned	
		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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/14/2016	
	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)

	<p>Describe current level of development:</p>	<p>Counselors collaborate with teachers to place students in the appropriate level courses to provide the best academic foundation possible in order to promote college and career readiness. In sixth grade, all students take a course called College and Career Readiness for nine weeks. All eighth graders take the Career Development course where they have an opportunity to job shadow. Mann counselors work with eighth grade students to develop a Career Action Plan which allows students the opportunity to plan for high school courses and graduation requirements and to look at educational options beyond high school, including providing information on possible scholarship options through the Arkansas Academic Challenge Scholarship. Career planning is an ongoing process that is continued yearly through wrap-around services as students transition through middle school.</p> <ul style="list-style-type: none"> • Hands-on opportunities for students to explore different careers are provided in courses such as College and Career Readiness, Engineering Technology, Keyboarding, Introduction to Business Communications and Technology, Information and Communications Technology, Lab Science, and other core classes. Hands-on opportunities for students to explore different careers are also provided in an 8th grade semester class called Career Development. In this class students are exposed to the world of work by exploring careers, having a job shadowing experience, dressing professionally, and participating in mock interviews. Students are also provided further information on colleges, scholarships, and careers through the Arkansas Next Magazine, a publication devoted to college and career readiness. • Engaging and assisting students in completing critical steps for college entry is not done at the middle school level. • Assisting students in their college search and assisting students in completing college applications is not done at the middle school level. • Creation of "bridge" programs that ease the transition to postsecondary education by integrating basic skills instruction (English language instruction) with higher level academic content or technical skills training is not done at the middle school level. • Dually enrolling basic skills students in occupational or academic coursework and their developmental or adult education courses is not done at the middle school level. • Contextualizing basic skills instruction with occupational skills training or other college-level academic content is not done at the middle school level. • Requiring that college academic assessment be coupled with personalized academic and career guidance so that students can find the best fit for their skills and goals among developmental and adult education options connected to college and career pathways is not done at the middle school level. • Promoting college-going aspirations for lower-skilled adults and youth by developing pathways, with achievable milestones, from adult education and GED to college enrollment is not done at the middle school level. • Setting goals and performance measures that give developmental education and adult education programs incentives to prepare students to enroll in and succeed in college is not done at the middle school level.
Plan	Assigned to:	Not yet assigned

		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	Tasks completed: 0 of 6 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/01/2016	
	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:	Most teachers work on two instructional teams: collaboration and interdisciplinary. Teachers are placed in collaborative groups by subject and grade level. The collaborative groups are guided by the LRSD curriculum maps which determine the units of study, standards to be taught, and performance based tasks used to demonstrate mastery of standards. Teachers use collaboration to plan lessons, create common assessments, and gather resources to be used in the implementation of highly engaged activities. Currently, interdisciplinary team time is used to plan incentives for students, conduct parent conferences, and plan other activities.	
Plan	Assigned to:	Dorothy Harris	
	How it will look when fully met:	Teachers will engage in interdisciplinary discussions and planning where teaching and learning will be the guiding focus. Interdisciplinary teaming would consist of planning units, sharing strategies, and planning differentiated learning activities aligned to standards. Teachers will discuss students' learning styles/multiple intelligences, disabilities, accommodations, modifications and adapt curriculum materials to meet students needs. Analysis of student work will be used to determine grade level needs. Collection and disaggregation of students data will be critical in team-based decision making.	
	Target Date:	03/01/2017	
	Tasks:		
	1. Schedule all teachers to an instructional team.		
	Assigned to:	Dorothy Harris	
	Added date:	03/01/2016	
	Target Completion Date:	08/07/2017	
	Comments:		
	2. Identify and schedule on-going professional development on designing interdisciplinary teams and lessons/activities.		
	Assigned to:	Dorothy Harris	

		Added date:	03/01/2016
		Target Completion Date:	08/01/2016
		Frequency:	four times a year
		Comments:	
	3. Administer learning style or multiple intelligences inventories to all students.		
		Assigned to:	Dorothy Harris
		Added date:	03/01/2016
		Target Completion Date:	08/29/2016
		Comments:	
	4. Create a data wall/notebook for each team.		
		Assigned to:	Dorothy Harris
		Added date:	03/01/2016
		Target Completion Date:	10/03/2016
		Frequency:	four times a year
		Comments:	
	5. Implement disciplinary literacy strategies.		
		Assigned to:	Dorothy Harris
		Added date:	03/01/2016
		Target Completion Date:	10/03/2016
		Frequency:	monthly
		Comments:	
	6. When possible, plan lessons that cross the disciplines.		
		Assigned to:	Dorothy Harris
		Added date:	03/01/2016
		Target Completion Date:	03/06/2017
		Frequency:	three times a year
		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)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 03/29/2016

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	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/09/2016	
	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 school's Title 1 Compact currently has a Parent/Student Learning Compact agreement between the Parent/Student/Teacher/Principal. It also provides parents with information in regards to the current year Calendar of Activities to increase parent involvement; build staff and parent capacity at Horace Mann Middle School. "Tips for Parents" on how they can improve academic achievement at home by setting aside regular time and space for homework, encouraging students to read daily, ensuring students are well rested, etc. Parents are supplied with names of the PTSA Officers and School Faculty emails and telephone numbers to form a two-way communication between school and home. The compact also contains a "Parent Interest Survey," to be used to promote parental involvement throughout the school year.	
Plan	Assigned to:	Clarice Coleman	
	How it will look when fully met:	The compact will describe how the school and parents can work together to help students achieve the state's standards. Parents will be informed of Horace Mann's goals and learning strategies so they'll know what to do at home to support their child's achievement. The school will also inform parents of the valuable resources available through the Little Rock School District that can be utilized to increase student's comprehension skills (Myon), math skills (First in Math/Brainchild), Science Links, as well as, programs to assist our ESOL student's (Rosetta Stone/Lexia Core 5/Strategies). Parents will be included in developing compacts. To further assist our parents with helpful tools for students to use at home, the school will provide additional resources in the form of department page links on our website that parents can access. Resources binders from the Parent Institute will be made available for parents to use in the Parent Center.	
	Target Date:	10/03/2016	
	Tasks:		
	1. Confer with principal, staff, parents of additional resources to include in the compact.		
	Assigned to:	Clarice Coleman	
	Added date:	02/09/2016	

		Target Completion Date:	10/03/2016
		Frequency:	twice a year
		Comments:	
	2. Collaborate with team on creating an improved survey of parent's interest to be utilized throughout the school year to promote more parental involvement.		
		Assigned to:	Clarice Coleman
		Added date:	02/09/2016
		Target Completion Date:	10/03/2016
		Comments:	
	3. Utilize the data from parent survey's to determine if the resource links are helpful and to provide any additional resources suggested and to design parental involvement activities suggested by parents.		
		Assigned to:	Clarice Coleman
		Added date:	02/09/2016
		Target Completion Date:	12/05/2016
		Comments:	
	4. Ensure parents are aware of various volunteer events held at Mann and within the LRSD to increase parental involvement.		
		Assigned to:	Yvonne Bolden
		Added date:	02/09/2016
		Target Completion Date:	09/12/2016
		Frequency:	twice a year
		Comments:	
Implement	Percent Task Complete:		0%