

# Comprehensive Plan Report

Activity in the last 6 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 Junior High School NCES - 50627000345

Forrest City School District

## School Success Indicators

Key Indicators are shown in RED.

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>		
<b>Status</b>	Tasks completed: 2 of 4 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/02/2012	
		<b>Objective Met</b> - 10/22/2012	
	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 Principal does frequent CWTs, informal observations, and drop ins which are recorded by reports and notes.	
<b>Plan</b>	Assigned to:	Reginald Murphy	
	How it will look when fully met:	The principal will spend more time devoted to classroom visits. These visits will be recorded with CWT, focus, and other data forms. Feedback from these visits will be made in conferences and/or through email.	
	Target Date:	05/31/2015	
	<b>Tasks:</b>		
		4. Professional Learning Communities will be attended by the principal.	
	Assigned to:	Reginald Murphy	
	Added date:	04/04/2013	
	Target Completion Date:	04/24/2015	
	Frequency:	monthly	
	Comments:	Mr. Murphy attended the technology PLC September, 2013. Principal has attended PLCs and is documented by sign in sheets.	
	<b>Task Completed:</b>	<b>04/06/2015</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	10/22/2012	
	Experience:	10/22/2012 Mr. Murphy and Mr. Anderson have committed to extra time in classrooms regularly.	
	Sustain:	10/22/2012	

		We will revisit this indicator in leadership team meetings. Principal will continue to make time.
	Evidence:	10/22/2012 Forms and emails.
<b>Indicator</b>	<b>IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)</b>	
<b>Status</b>	<b>Objective Met</b> 4/9/2015	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2012
		<b>Objective Met</b> - 04/09/2015
	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:	Principal Murphy challenges and monitors the unsound teaching practices that he observes. Murphy conducts CWTs and drop-ins on a regular basis and notifies teachers of unsound practices. Progress reports and improvement plans are implemented with teachers needing assistance with their teaching practice.
<b>Plan</b>	Assigned to:	Reginald Murphy
	How it will look when fully met:	The principal should challenge all observed ineffective teaching practices and correct them via conferences and assignments.
	Target Date:	05/31/2015
	<b>Tasks:</b>	
	1. The principal will provide select teachers with an improvement plan. These improvement plans will be kept on file.	
	Assigned to:	Reginald Murphy
	Added date:	03/25/2013
	Target Completion Date:	05/31/2015
	Comments:	The teachers with improvement plans have been selected. Mr. Murphy works with these teachers weekly.
	<b>Task Completed:</b>	<b>03/08/2013</b>
	2. The principal will meet weekly with teachers who have an improvement plan.	
	Assigned to:	Reginald Murphy
	Added date:	04/04/2013
	Target Completion Date:	05/31/2015
	Frequency:	weekly
	Comments:	The Principal met with teachers on the improvement plan weekly.
	<b>Task Completed:</b>	<b>05/31/2013</b>
	3. Teachers on improvement plans are given weekly assignments, i.e. Professional Development on the IDEAS portal, peer observations, or professional reading.	
	Assigned to:	Reginald Murphy
	Added date:	04/04/2013
	Target Completion Date:	

	Target Completion Date:	05/31/2013
	Frequency:	weekly
	Comments:	Teachers completed tasks that were assigned weekly.
	<b>Task Completed:</b>	<b>05/31/2013</b>
4. The principal will observe teachers on improvement plans weekly, and provide feedback.		
	Assigned to:	Reginald Murphy
	Added date:	04/04/2013
	Target Completion Date:	05/31/2013
	Frequency:	weekly
	Comments:	Principal observed improvement plan teachers and gave feedback weekly. This action is evidenced by Principal calendar.
	<b>Task Completed:</b>	<b>05/31/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/9/2015
	Experience:	4/9/2015 Principal Murphy worked diligently with teachers on improvement plans. These teachers were given weekly assignments.
	Sustain:	4/9/2015 The TESS evaluations will allow Principal Murphy to seek teachers using unsound teaching practices. These teachers will be worked with closely.
	Evidence:	4/9/2015 Sign ins are available for the meetings held with Principal Murphy.
<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)</b>	
<b>Status</b>	Tasks completed: 5 of 8 (62%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/04/2013
	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 principal celebrated effective teaching by selecting teacher of the month. Other celebrations related to school successes have been limited.
<b>Plan</b>	Assigned to:	Reginald Murphy
	How it will look when fully met:	All teachers and students will be publicly celebrated for school successes especially those tied to student learning outcomes.
	Target Date:	05/31/2015
	<b>Tasks:</b>	
3. Student of the Week participation will be logged via classroom drop ins.		
	Assigned to:	Core Team
	Added date:	04/04/2013
	Target Completion Date:	05/30/2014
	Frequency:	weekly

	Comments:	Core Team selected a weekly success as a topic of the meeting every week. See minutes.	
	Task Completed:	05/30/2014	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 5 of 8 (62%)	
<b>School Leadership and Decision Making</b>			
<b>Aligning classroom observations with evaluation criteria and professional development</b>			
<b>Indicator</b>	<b>IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/11/2013	
	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:	Mr. Murphy is doing walk throughs and giving feedback to teachers via e-mail. As a result, teachers will also be receiving professional development to gain a better understanding of what effective teaching and classroom management looks like.	
<b>Plan</b>	Assigned to:	Reginald Murphy	
	How it will look when fully met:	All teachers will receive face to face feedback from the principal of evidence of effective teaching strategies (High Yield Strategies) utilized during observations. This will be monitored quarterly.	
	Target Date:	05/31/2015	
	<b>Tasks:</b>		
	2. The principal will give feedback from observations to teachers through face to face conversations and/or through email.		
	Assigned to:	Reginald Murphy	
	Added date:	04/04/2013	
	Target Completion Date:	10/31/2014	
	Frequency:	weekly	
	Comments:	Feedback is given to teachers in face to face sessions or through email. Documentation can be seen through Checklist Application.	
	Task Completed:	04/06/2015	
	3. CWTs and observations will be used to focus on improvement of student achievement and will be used to collect evidence of implementation of best practices.		
	Assigned to:	Reginald Murphy	
	Added date:	04/04/2013	
	Target Completion Date:	10/31/2014	
	Frequency:	weekly	
	Comments:	Classrooms observations are utilized to give specific feedback to teachers with regard to improving student achievement.	
	Task Completed:	04/06/2015	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	
<b>Indicator</b>			

<b>Indicator</b>	<b>IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)</b>		
<b>Status</b>	<b>Objective Met</b> 4/13/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 02/11/2013	
		<b>Objective Met</b> - 04/13/2015	
		Will include in plan	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently not implementing	
<b>Plan</b>	Assigned to:	Judy Locke	
	How it will look when fully met:	Peer observations will be made regularly inside of and outside of departments. Teachers will also be able to peer observe at will.	
	Target Date:	05/29/2015	
	<b>Tasks:</b>		
	1. Teachers not included in Groups 1 and 2 of GANAG training will be provided opportunities to observe peers using GANAG and high yield strategies.		
	Assigned to:	Jodi Taintor	
	Added date:	02/11/2013	
	Target Completion Date:	05/31/2015	
	Comments:	Peer observations were conducted through PLCs.	
	<b>Task Completed:</b>	<b>03/31/2015</b>	
	2. Mr. Murphy will introduce the peer observations to the staff in PLCs or staff meetings.		
	Assigned to:	Reginald Murphy	
	Added date:	02/11/2013	
	Target Completion Date:	02/11/2013	
	Comments:		
	<b>Task Completed:</b>	<b>02/11/2015</b>	
	3. Mrs. Smith will make an peer observation form aligned with GANAG for teachers to fill out.		
	Assigned to:	Marlena Smith	
	Added date:	02/11/2013	
	Target Completion Date:	02/15/2013	
	Comments:	Mrs. Smith made the peer observation form and presented to PLCs on November 18.	
	<b>Task Completed:</b>	<b>11/18/2013</b>	
	4. The Principal will establish other staff that need to peer observe in GANAG classrooms.		
	Assigned to:	Mitzi Blake	
	Added date:	02/11/2013	
	Target Completion Date:	02/22/2013	
	Comments:	The Principal determined that all PLCs were to peer observe. A	

	Comments:	schedule was formed.
	<b>Task Completed:</b>	<b>11/18/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/13/2015
	Experience:	4/13/2015 Teachers at the FCJHS have had multiple opportunities to observe peers related to indicators of effective teaching.
	Sustain:	4/13/2015 Peer observations will need to be a part of the PLC development process.
	Evidence:	4/13/2015 Sign ins and observation sheets are available that document the process.
<b>Indicator</b>	<b>IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>	
<b>Status</b>	<b>Objective Met</b> 4/13/2015	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/21/2013
		<b>Objective Met</b> - 04/13/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has retained the services of APSRC Achieving by Change Initiative to work with our teachers on effective teaching with regards to GANAG and high yield strategies. The school is receiving a battery of strategies through professional development with Dr. Jane Pollock.
<b>Plan</b>	Assigned to:	Marlena Smith
	How it will look when fully met:	Teachers will have many opportunities to receive professional development on effective teaching strategies throughout the year. Evidence of this professional development should be obvious in teacher planning and delivery.
	Target Date:	06/30/2015
	<b>Tasks:</b>	
	1. Teachers will receive training in using high yield strategies in the classroom through department meetings and professional development meetings. Sign ins, agendas, and minutes will be kept on file as documentation.	
	Assigned to:	Core Team
	Added date:	03/25/2013
	Target Completion Date:	06/30/2015
	Comments:	This process is ongoing. Teachers received high quality training from Dr. Pollock and facilitators during PLCs and half day training sessions.
	<b>Task Completed:</b>	<b>04/01/2015</b>
	2. Cohorts of teachers will be receiving training from the co-author of Classroom Instruction that Works, Dr. Jane E. Pollock. This training will consist of	

	utilizing and planning for high yield strategies and supporting student engagement. Materials and supplies will be purchased for teachers receiving this training.	
	Assigned to:	Ashley McDonald
	Added date:	03/25/2013
	Target Completion Date:	12/04/2013
	Frequency:	monthly
	Comments:	Two cohorts will be formed. Training was delivered by Dr. Pollock. The evidence of the practices offered through training are observed through GANAG Focus Walks.
	<b>Task Completed:</b>	<b>12/04/2013</b>
	3. Teachers will receive professional development on the use of high yield strategies in professional learning communities.	
	Assigned to:	Marlena Smith
	Added date:	04/04/2013
	Target Completion Date:	10/31/2014
	Frequency:	monthly
	Comments:	High yield strategies were addressed in PLCs with regard to training teachers for the last two years.
	<b>Task Completed:</b>	<b>04/01/2015</b>
	4. Principal and Instructional Facilitators will use high yield strategies in PLCs and professional development meetings to model for teachers.	
	Assigned to:	Reginald Murphy
	Added date:	04/04/2013
	Target Completion Date:	10/31/2015
	Frequency:	monthly
	Comments:	Principal and instructional facilitators use high yield strategies to plan and guide professional development meeting such as staff and PLCs.
	<b>Task Completed:</b>	<b>10/31/2014</b>
	5. Professional development will be offered to inform teachers of the CWT process and how high yield strategies fit into it.	
	Assigned to:	Reginald Murphy
	Added date:	04/04/2013
	Target Completion Date:	05/31/2013
	Comments:	A staff meeting was held in which teachers received the CWT form and training on the purposes of the CWT process.
	<b>Task Completed:</b>	<b>10/01/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/13/2015
	Experience:	4/13/2015 A focus has been placed on the high yield strategies and getting students engaged. We have worked a professional development plan to include multiple prongs to get help teachers fully engage students.
	Sustain:	4/13/2015 High yield strategies need to stay at the forefront of most professional development efforts.

	Evidence:	4/13/2015 Teachers document GANAG in lesson plans, which is a strategy to incorporate high yield strategies.
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Objective Met</b> 4/13/2015	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/02/2014
		<b>Objective Met</b> - 04/13/2015
	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:	We have structures in place that allow for job embedded professional development through weekly PLCs and faculty PD. We need to work on high quality and differentiated PD.
<b>Plan</b>	Assigned to:	Reginald Murphy
	How it will look when fully met:	The Forrest City Junior High school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development.
	Target Date:	06/01/2015
	<b>Tasks:</b>	
	1. Teachers will meet in Professional Learning Communities (PLCs) for continuous improvement, collective responsibility, and goal alignment.	
	Assigned to:	Reginald Murphy
	Added date:	01/07/2015
	Target Completion Date:	06/01/2015
	Frequency:	monthly
	Comments:	Teachers meet weekly by department in PLCs. This is documented by sign ins.
	<b>Task Completed:</b>	<b>04/06/2015</b>
	3. Teachers will attend Tuesday's Professional Development after school each week.	
	Assigned to:	Reginald Murphy
	Added date:	01/07/2015
	Target Completion Date:	06/01/2015
	Frequency:	weekly
	Comments:	Teachers attend Professional Development sessions after school on



		Tuesdays and is documented by sign in sheets.
	<b>Task Completed:</b>	04/06/2015
	4. Dr. J. Pollock will meet with teachers throughout the school year to increase educator effectiveness.	
	Assigned to:	Marlena Smith
	Added date:	01/07/2015
	Target Completion Date:	05/29/2015
	Comments:	Dr.Pollock has met with teachers on a small one to one basis and as part of a staff professional development as a whole group.
	<b>Task Completed:</b>	04/01/2015
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/13/2015
	Experience:	4/13/2015 High quality, ongoing, job-embedded, and differentiated professional development has been sustained at the FCJHS by paying close attention to data of students and teachers. The ongoing professional development is built into the weekly schedule and varies in length, topic, and teacher level.
	Sustain:	4/13/2015 Data will need to remain the focal point in leadership meetings to make decisions about professional development offered.
	Evidence:	4/13/2015 Sign ins and agendas

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 4/13/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/02/2014	
		<b>Objective Met</b> - 04/13/2015	
	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:	We have extended times in place but need to increase evaluation of the programs. Extended time is given through after school programs and an Enrichment/Remediation program based on student data. Days will be set aside for teachers to review data and develop Enrichment or Remediation according to student's needs.	
<b>Plan</b>	Assigned to:	Bernice Word	
	How it will look when fully met:	The Forrest City Junior High School will monitor progress of the extended learning time programs and strategies being implemented, and use data to inform modifications.	
	Target Date:	05/01/2015	

[Track](#)

Tasks:

1. The Forrest City Junior High will offer an after school program for students who are endanger of failing.		
Assigned to:	Bernice Word	
Added date:	10/24/2014	
Target Completion Date:	06/01/2015	
Comments:	Students failing one or more core classes were offered the opportunity to work after school to earn credit to avoid failure of a core class	
<b>Task Completed:</b>	<b>02/27/2015</b>	
2. Interim Assessment data will be used to guide instruction for extended learning opportunities.		
Assigned to:	Marlena Smith	
Added date:	01/07/2015	
Target Completion Date:	05/29/2015	
Comments:	Students showing needs on the interim assessments were enrolled in remediation courses.	
<b>Task Completed:</b>	<b>10/01/2014</b>	
3. Judy Locke will offer a Saturday Tutoring program for students needing extra instruction.		
Assigned to:	Judy Locke	
Added date:	01/07/2015	
Target Completion Date:	05/30/2015	
Comments:		
<b>Task Completed:</b>	<b>04/30/2014</b>	
4. The Forrest City School District will offer an after school program for the Forrest City Junior High Students.		
Assigned to:	Bernice Word	
Added date:	10/24/2014	
Target Completion Date:	06/01/2015	
Comments:		
<b>Task Completed:</b>	<b>10/01/2014</b>	
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/13/2015
	Experience:	4/13/2015 The school has met to monitor and make decisions regarding extended learning time programs, such as the after school program and enrichment remediation. To make decisions for these programs, student achievement data was carefully monitored.
	Sustain:	4/13/2015 Extended learning time programs will continue to be a part of the FCJHS plan. In order to fully monitor these programs, building and district level administrators will need to perform walkthroughs.

Evidence:	4/13/2015 sign in sheets for after school students
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### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in assessing and monitoring student mastery

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/12/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 give post tests but not pre tests. We will begin this process next school year.	
<b>Plan</b>	Assigned to:	Amber Main	
	How it will look when fully met:	All units will be guided by pre/post tests. These tests will provide information to differentiate and re mediate instruction.	
	Target Date:	05/31/2016	

**Tasks:**

1. Mr. Murphy will ensure that all teachers are made aware that there will be a pre/post test per unit of study.

Assigned to:	Reginald Murphy
Added date:	12/12/2012
Target Completion Date:	12/31/2014
Comments:	
<b>Task Completed:</b>	<b>12/31/2014</b>

<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
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### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in differentiating and aligning learning activities

<b>Indicator</b>	<b>IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)</b>		
<b>Status</b>	<b>Objective Met</b> 4/13/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/04/2013	
		<b>Objective Met</b> - 04/13/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All subjects do not have a curriculum map that maps out the student learning activities per unit. Some departments are planning to use flex days during the summer to form curriculum maps and align student learning activities.	
<b>Plan</b>	Assigned to:	Mitzi Blake	

	How it will look when fully met:	Curriculum maps will drive all assessment and instruction. These maps will be aligned to Common Core State Standards and Arkansas Frameworks as needed.
	Target Date:	05/31/2013
	<b>Tasks:</b>	
	1. Teachers will develop curriculum documents. Facilitators will develop unit curriculum documents to guide instruction	
	Assigned to:	Marlena Smith
	Added date:	04/06/2015
	Target Completion Date:	05/29/2015
	Comments:	
	<b>Task Completed:</b>	<b>01/30/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/13/2015
	Experience:	4/13/2015 Teachers met during PLC and professional development time to form units of instruction based around the Common Core State Standards for English and Math and State Frameworks for other subject areas. Dr. Jane Pollock and APSRC coaches assisted with constructing quarterly, unit, and weekly curriculum documents focused around the standards.
	Sustain:	4/13/2015 Realignment checkpoints will need to occur each to ensure standards are taught most effectively.
	Evidence:	4/13/2015 sign ins, documentation of collaboration through email, units are found on the school website

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 4 of 6 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/12/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The staff has had input with the learning goals for our school. The leadership team has not addressed this goal specifically. The leadership team will be a part of the learning goal development next year.	
<b>Plan</b>	Assigned to:	Mitzi Blake	
	How it will look when fully met:	Learning goals will be set by the Leadership Team yearly. These goals will be progress monitored quarterly.	
	Target Date:	05/25/2015	
	<b>Tasks:</b>		
	3. Goals (IMOs) set by the leadership team will be disseminated to the faculty through departmental		

	representatives.	
	Assigned to:	Mitzi Blake
	Added date:	04/04/2013
	Target Completion Date:	05/30/2014
	Frequency:	four times a year
	Comments:	IMOs set by leadership team have been disseminated to faculty through minutes and reports. Also, departmental representatives have relayed information to respective departments.
	<b>Task Completed:</b>	<b>05/30/2014</b>
	4. Goals (IMOs) will be progress monitored in leadership teams using interim data quarterly.	
	Assigned to:	Judy Locke
	Added date:	04/04/2013
	Target Completion Date:	05/30/2014
	Frequency:	four times a year
	Comments:	Data is the focus of all leadership team meetings. This focus has allowed us to progress monitor IMOs.
	<b>Task Completed:</b>	<b>04/06/2015</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 4 of 6 (67%)
<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>	
<b>Status</b>	<b>Objective Met</b> 4/13/2015	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/04/2013 <b>Objective Met</b> - 04/13/2015
	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:	Some students are identified for enhancement (Pre-AP) based on data while some teachers use data to identify
<b>Plan</b>	Assigned to:	Mitzi Blake
	How it will look when fully met:	All departments will regularly use data to identify students in need of instructional support or enhancement.
	Target Date:	10/30/2015
	<b>Tasks:</b>	
	1. Instructional Facilitators and External Provider, Pearson, will identify students as focus students, Key Club, according to student learning data.	
	Assigned to:	Mitzi Blake
	Added date:	04/05/2013
	Target Completion Date:	10/31/2014
	Frequency:	monthly
	Comments:	Key Club and focus students have been identified for 2 consecutive years now.

Task Completed: 04/06/2015

2. Leadership Team will ensure focus students', Key Club, participation in after school remediation according to student learning data.

Assigned to: Mitzi Blake

Added date: 04/05/2013

Target Completion Date: 10/31/2013

Comments: Leadership Team used the identified Key Club students to enroll in after school participation. Care was taken that parents and students were notified of the importance of the after school remediation. The enrollment was the highest in years.

Task Completed: 09/09/2013

3. School and classroom plans will be developed to target reteach to students who did not perform proficient on interim assessments.

Assigned to: Mitzi Blake

Added date: 02/27/2015

Target Completion Date: 05/29/2015

Frequency: four times a year

Comments: After each interim assessment, teachers and school leaders form reteach plans in order to adjust instruction to meet needs of students not scoring proficient on interim assessments.

Task Completed: 04/06/2015

**Implement**

Percent Task Complete:

Objective Met: 4/13/2015

Experience: 4/13/2015  
Instructional teams add data report time to agendas to ensure the student achievement data is reviewed and kept at the forefront of discussions. Data is utilized to help teams make decisions on which students receive remediation and which receive enrichment.

Sustain: 4/13/2015  
The student achievement data needs to stay current in order for all students to receive services needed.

Evidence: 4/13/2015  
schedules for enrichment/ remediation

**Classroom Instruction**

**Expecting and monitoring sound instruction in a variety of modes**

**Indicator IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)**

**Status** In Plan / No Tasks Created

**Assessment** Level of Development: Initial: Limited Development 10/17/2012

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: Teachers give a variety of evaluations(weekly assessments, common assessments, interim assessments, and benchmark) Not all teachers have filed assessments.

<b>Plan</b>	Assigned to:	Reginald Murphy	
	How it will look when fully met:	All teachers will have record of all assessment results for each student.	
	Target Date:	02/01/2016	
<b>Indicator</b>	<b>IIIA35 - Students are engaged and on task.(144)</b>		
<b>Status</b>	<b>Objective Met</b> 4/13/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/12/2012	
		<b>Objective Met</b> - 04/13/2015	
	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:	Around 70% of students are engaged in lessons while 30% were not engaged for 7th and 8th grade. This data was acquired through walk throughs.	
<b>Plan</b>	Assigned to:	Joan DiGaetano	
	How it will look when fully met:	100% of students will be engaged in lessons. We will get this information from classroom walk throughs.	
	Target Date:	05/31/2013	
	<b>Tasks:</b>		
	1. Staff will be made aware of this indicator that students should be fully engaged.		
	Assigned to:	Reginald Murphy	
	Added date:	12/17/2012	
	Target Completion Date:	02/01/2013	
	Comments:		
	<b>Task Completed:</b>	<b>01/29/2013</b>	
	4. Supplementary technology resources training should be made available through Tuesday PD. Technology enhances student engagement, therefore, teachers need resources to help with this aspect.		
	Assigned to:	Amber Main	
	Added date:	01/23/2013	
	Target Completion Date:	03/28/2014	
	Comments:	Differentiated technology training sessions have occurred throughout the year.	
	<b>Task Completed:</b>	<b>04/06/2015</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	4/13/2015	
	Experience:	4/13/2015 To engage students fully, a pronged attack plan was utilized. Teachers were taught how to develop plans incorporating high yield strategies and students were trusted with technology that keeps them engaged. The technology used is in the form of Google Chromebooks.	
	Sustain:	4/13/2015 Professional development must continue on technology and GANAG	
	Evidence:	4/13/2015	

Evidence: sign ins, lesson plans, walkthrough data

## Classroom Instruction

### Expecting and monitoring sound homework practices and communication with parents

**Indicator IIIB01 - All teachers maintain a file of communication with parents.(150)**

**Status** Tasks completed: 3 of 5 (60%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/12/2012	
	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: Some teachers keep an accurate file of communication with parents. Others communicate with parents but do not have an accurate file.

<b>Plan</b>	Assigned to:	Marlena Smith
	How it will look when fully met:	Every teacher will document each parent contact (email, phone, letter, face to face).
	Target Date:	08/31/2015

#### Tasks:

1. Amber Main, Joey Moseley, and others will share their form of parent communication with the staff on Tuesday PD.

Assigned to:	Joseph Moseley
Added date:	12/17/2012
Target Completion Date:	02/28/2013
Comments:	Amber and Joey shared their form of parent communication with the staff.
<b>Task Completed:</b>	<b>02/26/2013</b>

2. A template for filing parent communication will be made for teachers to use if they do not have one.

Assigned to:	Marlena Smith
Added date:	12/17/2012
Target Completion Date:	02/28/2013
Comments:	Marlena completed the template for parent communication.
<b>Task Completed:</b>	<b>02/26/2013</b>

3. An email database will be constructed to better communicate with parents.

Assigned to:	Attendance Secretary
Added date:	04/04/2013
Target Completion Date:	09/30/2013
Comments:	
<b>Task Completed:</b>	<b>09/09/2013</b>

4. Communication file will be monitored by Team Leaders and Core Team Members monthly.

Assigned to:	Core Team
Added date:	04/04/2013
Target Completion Date:	10/31/2014
Frequency:	



	Frequency:	monthly
	Comments:	
5. Suggestions will be made in faculty meetings on positive things to report to parents.		
	Assigned to:	Ilyse Howard
	Added date:	04/04/2013
	Target Completion Date:	03/10/2014
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 5 (60%)
<b>Indicator</b>	<b>IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)</b>	
<b>Status</b>	Tasks completed: 4 of 5 (80%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/06/2012
	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:	Roughly, 8 teachers assign homework regularly. Other teachers assign home on an irregular basis.
<b>Plan</b>	Assigned to:	Reginald Murphy
	How it will look when fully met:	All core teachers will have an assigned day to assign homework. Each student will have homework at least 4 days a week.
	Target Date:	06/01/2015
	<b>Tasks:</b>	
	1. The homework policy will be formed with input from the leadership team. This policy will be given to all staff members.	
	Assigned to:	Reginald Murphy
	Added date:	12/18/2012
	Target Completion Date:	12/03/2012
	Comments:	
	<b>Task Completed:</b>	<b>11/13/2012</b>
	2. A student survey will be given to students that asks in what subjects they receive homework.	
	Assigned to:	Judy Locke
	Added date:	01/30/2013
	Target Completion Date:	02/28/2013
	Comments:	We are trying to get a sense of who is assigning homework.
	<b>Task Completed:</b>	<b>02/28/2013</b>
	3. Teachers will be surveyed. The purpose of the survey is to ask what is the best way to monitor homework assigned weekly to students.	
	Assigned to:	Judy Locke
	Added date:	01/30/2013
	Target Completion Date:	02/28/2013
	Comments:	
	<b>Task Completed:</b>	

Task Completed: 02/28/2013

4. The homework policy will be given to parents at the beginning of the school year. Teachers will be given an opportunity to review it before the start of the school year.

Assigned to: Reginald Murphy

Added date: 05/07/2013

Target Completion Date: 09/02/2013

Comments: The homework policy was sent home to parents. Extra copies are available on the front counter in the office.

Task Completed: 08/19/2013

5. Another survey will be formed to get baseline data on how many teachers are assigning homework regularly.

Assigned to: Judy Locke

Added date: 04/17/2015

Target Completion Date: 05/29/2015

Comments:

**Implement** Percent Task Complete: Tasks completed: 4 of 5 (80%)

**Indicator** **IIIB03 - All teachers check, mark, and return homework.(152)**

**Status** Tasks completed: 0 of 2 (0%)

**Assessment** Level of Development: Initial: Limited Development 11/06/2012

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: Even fewer teachers that assign regular homework check, mark, and return it.

**Plan** Assigned to: John Anderson

How it will look when fully met: All students will receive feedback on homework in a timely fashion. Teachers will check, mark, and return it to students.

Target Date: 08/31/2015

Tasks:

1. At least two pieces of homework with written feedback per week will be kept by teachers and available upon request.

Assigned to: Core Team

Added date: 12/12/2012

Target Completion Date: 05/31/2014

Comments:

2. Teachers will add their homework assignment to their lesson plans.

Assigned to: Reginald Murphy

Added date: 12/18/2012

Target Completion Date: 05/31/2014

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 2 (0%)

## Classroom Instruction

### Expecting and monitoring sound classroom management

<b>Indicator</b>	<b>IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)</b>		
<b>Status</b>	<b>Objective Met</b> 4/17/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/04/2013	
		<b>Objective Met</b> - 04/17/2015	
	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:	Some teachers use different modes of instruction, such as allowing students to utilize technology, cooperative learning etc. For the most part, teachers use lecture as their primary mode of instruction.	
<b>Plan</b>	Assigned to:	Marlena Smith	
	How it will look when fully met:	All teachers will use a variety of instructional modes in every lesson, every day.	
	Target Date:	05/29/2015	
	<b>Tasks:</b>		
	1. APSRC coach will conduct PLCs periodically throughout the year to support teachers allowing students using technology. This will be documented through sign in sheets, minutes, and agendas.		
	Assigned to:	Ashley McDonald	
	Added date:	04/04/2013	
	Target Completion Date:	05/30/2014	
	Frequency:	four times a year	
	Comments:		
	<b>Task Completed:</b>	<b>05/30/2014</b>	
	2. Departments will set goals for students using technology.		
	Assigned to:	Marlena Smith	
	Added date:	04/04/2013	
	Target Completion Date:	05/30/2014	
	Frequency:	four times a year	
	Comments:	Teachers attending PLCs have set goals to incorporate technology into their instruction. The workshop method is used to help teachers become more familiar with the technology. Please see sign ins.	
	<b>Task Completed:</b>	<b>04/06/2015</b>	
	3. APSRC coach will conduct department meetings to expose teachers to types of technology that can be used with students. Sign in sheets, minutes, and agendas will be used to document these meetings.		
	Assigned to:	Ashley McDonald	
	Added date:	04/04/2013	
	Target Completion Date:	05/30/2014	
	Comments:		

**Task Completed:** 02/28/2013

4. Teachers will provide opportunities for students to utilize technology in lessons. These lessons will be documented in lesson plans, CWTs, and focus walks.

Assigned to: Reginald Murphy

Added date: 04/04/2013

Target Completion Date: 05/30/2014

Frequency: daily

Comments: Students are utilizing technology in classrooms. Chromebook carts are checked out daily and incorporated into lesson plans.

**Task Completed:** 04/06/2015

**Implement** Percent Task Complete:

Objective Met: 4/17/2015

Experience: 4/17/2015  
The scholastic audit results revealed that students need to be able to use technology to increase engagement. While we took necessary steps toward helping teachers vary their instruction methods, a sweeping change occurred when our school had enough Chromebooks for students to use in almost every class period.

Sustain: 4/17/2015  
We will need to continue differentiated Professional development for educators.

Evidence: 4/17/2015  
Observation checklists, checkout schedule for Chromebooks.

**Indicator** **IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)**

**Status** Tasks completed: 3 of 4 (75%)

**Assessment** Level of Development: Initial: **Limited Development** 10/17/2012

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: 89% of teachers have rules posted. 31% of teachers have procedures posted.

**Plan** Assigned to: Reginald Murphy

How it will look when fully met: All teachers will have rules and procedures posted.

Target Date: 06/01/2015

**Tasks:**

1. A meeting will be held to explain difference in rules and procedures.

Assigned to: Reginald Murphy

Added date: 10/17/2012

Target Completion Date: 10/16/2012

Comments: Mr. Murphy explained the difference between rules and procedures in the faculty meeting

**Task Completed:** 10/16/2012

2. Mr. Murphy will give a deadline to teachers to have this completed.

Assigned to:

	Assigned to:	Reginald Murphy
	Added date:	10/17/2012
	Target Completion Date:	10/16/2012
	Comments:	Mr. Murphy gave teachers a deadline to get rules and procedures up by the end of the week.
	<b>Task Completed:</b>	<b>10/16/2012</b>

3. Unofficial reprimands will be given to teachers who do not comply.

	Assigned to:	Reginald Murphy
	Added date:	10/17/2012
	Target Completion Date:	10/16/2012
	Comments:	Teachers were given unofficial reprimands if they were not in compliance with posting rules and procedures.
	<b>Task Completed:</b>	<b>11/01/2013</b>

4. A walkthrough will be conducted to assess which rooms need these items posted.

	Assigned to:	John Anderson
	Added date:	04/17/2015
	Target Completion Date:	05/29/2015
	Comments:	

**Implement** Percent Task Complete: Tasks completed: 3 of 4 (75%)

### Family Community Engagement

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

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 4/6/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2014	
		<b>Objective Met</b> - 04/06/2015	
	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:	School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact.	
<b>Plan</b>	Assigned to:	Joan DiGaetano	
	How it will look when fully met:	The Forrest City Junior High School's Compact 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).
	Target Date:	12/19/2014
	<b>Tasks:</b>	
	1. Parents/students will receive the Forrest City Junior High's Compact at the beginning of the school year.	
	Assigned to:	Bernice Word
	Added date:	10/24/2014
	Target Completion Date:	06/01/2015
	Comments:	
	<b>Task Completed:</b>	<b>09/30/2014</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/6/2015
	Experience:	4/6/2015 The parent pages were distributed and returned. The office staff ensured this process was clear.
	Sustain:	4/6/2015 Each year new pages must be distributed.
	Evidence:	4/6/2015 Returned pages are on file.