

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.

April 26, 2016

Forrest City High School NCES - 50627000344

Forrest City 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	Objective Met 1/27/2016		
Assess	Level of Development:	Initial: Limited Development 10/12/2012	
		Objective Met - 01/27/2016	
	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 district has in place a leadership team consisting of principals and other key administrative personnel. This team meets regularly to analyze data, assess growth and develop next steps to improve student achievement across the district. Principals disseminate relevant information to their individual schools. In addition , a district level instructional facilitators team meets periodically to analyze data, evaluate new programs, peer edit school level ACSIP plans, and address other student achievement areas. Instructional Facilitators act as a conduit between the administrative level and their individual school in areas of student achievement.	
Plan	Assigned to:	Jerry Donaldson	
	How it will look when fully met:	The district has in place a leadership team consisting of principals and other key administrative personnel. This team meets regularly to analyze data, assess growth and develop next steps to improve student achievement across the district. Principals disseminate relevant information to their individual schools. In addition , a district level instructional facilitators team meets periodically to analyze data, evaluate new programs, peer edit school level ACSIP plans, and address other student achievement areas. Instructional Facilitators act as a conduit between the administrative level and their individual school in areas of student achievement.	
	Target Date:	01/08/2016	
	Tasks:		

	1. Choose members of the team. A common team structure for a school consists of a Leadership Team (principal and teacher leaders).
	Assigned to: Renata Bryant
	Added date: 01/27/2016
	Target Completion Date: 01/08/2016
	Comments: The team has been created.
	Task Completed: 1/8/2016 12:00:00 AM
	2. Set up schedule for meeting dates for PLCs. The teams meet on a weekly basis.
	Assigned to: Renata Bryant
	Added date: 01/27/2016
	Target Completion Date: 01/08/2016
	Comments: Schedules have been created for all PLCs.
	Task Completed: 1/8/2016 12:00:00 AM
	3. The location of PLC meetings are in the Dept. Head and Inst. Facilitators classroom.
	Assigned to: Renata Bryant
	Added date: 01/27/2016
	Target Completion Date: 01/08/2016
	Comments: Location of PLCs have been created.
	Task Completed: 1/8/2016 12:00:00 AM
Implement	Percent Task Complete: 100%
	Objective Met: 1/27/2016
	Experience: 1/27/2016 The team structure has been created as established in Wise Ways.
	Sustain: 1/27/2016 The continued work is that all teams will meet based on schedules, locations, and times.
	Evidence: 1/27/2016 Agendas and minutes are placed in Indistar.
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)
Status	Objective Met 1/27/2016
Assess	Level of Development: Initial: Limited Development 10/15/2015
	Objective Met - 01/27/2016
	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: FCHS administration has developed an intricate structure of multiple teams to meet the educational needs of our scholars.
Plan	Assigned to: Heather Allison
	How it will look when fully met: Effective teams will operate with agendas, keep minutes, stay focused, and follow through with the plans they make

	Target Date:	01/08/2016
	Tasks:	
	1. Agendas will be created for Leadership team meetings and for Faculty meetings.	
	Assigned to:	Heather Allison
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016
	Comments:	Agenda are created
	Task Completed:	1/8/2016 12:00:00 AM
	2. Faculty will meet bi-monthly on Thursdays.	
	Assigned to:	Jerry Donaldson
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016
	Comments:	Faculty meetings are scheduled.
	Task Completed:	1/8/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	1/27/2016
	Experience:	1/27/2016 All agendas and minutes have been created and approved for meetings.
	Sustain:	1/27/2016 The continued work is to have agendas and minutes for all meetings.
	Evidence:	1/27/2016 Agendas and minutes are housed with Instructional Leader.
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	Objective Met 1/27/2016	
Assess	Level of Development:	Initial: Limited Development 12/07/2015
		Objective Met - 01/27/2016
	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 FCHS has a Building Leadership team, which consist of key leaders for management, operations, curriculum, and teacher leaders. They meet on a bi-monthly basis to discuss progress on those areas that indicate a need based on the progress monitoring tool, the school improvement plan and the 45 day plan. These needs are addressed in PLCs, and in Faculty meetings held by instructional facilitators, dept. heads, and by external providers.
Plan	Assigned to:	Sonny Hicks

	How it will look when fully met:	The Leadership Team is headed by the principal and includes teachers and other staff. In order to facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams. The Leadership Team needs to meet twice each month for an hour each meeting
	Target Date:	01/08/2016
	Tasks:	
	1. Choose members of leadership team	
	Assigned to:	Sonny Hicks
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016
	Comments:	Members have been chosen for the leadership team.
	Task Completed:	1/8/2016 12:00:00 AM
	2. Create a schedule for leadership team meetings.	
	Assigned to:	Sonny Hicks
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016
	Comments:	Schedule has been created for leadership team to meet bi-monthly
	Task Completed:	1/8/2016 12:00:00 AM
	3. Create location of leadership team meetings.	
	Assigned to:	Sonny Hicks
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016
	Comments:	Location has been established for leadership team meetings.
	Task Completed:	1/8/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	1/27/2016
	Experience:	1/27/2016 The Leadership Team is headed by the principal and includes teachers and other staff. The Leadership Team meets bi-monthly for an hour each meeting.
	Sustain:	1/27/2016 The work will continue as noted in Wise Ways.
	Evidence:	1/27/2016 Agendas and minutes are logged in Indistar.
Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 02/02/2016

Evidence:	The FCHS Leadership Team includes the principal, key administrators, and teacher leaders of Instructional Teams. The team serves as a means of communication among school personnel, especially in regards to school improvement efforts and everyone's role in them.
Added date:	

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 In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 02/02/2016
	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:	Student performance data is typically disaggregated by sub-groups, and teachers are beginning to view individual student data to create plans of action to boost achievement.
Plan	Assigned to:	Not yet assigned
Added date:		

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator IE05 - The principal participates actively with the school's teams. (56)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 02/02/2016
	Evidence:	the principal certainly attends some team meetings. The principal ensures that teams have ample and regular time to meet and stresses the importance of the work of the teams. The principal provides guidance for the work products to be produced by the team and reviews the work to offer feedback.
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 Objective Met 12/7/2015

Assess	Level of Development:	Initial: Limited Development 11/14/2012
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			Objective Met - 12/07/2015
	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 Leadership Team reviews the principal's summary reports CWTs and utilizes the results when planning for departmental and staff wide professional development. A professional development team has been established. Meetings will begin during the first week of December. Data will be used to schedule training in areas of identified need from CWTs and Professional Growth Plans	
Plan	Assigned to:	Sonny Hicks	
	How it will look when fully met:	CWTs will be conducted and analyzed on a weekly bases. Results will be presented to the Leadership Team. The Leadership Team will present data analysis to Departmental PLCs. Departmental PLCs will list perceived professional development needs. Then the Department Chairperson will bring their department's suggestions to the Professional Development PLC. Finally, the Professional Development PLC will review all suggestions, search for relevant training, and procure training within the confinds of our budget.	
	Target Date:	10/26/2015	
	Tasks:		
	1. CWTs will be conducted by the CWT/Focus Walk Team on a weekly rotational bases.		
	Assigned to:	Patti Long	
	Added date:	12/06/2012	
	Target Completion Date:	11/01/2012	
	Frequency:	weekly	
	Comments:		
	Task Completed:	11/1/2012 12:00:00 AM	
	2. CWT results will be presented to the Leadership Team.		
	Assigned to:	Renee Calhoon	
	Added date:	12/06/2012	
	Target Completion Date:	05/20/2013	
	Frequency:	four times a year	
	Comments:	Results will be presented weekly.	
	Task Completed:	1/30/2014 12:00:00 AM	
	3. The Leadership Team will present CWT data analysis to Departmental PLCs.		
	Assigned to:	Departmental Chairpersons	
	Added date:	12/06/2012	
	Target Completion Date:	05/20/2013	
	Comments:		

		Task Completed:	4/29/2014 12:00:00 AM
	4. Departmental PLCs will list perceived professional development needs based upon CWT outcomes		
		Assigned to:	Chairperson
		Added date:	12/06/2012
		Target Completion Date:	03/15/2013
		Comments:	Submitting ideas for professional development can take place through out the year.
		Task Completed:	8/17/2015 12:00:00 AM
	5. The Department Chairs will submit PD suggestions to the Professional Development PLC.		
		Assigned to:	Department Chairpersons
		Added date:	12/06/2012
		Target Completion Date:	03/20/2013
		Comments:	
		Task Completed:	10/9/2015 12:00:00 AM
	6. The Professional Development PLC will review all suggestions, search for relevant training, and procure training within the confines of the budget.		
		Assigned to:	Marsha Cain
		Added date:	12/06/2012
		Target Completion Date:	04/01/2013
		Comments:	
		Task Completed:	11/20/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/7/2015
	Experience:		12/7/2015 In pursuing this objective, it was rather easy. The district conducted a needs assessment to determine what areas needed professional development as well as surveys sent out for teachers to give input on what PD should be offered throughout the year.
	Sustain:		12/7/2015 In meeting this objective, data will be shared and viewed to discuss what PD needs to be provided continuously throughout the school term. This is based on CWT observations, TESS evaluations, district school site visits, and collaboration among the team meetings.
	Evidence:		12/7/2015 The district has designed district PD days that are targeted to reach all content areas as well as other issues such as Efficacy, RBT, assessment, and curriculum. We have several representatives that are scheduled throughout the school term to conduct school visits and provide a detailed report as to what implementation looks like and what needs must be addressed in PD.
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Objective Met 12/7/2015		
Assess	Level of Development:		Initial: Limited Development 11/14/2012

			Objective Met - 12/07/2015
	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:	The principal distributed the Self-Assessment of Practices Form I worksheet for staff to complete a self-assessment to determine areas of need for the development of Professional Growth Plans (PGPs). The principal and instructional facilitator will train the Leadership Team in the development of PGPs. The department chairs will present the training to their departments and assist their PLC's in the development of individual PGPs. The rough drafts for PGPs will be Nov. 30th. The principal will review plans and add suggestions based on classroom observations. Plans will be returned to staff members for revisions. Final drafts will be due before Christmas vacation.	
Plan	Assigned to:	Sonny Hicks	
	How it will look when fully met:	The principal has distributed the Self-Assessment of Practices Form I worksheet for staff to complete a self-assessment to determine areas of need for the development of Professional Growth Plans (PGPs). The principal and instructional facilitator have trained the Leadership Team in the development of PGPs. The department chairs have presented the training to their departments and assisted their PLC's in the development of individual PGPs. The rough drafts for PGPs have been submitted on Nov. 30th. The principal has reviewed plans and added suggestions for improvement based on classroom observations. Plans have been returned to staff members for revisions. Final drafts will be submitted before Christmas vacation.	
	Target Date:	11/30/2015	
	Tasks:		
	1. The principal has distributed the Self-Assessment of Practices Form I worksheet for staff to complete a self-assessment to determine areas of need for the development of Professional Growth Plans (PGPs).		
	Assigned to:	Sonny Hicks	
	Added date:	12/07/2015	
	Target Completion Date:	09/30/2015	
	Comments:		
	Task Completed:	9/30/2015 12:00:00 AM	
	2. The principal and instructional facilitator have trained the Leadership Team in the development of PGPs.		
	Assigned to:	Marsha Cain	
	Added date:	12/07/2015	
	Target Completion Date:	09/30/2015	
	Comments:		

		Task Completed:	9/30/2015 12:00:00 AM
		3. The department chairs have presented the training to their departments and assisted their PLC's in the development of individual PGPs.	
		Assigned to:	PLCs .
		Added date:	12/07/2015
		Target Completion Date:	09/30/2015
		Comments:	
		Task Completed:	9/30/2015 12:00:00 AM
		4. The rough drafts for PGPs have been submitted on Nov. 30th. The principal has reviewed plans and added suggestions for improvement based on classroom observations. Plans have been returned to staff members for revisions. Final drafts will be submitted before Christmas vacation.	
		Assigned to:	Sonny Hicks
		Added date:	12/07/2015
		Target Completion Date:	11/30/2015
		Comments:	
		Task Completed:	11/30/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	12/7/2015	
	Experience:	12/7/2015 This objective was district led. They modeled and proved training on how to present this information to faculty and staff. They also created the timeline for getting self assessments done for PGPs.	
	Sustain:	12/7/2015 The continued work consists of formal and informal observations and evaluations on teachers in various tracks with a focus on intensive track teachers. We also provide immediate feedback based on CWT observations that help teachers grow in small nuggets.	
	Evidence:	12/7/2015 All PGPs have been created and are available via Bloomboard	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Objective Met 1/27/2016		
Assess	Level of Development:	Initial: Limited Development 09/30/2014	
		Objective Met - 01/27/2016	
	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:	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.
Plan	Assigned to:	Renata Bryant
	How it will look when fully met:	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.
	Target Date:	01/08/2016
	Tasks:	
	1. CWTs will be conducted by the Administrative team on a weekly rotation.	
	Assigned to:	Renata Bryant
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016
	Comments:	
	Task Completed:	1/8/2016 12:00:00 AM
	2. CWT results will be shared in the form of feedback sessions with teachers with in 24 hours of observation.	
	Assigned to:	Renata Bryant
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016
	Comments:	
	Task Completed:	1/8/2016 12:00:00 AM
	3. PLCs, faculty meetings, building leadership team meetings and district data PD days will list perceived professional development needs based on the CWT data and observations.	
	Assigned to:	Renata Bryant
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016

		Comments:	
		Task Completed:	1/8/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/27/2016
	Experience:		1/27/2016 CWT observations and feedback sessions have been created and established. A weekly rotation schedule has been created for leaders.
	Sustain:		1/27/2016 The work will continue as noted in Wise Ways.
	Evidence:		1/27/2016 CWT data is kept with administrative team members.

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	Objective Met 2/18/2016		
Assess	Level of Development:	Initial: Limited Development 10/22/2014	
		Objective Met - 02/18/2016	
	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 currently have after school programs such as ACT, Credit Recovery, and tutoring in core classes. Data is collected and utilized for student selection, lesson design, and parental notification of academic needs.	
Plan	Assigned to:	Sonny Hicks	
	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:	03/14/2016	
	Tasks:		
	1. Develop curriculum utilizing current technology		
	Assigned to:	Abbie Robinson/ Sonny Hicks	
	Added date:	10/22/2014	
	Target Completion Date:	03/14/2014	
	Comments:		
	Task Completed:	2/18/2016 12:00:00 AM	

		2. Provide transportation and dinner for each student.	
		Assigned to:	Abbie Robinson/ Sonny Hicks
		Added date:	10/22/2014
		Target Completion Date:	03/14/2016
		Frequency:	daily
		Comments:	
		Task Completed:	2/18/2016 12:00:00 AM
		3. Hire teachers	
		Assigned to:	Mr. Sonny Hicks
		Added date:	10/22/2014
		Target Completion Date:	03/14/2016
		Comments:	Team noted that this task applied to Extended Day Staff
		Task Completed:	2/18/2016 12:00:00 AM
		4. Recruit students and notify parents	
		Assigned to:	Abbie Robinson/ Dianna Jefferson
		Added date:	10/22/2014
		Target Completion Date:	03/14/2016
		Frequency:	monthly
		Comments:	
		Task Completed:	2/18/2016 12:00:00 AM
		5. Maintain attendance records of students and staff	
		Assigned to:	Abbie Robinson/ Dianna Jefferson
		Added date:	10/22/2014
		Target Completion Date:	03/14/2016
		Frequency:	daily
		Comments:	
		Task Completed:	2/18/2016 12:00:00 AM
		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:	
		Task Completed:	2/18/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		2/18/2016

Experience:	2/18/2016 The most important aspect of extending the school day is to ensure that the extra time is spent in academic endeavors which engage students. Our Strategy used the lengthening the time students spend in core academic classes and credit recovery classes and offering after-school or supplemental education services (SES) for students.
Sustain:	2/18/2016 Implementing professional development to aid teachers in using extra school time effectively. Determining how to restructure the school day so that the students who need the most support are given more instructional opportunities. Creation a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.
Evidence:	2/18/2016 Forrest City High School has fully implemented the extended day initiative with Credit Recovery Sessions offered Monday - Thursday and on Saturday. After School Tutoring in Mathematics offered Monday through Wednesday for two hours. Dinner and Transportation is provided.

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 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
	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	Objective Met 1/28/20164/4/2016	
Assess	Level of Development:	Initial: Limited Development 01/27/2016
		Objective Met - 01/28/2016 04/04/2016
	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:	Administration and staff are working to instill that all scholars believe they are capable of being successful both academically and socially. College Initiatives have been provided, AVID is also being utilized on campus to assist in guiding and supporting students for college.
Plan	Assigned to:	Abbie Robinson
	How it will look when fully met:	The FC high school will guide, support and engage students in career exploration activities that provide hands-on experience with a career or occupation.

	Target Date:	01/08/2016
	Tasks:	
	1. Efficacy Training will be provided.	
	Assigned to:	Sonny Hicks
	Added date:	01/27/2016
	Target Completion Date:	08/12/2015
	Comments:	
	Task Completed:	8/13/2015 12:00:00 AM
	2. Career guidance and College and Career Readiness Initiative will assist about 60 scholars for ACT prep.	
	Assigned to:	Abbie Robinson
	Added date:	01/27/2016
	Target Completion Date:	12/18/2015
	Comments:	
	Task Completed:	12/18/2015 12:00:00 AM
	3. College Night will be provided for 9th - 12 grade scholars.	
	Assigned to:	Abbie Robinson
	Added date:	01/27/2016
	Target Completion Date:	10/15/2015
	Comments:	
	Task Completed:	10/15/2015 12:00:00 AM
	4. Parent Conferences will be conducted to discuss student progress and what support can be provided to boost achievement.	
	Assigned to:	Abbie Robinson
	Added date:	01/27/2016
	Target Completion Date:	10/21/2015
	Comments:	
	Task Completed:	10/21/2015 12:00:00 AM
	5. STEM Leadership Conferences will provide support and guidance to scholars.	
	Assigned to:	Abbie Robinson
	Added date:	01/27/2016
	Target Completion Date:	11/20/2015
	Comments:	
	Task Completed:	11/20/2015 12:00:00 AM
	6. College Initiative will do a school visit to St. Louis on a Saturday.	
	Assigned to:	Abbie Robinson
	Added date:	01/28/2016
	Target Completion Date:	12/18/2015
	Comments:	

		Task Completed:	10/15/2015 12:00:00 AM
	7. Provide financial workshops to parents.		
		Assigned to:	Abbie Robinson
		Added date:	04/04/2016
		Target Completion Date:	02/16/2016
		Comments:	
		Task Completed:	2/16/2016 12:00:00 AM
	8. Provide one - on- one financial aid workshops for parents and students.		
		Assigned to:	Abbie Robinson
		Added date:	04/04/2016
		Target Completion Date:	02/20/2016
		Comments:	
		Task Completed:	2/20/2016 12:00:00 AM
	9. Host a Spring College Tour at FCHS site in conjunction with Alpha Phi Alpha Fraternity, Inc.		
		Assigned to:	Abbie Robinson
		Added date:	04/04/2016
		Target Completion Date:	03/10/2016
		Comments:	
		Task Completed:	3/10/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/28/2016 4/4/2016
	Experience:		1/28/2016 All task have been fully implemented for college and career readiness. Students have been given opportunity to attend ACT prep classes after school with a teacher. 4/4/2016 Experience is as noted in Wise Ways.
	Sustain:		1/28/2016 The work will continue as noted in Wise Ways and according to the plans of the Parent Coordinator. 4/4/2016 Continue to provide services to students, and parents to support college and career readiness.
	Evidence:		1/28/2016 parent Coordinator and Guidance Counselors have information on file. 4/4/2016 Sign - in sheets, minutes from check-in with SIS, agendas

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	Objective Met 1/28/2016		
Assess	Level of Development:		Initial: Limited Development 10/15/2012
			Objective Met - 01/28/2016
	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:	The principal monitors curriculum and classroom instruction regularly. A rotation schedule is being developed to insure that all teachers are observed by all observers at the end of a rotation cycle. This will assist the administration with developing a more comprehensive observation system and result in the staff receiving more timely data resulting from CWTs. E2E and other consultants assist with CWTs, record data, and aid calibration within the observation team. A drop box will be used for lesson plans. New iPads are being purchased to use with CWT's and evaluations. Thus, the teachers lesson plans will be available instantly upon arrival in the classroom. Then the curriculum and classroom instruction correlation can better be monitored.	
Plan	Assigned to:	Sonny Hicks	
	How it will look when fully met:	The principal will monitor curriculum and classroom instruction regularly. A rotation schedule will be developed to insure that all teachers are observed by all observers at the end of a rotation cycle. This will assist the administration with developing a more comprehensive observation system and result in the staff receiving more timely data resulting from CWTs. Consultants will assist with CWTs, record data, and aid in calibration within the observation team. Google Classroom will be used for lesson plans.	
	Target Date:	09/01/2015	
	Tasks:		
	1. The principal monitors curriculum and classroom instruction regularly through the use of CWTs and Focus Walks.		
	Assigned to:	Sonny Hicks	
	Added date:	12/07/2012	
	Target Completion Date:	01/28/2016	
	Comments:		
	Task Completed:	9/1/2015 12:00:00 AM	
	2. A rotation schedule will be developed to insure that all teachers are observed		
	Assigned to:	Sonny Hicks	
	Added date:	12/07/2012	
	Target Completion Date:	10/20/2015	
	Comments:		
	Task Completed:	10/15/2015 12:00:00 AM	
	3. External providers will assist with CWTs.		
	Assigned to:	Larry Buck	
	Added date:	12/07/2012	
	Target Completion Date:	09/01/2015	

		Comments:	
		Task Completed:	9/1/2015 12:00:00 AM
	4. External providers will assist with recording data.		
		Assigned to:	Larry Buck
		Added date:	12/07/2012
		Target Completion Date:	09/01/2015
		Comments:	
		Task Completed:	9/1/2015 12:00:00 AM
	5. The instructional facilitator and other consultants assist with CWT calibration within the observation team.		
		Assigned to:	Larry Buck/ Frank Shaw
		Added date:	12/07/2012
		Target Completion Date:	09/01/2015
		Comments:	
		Task Completed:	9/1/2015 12:00:00 AM
	6. Google Classroom will be used for housing teacher lesson plans.		
		Assigned to:	Osceola Hicks/Tracy Lewis/Christopher Howard
		Added date:	12/07/2012
		Target Completion Date:	08/24/2015
		Comments:	
		Task Completed:	8/24/2015 12:00:00 AM
	7. When conducting classroom observations, administrators will be able to access teacher lesson plans.		
		Assigned to:	Administrators
		Added date:	12/07/2012
		Target Completion Date:	08/24/2015
		Comments:	
		Task Completed:	8/24/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/28/2016
	Experience:		1/28/2016 Proactive in reflecting on our current reality, deliberate and progressive.
	Sustain:		1/28/2016 Timely documentation of changes as they occur, updating our information as to reflect our current reality within and established time period
	Evidence:		1/28/2016 The principal monitors curriculum and classroom instruction regularly. A rotation schedule has been established within our administrative team to insure that all teachers are observed. Consultants assist with CWTs, record data, and aid in calibration within the observation team. Google Classroom is used for lesson plans.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery			
Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)		
Status	Objective Met 1/27/2016		
Assess	Level of Development:	Initial: Limited Development 11/14/2012	
		Objective Met - 01/27/2016	
	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:	Tested area currently have pre and post testing in place. However, teachers of other classes need to document pre and post testing and have their tests on file. Further documentation will be included in lesson plans placed in the drop box.	
Plan	Assigned to:	Renata Bryant	
	How it will look when fully met:	Currently pre and post unit assessments are not being implemented. We have restructured PLCs and provided support for teachers in every discipline except Science. We will be going through a process that will lead teachers into creating unit assessments by the end of the school year.	
	Target Date:	05/31/2016	
	Tasks:		
	1. Restructure PLCs for ELA and Math		
	Assigned to:	Renata Bryant	
	Added date:	01/27/2016	
	Target Completion Date:	01/08/2016	
	Comments:	PLCs have been restructured with a focus on planning and assessment.	
	Task Completed:	1/8/2016 12:00:00 AM	
	2. Set up expectations for lesson planning.		
	Assigned to:	Renata Bryant	
	Added date:	01/27/2016	
	Target Completion Date:	01/08/2016	
	Comments:	Expectations for lesson planning have been established for all teachers.	
	Task Completed:	1/8/2016 12:00:00 AM	
	3. Provide support via Video conference for ELA,Math. and Social Studies teachers for lesson planning and for assessments.		
	Assigned to:	Renata Bryant	
	Added date:	01/27/2016	
	Target Completion Date:	01/08/2016	

		Comments:	Support in the most critical student achievement areas have been provided for teachers.
		Task Completed:	1/8/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/27/2016
	Experience:		1/27/2016 PLCs have been restructured with a more focused outcome for curriculum, planning and assessment.
	Sustain:		1/27/2016 The work will continue as noted in Wise Ways.
	Evidence:		1/27/2016 Evidence is provided via video conf calls, in lesson plans being submitted to consultants, and from CWTs and feedback sessions from administration.
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)		
Status	Objective Met 3/18/20163/30/2016		
Assess	Level of Development:		Initial: Limited Development 02/06/2013
			Objective Met - 03/18/2016 03/30/2016
	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:		Pre and Post testing has become the norm in all Classes at FCHS along with the school's interim assessment regime for the Core subjects.
Plan	Assigned to:		Candace Taylor
	How it will look when fully met:		Teachers will conduct unit pre and post-test. Test results will be analyzed for lesson plan development, delivery of instruction, and progress monitoring.
	Target Date:		03/14/2016
	Tasks:		
	1. Teachers will pre assess with Do Nows / Bellringers.		
	Assigned to:		Frank Shaw/Candace Taylor/Abbie Robinson
	Added date:		03/27/2013
	Target Completion Date:		01/08/2016
	Comments:		
	Task Completed:		1/8/2016 12:00:00 AM
	2. Teachers will create and implement Do Nows / Bellringers based upon CCSS data from post assessments.		
	Assigned to:		Frank Shaw/Candace Taylor/Abbie Robinson
	Added date:		03/27/2013
	Target Completion Date:		01/08/2016
	Comments:		

		Task Completed:	1/8/2016 12:00:00 AM
	3. Teachers will create pre and post unit assessments for all content areas.		
		Assigned to:	Frank Shaw/Candace Taylor/Abbie Robinson
		Added date:	01/27/2016
		Target Completion Date:	03/14/2016
		Comments:	
		Task Completed:	1/8/2016 12:00:00 AM
	4. Teachers will review CCSS based on data from pre assessments		
		Assigned to:	Frank Shaw/Candace Taylor/Abbie Robinson
		Added date:	03/27/2013
		Target Completion Date:	03/14/2016
		Comments:	
		Task Completed:	1/8/2016 12:00:00 AM
	5. Teachers will review CCSS based on data from post assessments		
		Assigned to:	Frank Shaw/Candace Taylor/Abbie Robinson
		Added date:	03/17/2016
		Target Completion Date:	03/14/2016
		Comments:	
		Task Completed:	1/8/2016 12:00:00 AM
	6. Teachers will re-teach as RTI low performing standards based on post assessment data.		
		Assigned to:	Larry Buck
		Added date:	03/30/2016
		Target Completion Date:	03/18/2016
		Comments:	
		Task Completed:	3/18/2016 12:00:00 AM
	7. Agile Minds lab will be utilized to support student learning.		
		Assigned to:	Frank Shaw
		Added date:	03/30/2016
		Target Completion Date:	03/18/2016
		Comments:	
		Task Completed:	3/18/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/18/2016 3/30/2016
	Experience:		3/18/2016 FCHS experienced a paradigm shift with a Focus on Student Engagement and Student Data 3/30/2016 Experience as noted in Wise Ways.
	Sustain:		3/18/2016 a continued effort to support the Mission of FCHS establishing Pre and Post Testing, Bell Ringers or Do Now's as Routine aspects of School Day. 3/30/2016 Continue to provide support to students using curricula and labs.

Evidence:	3/18/2016 Teachers use quick formative assessments as pre-tests at the beginning of a lesson or unit to determine each student's mastery of standards-aligned objectives prior to teaching the lesson or unit. The data from the pre-test enables the teacher to modify the lessons and to differentiate assignments for students, providing extra help for some and enhancing the assignments for others. Interim Assessments are utilized in Core classes to further support differentiation and remediation for struggling learners. After School Tutoring is also offered the the school as a whole to support scholars needing extra time in gaining understanding of difficult concepts introduced in various classes. 3/30/2016 Agile Minds plans, tutoring sign- in sheets
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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 Objective Met 1/14/2016

Assess	Level of Development:	Initial: Limited Development 01/30/2013
		Objective Met - 01/14/2016
	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)
	Describe current level of development:	In the core tested areas the process of testing is in place. Other courses have varied levels of development. The 12th grade has been using the ACT in the 4 core areas.
Plan	Assigned to:	Frank Shaw
	How it will look when fully met:	Data Analysis is conducted by Performance Coaches after each TLI Assessment and provided to the Principal to discuss the results of Data Desegregation. Mathematics Department will conduct two Module Review Assessments Performance Coaches in Core tested areas will receive training on ACT Aspire Performance Coaches will include R.B.T. Strategy in their Lesson Plan Design
	Target Date:	01/08/2016
	Tasks:	
	1. Design two Review Modules in Mathematics with TLI to cover Modules 1-3 and Modules 4-6	
	Assigned to:	Frank Shaw
	Added date:	01/08/2016
	Target Completion Date:	01/14/2016
	Comments:	The Mathematics Department has been in communication with TLI in Designing Module 7 and 8 as review modules
	Task Completed:	1/14/2016 12:00:00 AM

	2. Performance Coaches from Mathematics, Science and English-Language Arts will attend Training on ACT Aspire		
	Assigned to:	Sonny Hicks	
	Added date:	01/08/2016	
	Target Completion Date:	12/18/2015	
	Comments:	Performance Coaches in Core Areas attended Training in Hot Springs at the TLI Complex. ACT Aspire Boot Camp Mathematics, Science and English departments were represented. Additionally the District provided follow up Professional development on January 4th and 5th to further put emphasis on the upcoming changes in State Wide Testing.	
	Task Completed:	1/5/2016 12:00:00 AM	
	3. Performance Coaches will receive Professional Development on R.B.T as part of the Lesson Plan Design		
	Assigned to:	Sonny Hicks	
	Added date:	01/08/2016	
	Target Completion Date:	01/05/2016	
	Comments:	The Forrest City School District provided Professional Development on this Strategy on January 4th and 5th of 2016	
	Task Completed:	1/5/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	1/14/2016	
	Experience:	1/14/2016 This objective supports our underling since of Urgency in improving student achievement. Reinforces our strategies and principles evidenced by our Mission Statement	
	Sustain:	1/14/2016 Revisiting our Testing Regime, modifying and updating as necessary in order to complement State and National Standardized Tests	
	Evidence:	1/14/2016 All Performances coaches have been trained in the R.B.T. Strategy, Core Academic Classess have been given Professoinal Development on ACT Aspire with specific componets correlated to their specific dicipline, through the Learning Institute..ACT Aspire Boot Camp in October 2015 to the Professional Development provided by the District on January 4th and 5th of 2016.	
Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)		
Status	Objective Met 1/28/20163/30/2016		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
		Objective Met - 01/28/2016 03/30/2016	
	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:	We have established learning goals in the areas of literacy, math and biology. Through the ACSIP plan development, all staff is provided the opportunity for input toward learning goals. However, the ongoing monitoring of teacher practices need further development.
Plan	Assigned to:	Renata Bryant
	How it will look when fully met:	The Leadership Team will drive the school's continuous improvement process, including the careful assessment and improvement of professional practice. The Leadership Team will also review student learning data at key points in the year to make adjustments in the evolving plan. Setting annual learning goals enables the Leadership Team to know where it is headed and if it gets there. The goals include specific outcome targets for grade levels, subject areas, and student subgroups.
	Target Date:	01/08/2016
	Tasks:	
	1. The goal for Math is 68% of students should be proficient / advanced in the Math content areas.	
	Assigned to:	Larry Buck
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016
	Comments:	
	Task Completed:	1/8/2016 12:00:00 AM
	2. The goal for Literacy is for 55% of students to be classified as proficient / advanced in ELA.	
	Assigned to:	Larry Buck
	Added date:	01/27/2016
	Target Completion Date:	01/08/2016
	Comments:	
	Task Completed:	1/8/2016 12:00:00 AM
	3. Partner with community organizations and fraternities (Alpha Phi Alpha, Inc.) to support and mentor to reduce to discipline referrals.	
	Assigned to:	Sonny Hicks
	Added date:	03/30/2016
	Target Completion Date:	03/03/2016
	Comments:	
	Task Completed:	3/11/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	1/28/2016 3/30/2016
	Experience:	1/28/2016 based on AMO projections from PARCC, these percentages have been set for math and ELA. 3/30/2016 As noted in wise ways
	Sustain:	1/28/2016 The work will continue to guide all students to proficiency. 3/30/2016 Continue to build relationships with community organizations and fraternities to support and mentor to reduce discipline and behavioral issues.

Evidence:

1/28/2016 Principal has binder with data and reports from external consultant and teachers. 3/30/2016 Minutes from meeting with Alpha Phi Alpha, Spring College Tour sign - in sheet

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)(All Schools,Focus,Priority)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 01/23/2013	
	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:	TIA documents have been created but need updating.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (Focus,Priority)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 11/06/2013	
	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:	Ipads and software purchased allows for some differentiation in some subjects. SPED classes currently do a good job in this area.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)

Status **Objective Met** 1/27/20163/11/2016

Assess	Level of Development:	Initial: Limited Development 01/30/2014
		Objective Met - 01/27/2016 03/11/2016
	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:	Teachers positively teach rules at the beginning of the year however as the year goes on some teachers become lax.
Plan	Assigned to:	Sonny Hicks
	How it will look when fully met:	Teacher will have Established and posted classroom rules and procedures. Students will be given instruction and reinforcement for understanding and following the rules and procedures.
	Target Date:	03/14/2016
	Tasks:	
	1. Establish school-wide Rituals and Routines	
	Assigned to:	Sonny Hicks
	Added date:	01/27/2016
	Target Completion Date:	03/14/2016
	Comments:	
	Task Completed:	1/8/2016 12:00:00 AM
	2. Routines and Rituals will be posted in common areas.	
	Assigned to:	Sonny Hicks
	Added date:	01/27/2016
	Target Completion Date:	03/14/2016
	Comments:	
	Task Completed:	1/8/2016 12:00:00 AM
	3. Classroom observations will be conducted by the Administrative team to ensure that routine and rituals are being fully implemented.	
	Assigned to:	Sonny Hicks
	Added date:	01/27/2016
	Target Completion Date:	03/14/2016
	Comments:	
	Task Completed:	1/8/2016 12:00:00 AM
	4. Meet with Students to establish School Wide Rituals and Routines	
	Assigned to:	Sonny Hicks
	Added date:	03/03/2016
	Target Completion Date:	03/14/2016
	Comments:	
	Task Completed:	3/3/2016 12:00:00 AM

		5. Teachers will post Rituals and Routines in their Classrooms	
		Assigned to:	Sonny Hicks
		Added date:	03/03/2016
		Target Completion Date:	03/14/2016
		Comments:	
		Task Completed:	3/3/2016 12:00:00 AM
		6. District assigns a behavioral specialist to site.	
		Assigned to:	Renata Bryant
		Added date:	03/11/2016
		Target Completion Date:	02/01/2016
		Comments:	
		Task Completed:	2/1/2016 12:00:00 AM
		7. Behavioral specialist meets weekly with local SIS to address student discipline referrals.	
		Assigned to:	Renata Bryant
		Added date:	03/11/2016
		Target Completion Date:	03/14/2016
		Comments:	
		Task Completed:	2/22/2016 12:00:00 AM
		8. Behavioral specialist meets with students on desired and expected behaviors in classrooms.	
		Assigned to:	Tamika Futrell
		Added date:	03/11/2016
		Target Completion Date:	03/14/2016
		Comments:	
		Task Completed:	3/10/2016 12:00:00 AM
		9. Behavioral specialist meets with parents to gain support in reinforcing the desired and expected behaviors.	
		Assigned to:	Tamika Futrell
		Added date:	03/11/2016
		Target Completion Date:	03/14/2016
		Comments:	
		Task Completed:	2/29/2016 12:00:00 AM
		10. A new functional behavioral assessment plan is created with stakeholders.	
		Assigned to:	Tamika Futrell
		Added date:	03/11/2016
		Target Completion Date:	03/14/2016
		Comments:	
		Task Completed:	3/3/2016 12:00:00 AM
		11. New strategies such as the "Quiet" room is being utilized to support students and teachers.	

		Assigned to:	Tamika Futrell
		Added date:	03/11/2016
		Target Completion Date:	03/14/2016
		Comments:	
		Task Completed:	3/3/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/27/2016 3/11/2016
	Experience:		1/27/2016 Teachers have Established and posted and instructed students on behavior and learning expectations. 3/11/2016 Objective was met based on Wise ways and with a collaborative team.
	Sustain:		1/27/2016 The continued work is as noted in Wise Ways. 3/11/2016 Continue to monitor the routines, rituals, and progress of behavioral data reports.
	Evidence:		1/27/2016 Evidence is documented in CWT observations and in building sweeps. 3/11/2016 Check-ins, meetings minutes, postings in classroom

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 Objective Met 1/27/20163/30/2016

Assess	Level of Development:	Initial: Limited Development 10/22/2014	
		Objective Met - 01/27/2016 03/30/2016	
	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:	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:	
	Task Completed:	9/30/2015 12:00:00 AM
	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:	
	Task Completed:	10/19/2015 12:00:00 AM
	3. Compile completed compacts	
	Assigned to:	Micky Miller
	Added date:	10/22/2014
	Target Completion Date:	10/01/2014
	Frequency:	once a year
	Comments:	
	Task Completed:	10/30/2015 12:00:00 AM
	4. Grant parents access to Home Access Center to view assignments and grades.	
	Assigned to:	Abbie Robinson
	Added date:	03/30/2016
	Target Completion Date:	03/18/2016
	Comments:	
	Task Completed:	3/18/2016 12:00:00 AM
	5. Host Parent Summit to share curricula, culture components, and student achievement highlights.	
	Assigned to:	Abbie Robinson
	Added date:	03/30/2016
	Target Completion Date:	03/29/2016
	Comments:	
	Task Completed:	3/29/2016 12:00:00 AM
Implement	Percent Task Complete:	100%

Objective Met:	1/27/2016 3/30/2016
Experience:	1/27/2016 Compacts were create, distributed, and complied for data purposes. 3/30/2016 Experience as noted in Wise Ways
Sustain:	1/27/2016 The continued work will be done as noted in Wise Ways each year. 3/30/2016 Continue to bridge the gap between school and home to enhance student learning.
Evidence:	1/27/2016 Parent Coordinator has evidence. 3/30/2016 Agenda, sign -in, HAC passwords