

Comprehensive Plan Report

Activity in the last 12 months

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.

9/24/2015

Forrest City High School NCES - 50627000344

Forrest City School District

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/30/2014	
	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:	<p>FCHS develops and procures professional learning that increases educator effectiveness and results for all students within learning communities committed to continuous improvement, collective responsibility, and goal alignment. In house training provided by external and internal providers is developing skillful leaders with a capacity to create support systems to enhance professional learning. In addition, Mr. Hicks, our principal, provides professional development in every faculty meeting through Powerpoints and books for group study. A needs assessment will be used to prioritize, monitor, and coordinate resources for educator learning. The leadership team will use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	
Plan	Assigned to:	Not yet assigned	

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 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/22/2014	
	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:	<p>We currently have after school programs such as ACT, Credit Recovery, and tutoring in core classes. Data is collected and utilized for student</p>	

	development:	selection, lesson design, and parental notification of academic needs.
Plan	Assigned to:	Abbie Robinson
	How it will look when fully met:	Hire teachers Recruit students Notify parents Provide transportation and a complete dinner for each student Maintain attendance records of students and staff Develop curriculum Utilize current technology Monitor student progress Determine areas for individual remediation Adjust the curriculum to differentiate instruction
	Target Date:	01/12/2015
	Tasks:	
	1. Develop curriculum utilizing current technology	
	Assigned to:	Abbie Robinson
	Added date:	10/22/2014
	Target Completion Date:	10/13/2014
	Comments:	
	2. Provide transportation and dinner for each student.	
	Assigned to:	Abbie Robinson
	Added date:	10/22/2014
	Target Completion Date:	10/13/2014
	Frequency:	daily
	Comments:	
	3. Hire teachers	
	Assigned to:	Mr. Sonny Hicks
	Added date:	10/22/2014
	Target Completion Date:	10/13/2014
	Comments:	
	4. Recruit students and notify parents	
	Assigned to:	Abbie Robinson
	Added date:	10/22/2014
	Target Completion Date:	10/13/2014
	Frequency:	monthly
	Comments:	
	5. Maintain attendance records of students and staff	
	Assigned to:	Abbie Robinson
	Added date:	10/22/2014
	Target Completion Date:	10/13/2014
	Frequency:	daily

Comments:

6. Monitor student progress while differentiating instruction for individual remediation

Assigned to: Abbie Robinson

Added date: 10/22/2014

Target Completion Date: 12/19/2014

Frequency: daily

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 6 (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

Assessment Level of Development: Initial: Limited Development 10/22/2014

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:

In the past there is very little targeted recruitment. To remediate this situation, the following actions will be taken to improve the recruiting process.

1. Identify the characteristics of the school that are attractive to teachers and seek to both market and build upon them to recruit new staff.
2. Identify specific subject areas that present challenges in teacher recruitment.
3. Establish recruitment goals in terms of teacher quality.
4. Establish recruitment goals in terms of teacher quality and quantity. Since our school is high poverty and high minority in ethnic distribution, FCHS must ensure that students have equal access to highly qualified teachers
5. Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas. Search professional organizations and recent college graduates.
6. Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions.
7. Re-establish "grow-your-own" programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, and community members.
8. The district has developed a leadership initiative to encourage teachers to stay with the district.

Plan Assigned to: Not yet assigned

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)(Focus)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/14/2013	
	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:	Algebra, Literacy, and Biology and Geometry classes are currently utilizing TLI learning assessments. Students in need of intervention are working in small groups as well as one on one instruction in order to enhance learning opportunities. Saturday and After School Tutoring are available to students who want to attend. Teachers develop unit plans in their Instructional Team Meetings. Next, they create ongoing, formative assessments. Data is used from the assessments to adjust the curriculum and instructional plans. Finally, the data is utilized to identify students who need extra help through the extended day and Saturday Academy. Anchor activities will be available for students in need of enrichment activities. The Renaissance Math program is used for math enrichment.	
Plan	Assigned to:	Marsha Cain	
	How it will look when fully met:	Instructional teams will use data to make decisions about curriculum and educational needs.	
	Target Date:	05/29/2015	
	Tasks:		
	1. All teachers will receive on-going professional development on formative assessments.		
	Assigned to:	Marsha Cain	
	Added date:	07/05/2013	
	Target Completion Date:	05/29/2015	
	Comments:		
	2. Instructional teams will meet on a regular basis to analyze student-learning outcomes and to determine instructional needs of groups of students as well as individual students.		
	Assigned to:	Departmental PLC's	
	Added date:	07/05/2013	
	Target Completion Date:	05/29/2015	
	Comments:		
	3. All teachers will conduct on-going formative and summative assessments to identify students in need of instructional support or enhancement.		
	Assigned to:	Classroom teachers	
	Added date:	07/05/2013	
	Target Completion Date:	05/29/2015	
	Comments:		
	4. All teachers will intentionally identify in lesson plans what formative and summative assessments will be used to identify students in need of instructional support or enhancement.		

	Assigned to:	Classroom teachers
	Added date:	07/05/2013
	Target Completion Date:	05/29/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Family Community Engagement

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

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 3 (0%)
---------------	------------------------------

Assessment	Level of Development:	Initial: Limited Development 10/22/2014
	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 and parents have signed a parent/principal/and student compact in which they have agreed to accept responsibility for being academically successful. Through flyers, meetings, and personal phone calls from both staff and the automated announcement system, FCHS invites parents to meetings on topics with relevancy to academic success. The high school staff will participate with parents in an educational summit. After the presentation, parents will break into groups according to their children's grade level. Teachers will share with each group tips they could use to help their children succeed in school. Therefore, the connection between the school and the home is essential to school improvement and school success
--	--	--

Plan	Assigned to:	Abbie Robinson
	How it will look when fully met:	The compact will be created, distributed, completed and returned signed by students and parents.
	Target Date:	10/01/2014

Tasks:

1. Create the compact document.

	Assigned to:	Mr. Sonny Hicks
	Added date:	10/22/2014
	Target Completion Date:	10/01/2014
	Frequency:	once a year
	Comments:	

2. Distribute the compact to students

	Assigned to:	Mr. Sonny Hicks
	Added date:	10/22/2014

	Target Completion Date:	10/01/2014
	Frequency:	once a year
	Comments:	
3. Compile completed compacts		
	Assigned to:	Micky Miller
	Added date:	10/22/2014
	Target Completion Date:	10/01/2014
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)