

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 Junior High School NCES - 50627000345

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 Full Implementation

Assess	Level of Development:	Initial: Full Implementation 10/07/2015
	Evidence:	The district has a team structure which they model when meeting with school leadership teams. The team consists of member with different expertise and responsibilities. The district requires each school to have a leadership team. Teams are required to have agendas, sign in sheets and minutes. The district regularly looks at data and uses that data to make informed decisions.
	Added date:	

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

Status Objective Met 10/14/2015

Assess	Level of Development:	Initial: Limited Development 10/12/2015
		Objective Met - 10/14/2015
	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:	Core content teams meet in weekly PLCs. Some teams are keeping minutes and some are not.
Plan	Assigned to:	Carlos Fuller
	How it will look when fully met:	All teams will have agendas, sign in sheets and minutes. These documents will be kept in the facilitators office. Mr. Fuller requires a copy . Minutes should be shared with appropriate members or staff. All FCJH teams will have a specific purpose and meet at a scheduled time. Agendas will lead the discussion of team members. Agendas should be distributed before the meeting.
	Target Date:	10/16/2015

	Tasks:	
	1. The principal will communicate to all teams that agenda, minutes and sign in sheets are required for all meetings.	
	Assigned to:	Carlos Fuller
	Added date:	10/12/2015
	Target Completion Date:	10/14/2015
	Comments:	
	Task Completed:	10/7/2015 12:00:00 AM
	2. Team members should turn in all agendas with sign in sheets and minutes to the instructional facilitator.	
	Assigned to:	Janelle Gardiner
	Added date:	10/12/2015
	Target Completion Date:	10/14/2015
	Comments:	
	Task Completed:	10/13/2015 12:00:00 AM
	3. Team meetings will be student centered focusing on student achievement, curriculum and instruction.	
	Assigned to:	Carlos Fuller
	Added date:	10/12/2015
	Target Completion Date:	10/14/2015
	Comments:	
	Task Completed:	10/13/2015 12:00:00 AM
	4. A list of items that must be included on agendas will be developed.	
	Assigned to:	Judy Locke
	Added date:	10/12/2015
	Target Completion Date:	10/14/2015
	Comments:	
	Task Completed:	10/14/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	10/14/2015
	Experience:	10/14/2015 The instructional teams met in weekly PLCs. Teams are keeping minutes, agendas, and sign-in sheets. The leadership team meets at least twice a week to analyze data and implement professional development.
	Sustain:	10/14/2015 To sustain our efforts and continue to meet this objective all teams will prepare agendas for meetings. Instructional Facilitator will collect agendas and sign-in sheets.
	Evidence:	10/14/2015 1. Agenda 2. Sign-in sheets 3. Minutes 4. Electronic communication
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 10/14/2015		
Assess	Level of Development:		Initial: Limited Development 09/30/2015
	Objective Met - 10/14/2015		
	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 are revising our leadership team. We have a new principal and some new staff that are being added to the leadership team. The team is starting to meet weekly. A portion of the leadership team has discussed data.	
Plan	Assigned to:	Carlos Fuller	
	How it will look when fully met:	The Leadership team will meet on a regular basis at least twice a month to discuss data. The data will be used to make decision about what needs to be done to improve the school and provide professional development. The leadership team will share and communicate to the faculty and staff through email and faculty meetings. The team members will bring back information from other staff members to share with the team.	
	Target Date:	10/14/2015	
	Tasks:		
	1. Team members will be identified to serve on the team		
	Assigned to:	Carlos Fuller	
	Added date:	10/07/2015	
	Target Completion Date:	10/02/2015	
	Comments:		
	Task Completed:	10/2/2015 12:00:00 AM	
	2. Roles and responsibilities for the team members will be assigned.		
	Assigned to:	Phyllis McDonald	
	Added date:	10/07/2015	
	Target Completion Date:	10/14/2015	
	Comments:		
	Task Completed:	10/7/2015 12:00:00 AM	
	3. The team will meet at least twice a month.		
	Assigned to:	John Anderson	
	Added date:	10/07/2015	
	Target Completion Date:	10/14/2015	
	Comments:	The leadership team will meet regularly to analyze school performance data, classroom walk through observations and other significant data. The team will use that data to drive instruction, determine professional development needs, and make decision to enhance student achievement.	

		Task Completed:	10/14/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/14/2015
	Experience:		10/14/2015 The Forrest City Junior High School had recommendations from the District level. After meeting with Arkansas Department of Education, it was required that specific individuals should comprise the team. It was constructed of elective, core, encore, administrators, SPED, and SIS.
	Sustain:		10/14/2015 The Leadership Team will continue to meet at least twice a month to sustain our efforts. Leadership Team subgroups will continue to work on culture and instruction. We will continue to use data as we plan instruction.
	Evidence:		10/14/2015 The roles and responsibilities of the team, agendas, sign-in sheets, and minutes.

School Leadership and Decision Making

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

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Tasks completed: 2 of 4 (50%)		
Assess	Level of Development:	Initial: Limited Development 10/02/2012	
		Objective Met - 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.	
Plan	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	
	Tasks:		
	1. Mr. Murphy will spend more time in classroom visits. Visits will be recorded through forms. Visit feedback will be given via email or conference.		
	Assigned to:	Reginald Murphy	
	Added date:	10/08/2012	
	Target Completion Date:	12/21/2012	
	Comments:	Mr. Murphy has documentation from drop-ins, CWTs, lesson plan checks, and other observations. These visits are done on a regular basis.	

		Task Completed:	10/22/2012 12:00:00 AM
	2. The principal will conduct focus walks to monitor curriculum and instruction.		
	Assigned to:	Reginald Murphy	
	Added date:	03/25/2013	
	Target Completion Date:	05/31/2015	
	Frequency:	daily	
	Comments:	Quarterly IMOs have been set through May 31, 2013 The IMOs have been met for April 30. Mr. Murphy has conducted focus walks and given immediate feedback to classroom teachers (CRTs) September 30, 2013 IMO was met.	
	3. The principal will follow a weekly schedule of classroom observations.		
	Assigned to:	Reginald Murphy	
	Added date:	03/25/2013	
	Target Completion Date:	05/31/2015	
	Frequency:	daily	
	Comments:	Mr. Murphy has been keeping a weekly schedule and observing and providing feedback to CRTs as necessary. May, 2013 Mr. Murphy has kept a weekly schedule and observed teachers while providing feedback to Classroom teachers. September, 2013	
	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.	
		Task Completed:	4/6/2015 12:00:00 AM
Implement	Percent Task Complete:	50%	
	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.	
Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)		
Status	Tasks completed: 4 of 4 (100%)		
Assess	Level of Development:	Initial: Limited Development 03/15/2013	
	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 spends 20% of his time working with teachers to improve instruction.	
Plan	Assigned to:	Reginald Murphy	
	How it will look when fully met:	The Principal will spend 50% of his time working with teachers on classroom instruction in observations, meetings, conferences, and PLCs.	
	Target Date:	05/31/2015	
	Tasks:		
	1. Classroom Walkthroughs will be conducted by the Core Team and Principal weekly. CWT reports will be printed and analyzed regularly.		
	Assigned to:	Reginald Murphy	
	Added date:	03/25/2013	
	Target Completion Date:	05/31/2015	
	Frequency:	daily	
	Comments:	The IMO for April 30, 2013 of 100 CWTs was made. The IMO of 25% of Principal's time was used working with teachers to improve instruction. The IMO for May 31, 2013 of 144 CWTs was made. The IMO of 30% of Principal's time was used working with teachers to improve instruction. The IMO for September 30, 2013 of 146 CWTs was made. The IMO of 32.5% of Principal's time was used working with teachers to improve instruction.	
	Task Completed:	6/2/2015 12:00:00 AM	
	2. Leadership Team Meetings will be conducted by Mr. Murphy. This will be documented through sign in sheets, minutes, and agendas.		
	Assigned to:	Reginald Murphy	
	Added date:	03/25/2013	
	Target Completion Date:	05/31/2015	
	Frequency:	weekly	
	Comments:	Documentation of Leadership Team meetings are in Indistar.	
	Task Completed:	6/2/2015 12:00:00 AM	
	3. The principal will rearrange daily schedule to maximize time spent in classrooms.		
	Assigned to:	Reginald Murphy	
	Added date:	03/25/2013	
	Target Completion Date:	05/31/2015	
	Frequency:	four times a year	
	Comments:	This action is contingent upon achieving the quarterly IMOs.	
	Task Completed:	6/2/2015 12:00:00 AM	
	4. The principal will conduct formal and informal observations and provide feedback to teachers.		
	Assigned to:	Reginald Murphy	

		Added date:	04/04/2013
		Target Completion Date:	05/31/2013
		Frequency:	four times a year
		Comments:	2013-2014 is the first school year of TESS implementation. The number of evaluations are contingent upon the track teachers assigned.
		Task Completed:	5/31/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
Indicator	IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)		
Status	Tasks completed: 5 of 8 (62%)		
Assess	Level of Development:	Initial: Limited Development 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.	
Plan	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	
	Tasks:		
	1. An honor board will be displayed in the front of the school to celebrate students making perfect attendance, honor roll, and principal's list.		
	Assigned to:	Counselors	
	Added date:	04/04/2013	
	Target Completion Date:	05/30/2013	
	Frequency:	four times a year	
	Comments:	Counselors posted Perfect Attendance, Honor Roll, and Principal's List students on the Honor Board. The Math Facilitator decorated it to give it appeal to onlookers.	
	Task Completed:	1/31/2013 12:00:00 AM	
	2. Student of the Week (2) will be selected by each teacher and posted in their classroom.		
	Assigned to:	John Anderson	
	Added date:	04/04/2013	
	Target Completion Date:	05/30/2013	
	Frequency:	weekly	
	Comments:	Student of the week was selected by teachers evidenced by focus walks.	

		Task Completed:	5/31/2013 12:00:00 AM
	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:	5/30/2014 12:00:00 AM
	4. Privilege cards are authorized as an incentive for students with acceptable attendance, behavior, grades and other criteria.		
		Assigned to:	Reginald Murphy
		Added date:	04/04/2013
		Target Completion Date:	05/31/2014
		Frequency:	four times a year
		Comments:	Privilege cards have been utilized for 2012-2013 and proved successful. Students receiving the cards got extra incentives like, field trips, uniform passes, ect. The Privilege Card system is being utilized for the 2013-2014 school year.
		Task Completed:	5/1/2013 12:00:00 AM
	5. Teacher of the month is selected by principal to celebrate effective teaching.		
		Assigned to:	Reginald Murphy
		Added date:	04/04/2013
		Target Completion Date:	05/31/2015
		Frequency:	monthly
		Comments:	Mr. Murphy has selected teacher of the month for the remainder of the year. The art teacher made a display in the main office to recognize the effort of these outstanding teachers.
	6. Students will be celebrated for giving acceptable effort during Benchmark exams.		
		Assigned to:	John Anderson
		Added date:	04/04/2013
		Target Completion Date:	05/31/2015
		Comments:	Students were given multiple opportunities to have fun activities during Benchmark Week. All students that performed according to the benchmark rubric were celebrated.
	7. The number of student celebrations will be calculated monthly to determine IMO progress. A graph will be utilized to document the number of celebrations.		
		Assigned to:	Mitzi Blake
		Added date:	04/04/2013
		Target Completion Date:	05/31/2015
		Comments:	

		8. Students achieving Proficient and/or Advanced in Literacy and Math status on the Benchmark Exam are awarded a field trip in the fall.
		Assigned to: Reginald Murphy
		Added date: 10/09/2013
		Target Completion Date: 10/31/2013
		Frequency: once a year
		Comments: Proficient and Advanced students were treated to the State Fair in Little Rock.
		Task Completed: 10/8/2013 12:00:00 AM
Implement	Percent Task Complete:	62%

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 Full Implementation

Assess	Level of Development:	Initial: Full Implementation 12/16/2015
	Evidence:	The principal conducts formal and informal classroom walk-throughs. The principal uses an Observation Tracker to summarize his findings. The leadership team reviews the Observation Tracker and identify trends for professional development purposes. After professional development has been provided the principal goes back into the classroom to see the implementation of the recommendations.
	Added date:	

Indicator IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)

Status Tasks completed: 2 of 3 (67%)

Assess	Level of Development:	Initial: Limited Development 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.
Plan	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
	Tasks:	
	1. Principal will observe teachers in practice and give face to face feedback on the use of high yield strategies with particular attention to GANAG. The data gleaned from these observations drive Professional Development decisions.	
	Assigned to:	Reginald Murphy
	Added date:	03/25/2013
	Target Completion Date:	05/31/2015
	Comments:	Teachers should receive feedback quarterly.
	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:	4/6/2015 12:00:00 AM
	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:	4/6/2015 12:00:00 AM
Implement	Percent Task Complete:	67%
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: No development or Implementation 10/21/2015
		Objective Met - 12/07/2015
		Will include in plan
	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:	Using the data and feedback from classroom walk-throughs, teachers are in the process of developing their Professional Growth Plans.
Plan	Assigned to:	Carlos Fuller
	How it will look when fully met:	This objective is fully met when the administrators are trained in the implementation and observation feedback of teachers. The administrators have a common understanding of what good teaching looks like. The administrative team observes consistently and provide timely feedback. The teachers are becoming more self reflective with teaching strategies and professional development needs. The implementation is more productive when working in groups with other teachers and principal and instructional coach.
	Target Date:	12/18/2015
	Tasks:	
	1. The administrators are using the book Leverage Leadership for implementation of effective observations and feedback.	
	Assigned to:	Phyllis McDonald
	Added date:	10/28/2015
	Target Completion Date:	12/18/2015
	Frequency:	weekly
	Comments:	
	Task Completed:	12/7/2015 12:00:00 AM
	2. The administrative team have established a common schedule to set norms.	
	Assigned to:	Ollie Golatt
	Added date:	10/28/2015
	Target Completion Date:	12/18/2015
	Frequency:	daily
	Comments:	
	Task Completed:	11/20/2015 12:00:00 AM
	3. The administrative team will provide observation feedback to teachers.	
	Assigned to:	John Anderson
	Added date:	10/28/2015
	Target Completion Date:	12/18/2015
	Frequency:	weekly
	Comments:	
	Task Completed:	12/4/2015 12:00:00 AM
	4. The teachers will be required to create Professional Growth Plans(PGP).	
	Assigned to:	Sandra Buchanan
	Added date:	10/28/2015
	Target Completion Date:	10/30/2015
	Comments:	The teachers submitted their Professional Growth Plans. They are kept on file in the principal's office.

		Task Completed:	10/30/2015 12:00:00 AM
		5. Teachers will collaborate within content areas to determine professional development needs.	
		Assigned to:	Bernice Word
		Added date:	10/28/2015
		Target Completion Date:	12/18/2015
		Comments:	
		Task Completed:	12/3/2015 12:00:00 AM
		6. The administrative team meets weekly to collaborate on lesson plan feedback.	
		Assigned to:	Carlos Fuller
		Added date:	11/18/2015
		Target Completion Date:	12/18/2015
		Frequency:	weekly
		Comments:	
		Task Completed:	11/13/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	12/7/2015	
	Experience:	12/7/2015 The administrative team completed classroom observations which provided information to inform specific teacher's professional development plan. Each certified teacher collaborated with the principal to create a professional growth plan (PGP).	
	Sustain:	12/7/2015 The principal and teachers will revisit the Professional Growth Plan yearly to make adjustments from the current plan. Data will be used to drive teacher specific professional development needs.	
	Evidence:	12/7/2015 1. Professional Growth Plans	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Objective Met 4/13/201512/7/2015		
Assess	Level of Development:	Initial: Limited Development 10/02/2014	
		Objective Met - 04/13/2015 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:	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.	
Plan	Assigned to:	Ollie Golatt	

	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:	12/18/2015
	Tasks:	
	1. Staff will meet in Professional Learning Communities (PLCs) for continuous improvement, collective responsibility, and goal alignment.	
	Assigned to:	Carlos Fuller
	Added date:	01/07/2015
	Target Completion Date:	12/18/2015
	Frequency:	monthly
	Comments:	Teachers meet weekly by department/grade level in PLCs to receive professional development in their content area. Agendas, minutes, and sign-in sheets are turned into the instructional facilitator.
	Task Completed:	11/4/2015 12:00:00 AM
	2. Staff will attend Professional Development as needed.	
	Assigned to:	Carlos Fuller
	Added date:	01/07/2015
	Target Completion Date:	12/18/2015
	Frequency:	weekly
	Comments:	
	Task Completed:	4/6/2015 12:00:00 AM
	3. Consultants will meet with teachers throughout the school year to increase educator effectiveness.	
	Assigned to:	Phyllis McDonald
	Added date:	01/07/2015
	Target Completion Date:	12/18/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	4/1/2015 12:00:00 AM
	4. Provide professional development on how to use data effectively.	
	Assigned to:	Ollie Golatt
	Added date:	11/04/2015
	Target Completion Date:	12/18/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	12/2/2015 12:00:00 AM
	5. Provide resources to prioritize, monitor, and coordinate professional learning that increases educator effectiveness.	
	Assigned to:	Carlos Fuller
	Added date:	11/04/2015

		Target Completion Date:	12/18/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	12/2/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		4/13/2015 12/7/2015
	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. 12/7/2015 The administrators are trained in the implementation and observation feedback of teachers. The administrators have a common understanding of what good teaching looks like. The administrative team observes consistently and provide timely feedback. The teachers are becoming more self reflective with teaching strategies and professional development needs. The implementation is more productive when working in groups with other teachers and principal and instructional coach.
	Sustain:		4/13/2015 Data will need to remain the focal point in leadership meetings to make decisions about professional development offered. 12/7/2015 The administrative team will continue to observe teachers to give constructive feedback. Teachers will continue as reflective practitioners to increase professional knowledge and enhance craft knowledge.
	Evidence:		4/13/2015 Sign ins and agendas 12/7/2015 1. Observation Trackers 2. Observation Conference Sheets 3. Faculty Meeting Sign-in sheets

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 MetAdd a Task 4/1/20164/1/2016		
Assess	Level of Development:		Initial: Limited Development 01/13/2016
			Objective Met - 04/01/2016 04/01/2016
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	1. The school has implemented After-school tutoring for assisting students in Mathematics and Literacy struggling in instructional concepts. Students are given a pre-test and post-test assessment through Moby Max. The skill that the students are working on is updated according to their specific needs. 2. ZAP Saturdays (Zeros Aren't Permitted) are held for students that are referred by the teachers. These students have averages of 70% or below in any class. The teachers provide feedback to students for the work completed. 3. Saturday School is held for students who need remediation in class work: especially Mathematics and Literacy. Teachers reinforce the standards for that were taught during the week.
Plan	Assigned to:	Carlos Fuller
	How it will look when fully met:	When IG01 is fully met in the Forrest City Junior High, the school will transform time structure during the school day and extended day. Students will have double blocked academic core classes for longer periods than the encore classes during the day to improve achievement. Extended School Day Programs such as After-School tutoring will ensure that the extra time is spent on academics and ensuring that those programs are frequently monitored and evaluated. Offering summer school programs will help reduce the negative effect of summer learning loss.
	Target Date:	03/31/2016
	Tasks:	
	1. The school will implement After-school tutoring for assisting students in Mathematics and Literacy struggling in instructional concepts.	
	Assigned to:	Carlos Fuller
	Added date:	04/01/2016
	Target Completion Date:	02/01/2016
	Frequency:	weekly
	Comments:	
	Task Completed:	3/31/2016 12:00:00 AM
	2. Students will be given a pre-test and post-test assessment through Moby Max.	
	Assigned to:	Felicia Kelly
	Added date:	04/01/2016
	Target Completion Date:	02/01/2016
	Comments:	
	Task Completed:	3/31/2016 12:00:00 AM
	4. ZAP Saturdays (Zeros Aren't Permitted) are held for students that are referred by the teachers.	
	Assigned to:	Carlos Fuller
	Added date:	04/01/2016
	Target Completion Date:	02/05/2016
	Comments:	
	Task Completed:	3/31/2016 12:00:00 AM

		6. Saturday School will be held for students who need remediation in class work: especially Mathematics and Literacy.
		Assigned to: Carlos Fuller
		Added date: 04/01/2016
		Target Completion Date: 02/06/2016
		Comments:
		Task Completed: 3/31/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	4/1/2016 4/1/2016
	Experience:	4/1/2016 The school has implemented After-school tutoring for assisting students in Mathematics and Literacy struggling in instructional concepts. Students are given a pre-test and post-test assessment through Moby Max. The skill that the students are working on is updated according to their specific needs. ZAP Saturdays (Zeros Aren't Permitted) are held for students that are referred by the teachers. These students have averages of 70% or below in any class. The teachers provide feedback to students for the work completed. Saturday School is held for students who need remediation in class work: especially Mathematics and Literacy. Teachers reinforce the standards for that were taught during the week. 4/1/2016 The school has implemented After-school tutoring for assisting students in Mathematics and Literacy struggling in instructional concepts. Students are given a pre-test and post-test assessment through Moby Max. The skill that the students are working on is updated according to their specific needs. ZAP Saturdays (Zeros Aren't Permitted) are held for students that are referred by the teachers. These students have averages of 70% or below in any class. The teachers provide feedback to students for the work completed. Saturday School is held for students who need remediation in class work: especially Mathematics and Literacy. Teachers reinforce the standards for that were taught during the week.
	Sustain:	4/1/2016 To sustain our efforts and continue to meet IG01 we must continue our After-School Programs and ZAP Saturdays. 4/1/2016 To sustain our efforts and continue to meet IG01 we must continue our After-School Programs and ZAP Saturdays.
	Evidence:	4/1/2016 1. Time sheets 2. Student Performance Data 3. Moby Max computer program 4/1/2016 1. Time sheets 2. Student Performance Data 3. Moby Max computer program

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 Tasks completed: 0 of 2 (0%)

Assess Level of Development: Initial: **Limited Development** 10/02/2014

	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:	The superintendent has recruited high quality teachers from school/college fairs. The superintendent is actively searching for and interviewing high quality teachers. Meetings are held to brainstorm ways to recruit highly qualified teachers. The district has consulted a marketing firm to research ideas and strategies to recruit teachers.	
Plan	Assigned to:	Phyllis McDonald	
	How it will look when fully met:	When this objective is fully met school and district personnel will work collaboratively to recruit and retain highly qualified teachers.	
	Target Date:	05/31/2016	
	Tasks:		
	1. School leadership will meet with the superintendent to discuss ways to recruit highly qualified teachers.		
	Assigned to:	Phyllis McDonald	
	Added date:	04/13/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
	2. The leadership team will develop a list of staffing needs.		
	Assigned to:	Bernice Word	
	Added date:	04/13/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
Implement	Percent Task Complete:	0%	
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	Tasks completed: 5 of 6 (83%)		
Assess	Level of Development:	Initial: Limited Development 10/07/2015	
		Objective Met - 12/07/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The KUDER test is given to 8th grade students through the career development class and the counseling department. We have a written guidance plan. The School Improvement Grant Parent Coordinator is developing a plan for introducing parents and students to college and career planning.	
Plan	Assigned to:	Evelyn Turner	
	How it will look when fully met:	Forrest City Jr. High will have a guidance plan that has options for students as they plan for college and career opportunities. The school will periodically track recent graduates' at the next level of their college and career goals.	
	Target Date:	05/31/2016	
	Tasks:		
	3. Seventh Grade Social Studies Teachers will complete training Biz Town.		
	Assigned to:	Evelyn Turner	
	Added date:	02/10/2016	
	Target Completion Date:	02/05/2016	
	Comments:		
	Task Completed:	2/5/2016 12:00:00 AM	
	4. Select eighth grade students based on an end of Quarter rubric will attend leadership training at the KROC Center.		
	Assigned to:	Evelyn Turner	
	Added date:	02/10/2016	
	Target Completion Date:	02/12/2016	
	Comments:		
	Task Completed:	2/12/2016 12:00:00 AM	
	5. Select eighth grade students who met the criteria of the end of Quarter rubric will attend the University of Memphis college tour.		
	Assigned to:	Evelyn Turner	
	Added date:	02/10/2016	
	Target Completion Date:	02/12/2016	
	Comments:		
	Task Completed:	2/12/2016 12:00:00 AM	
	6. Select seventh grade students who met the criteria for the end of the Quarter rubric will attend the University of Central Arkansas college tour.		
	Assigned to:	Carlos Fuller	
	Added date:	02/10/2016	
	Target Completion Date:	03/12/2016	
	Comments:		
	Task Completed:	3/12/2016 12:00:00 AM	

		7. Select seventh grade students who met the end of Quarter rubric will attend the Clinton Presidential Library.
	Assigned to:	Carlos Fuller
	Added date:	02/10/2016
	Target Completion Date:	03/12/2016
	Comments:	
	Task Completed:	3/12/2016 12:00:00 AM
		8. Select Pre-AP eighth grade students who met the criteria for Sea Camp Rubric will attend Sea Camp during Spring Break.
	Assigned to:	Carlos Fuller
	Added date:	02/10/2016
	Target Completion Date:	03/21/2016
	Comments:	
Implement	Percent Task Complete:	83%
	Objective Met:	12/7/2015
	Experience:	12/7/2015 The parent coordinator and the school counselor engages students in career choices that provide hands-on experience with a career or occupation. Students experience college campus life by visiting our local community college and explore skills, knowledge, and interest.
	Sustain:	12/7/2015 The parent coordinator and the school counselor will continue to engage students in opportunities to learn Post-Secondary School options.
	Evidence:	12/7/2015 1. Field Trip Roster

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	No decision has been made Tasks completed: 4 of 4 (100%)		
Assess	Level of Development:	Initial: Limited Development 01/27/2016	
	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 school has the resources, such as textbooks, Engaged New York Curriculum, Achievement Network resources, Above and Beyond the Core materials that can be used to develop the units of instruction in Mathematics and Literacy. During the Professional Learning Communities the teachers determine the principles and skills that will be covered within the unit. Pre-test and post-test are developed and administered to determine student mastery or the need for a reteach.	

Plan	Assigned to:	Ollie Golatt
	How it will look when fully met:	The school will have clear and concise units that are aligned to the standards. Teams of teachers will work to develop and revise concepts, principles, and skills in the units of instruction for mastery. Teachers will collaborate to create differentiated learning activities.
	Target Date:	03/31/2016
	Tasks:	
	1. Instructional Teams will view the video "Team Develop Align Instruction".	
	Assigned to:	Phyllis McDonald
	Added date:	01/27/2016
	Target Completion Date:	02/09/2016
	Comments:	
	Task Completed:	4/5/2016 12:00:00 AM
	2. Instructional teams will read the research from Wiseways for Indicator IIA01.	
	Assigned to:	Evelyn Turner
	Added date:	01/27/2016
	Target Completion Date:	02/01/2016
	Comments:	
	Task Completed:	4/5/2016 12:00:00 AM
	3. Instruction teams will research effective units of instruction.	
	Assigned to:	Amber Main
	Added date:	01/27/2016
	Target Completion Date:	02/29/2016
	Comments:	
	Task Completed:	4/5/2016 12:00:00 AM
	4. Teachers will be trained in Response to Intervention Strategies.	
	Assigned to:	Carlos Fuller
	Added date:	04/06/2016
	Target Completion Date:	02/02/2016
	Comments:	
	Task Completed:	2/23/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
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 10/14/2015	
Assess	Level of Development:	Initial: Limited Development 11/12/2012

			Objective Met - 10/14/2015
	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 is starting to develop unit pre-test and post-test.	
Plan	Assigned to:	Ollie Golatt	
	How it will look when fully met:	Instructional teams will develop unit pre/post test for units of study that will be administered at three to four week intervals. The tests will be administered to all students in each grade and subject for the unit of instructions.	
	Target Date:	05/31/2016	
	Tasks:		
	1. The administrators will ensure that all teachers are informed that unit pre-test and post-test are required every 3-4 weeks.		
	Assigned to:	John Anderson	
	Added date:	12/12/2012	
	Target Completion Date:	10/07/2015	
	Comments:		
	Task Completed:	10/14/2015 12:00:00 AM	
	2. The leadership team will develop a plan for teachers and administrators to create unit pre-test and post-test in PLCs.		
	Assigned to:	Ollie Golatt	
	Added date:	12/18/2012	
	Target Completion Date:	10/16/2015	
	Frequency:	monthly	
	Comments:		
	Task Completed:	10/14/2015 12:00:00 AM	
	3. Teachers and administrators will create math and literacy post tests for the first quarter.		
	Assigned to:	Ollie Golatt	
	Added date:	10/07/2015	
	Target Completion Date:	10/16/2015	
	Comments:		
	Task Completed:	10/14/2015 12:00:00 AM	
	4. Unit Post tests will be administered to all students in math and literacy.		
	Assigned to:	Shirley Taylor	
	Added date:	10/17/2013	
	Target Completion Date:	10/16/2015	
	Frequency:	monthly	

		Comments:	
		Task Completed:	10/14/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/14/2015
	Experience:		10/14/2015 The Instructional Team created Math and Literacy Unit Test in PLCs.
	Sustain:		10/14/2015 To sustain our efforts the teachers will continue to create Unit Pre/Post Test in Math and Literacy in their PLCs. The instructional facilitator will continue to assist and monitor progress and implementation.
	Evidence:		10/14/2015 1. Units Pre/Post Test 2. Unit Pre/Post Scan tron sheets 3. Data of Unit Pre/Post Test Implementation
Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 02/25/2013
	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:		English and Math departments currently review data from post tests. Pre tests are limited to the beginning of the year, not the beginning of each unit. Other departments do not review test results.
Plan	Assigned to:		Not yet assigned
		Added date:	
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 10/14/2015		
Assess	Level of Development:		Initial: No development or Implementation 02/25/2013
			Objective Met - 10/14/2015
			Will include in plan
	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 do not give unit pre-tests. We will further evaluate this in the coming school year in backward design meetings.
Plan	Assigned to:		Shirley Taylor

	How it will look when fully met:	The teachers and instructional teams will use pre-test results to plan for differentiated instruction, determine professional development for teachers and inform subsequent instructional unit plans and make curricular adjustments. Assessment schedules will be developed and published.
	Target Date:	10/16/2015
	Tasks:	
	1. Assessment schedules are developed and implemented.	
	Assigned to:	Phyllis McDonald
	Added date:	10/07/2015
	Target Completion Date:	10/16/2015
	Comments:	
	Task Completed:	10/7/2015 12:00:00 AM
	2. Instructional teams and individual teachers will analyze the pre-test data.	
	Assigned to:	Ollie Golatt
	Added date:	10/07/2015
	Target Completion Date:	10/16/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	10/12/2015 12:00:00 AM
	3. Instructional Teams and individual teachers will use the data to re-teach and enhance instruction based on the pre-test results.	
	Assigned to:	Phyllis McDonald
	Added date:	10/07/2015
	Target Completion Date:	10/16/2015
	Comments:	
	Task Completed:	10/14/2015 12:00:00 AM
	4. Teachers will share re-teach and enhanced instructional strategies in PLCs.	
	Assigned to:	Felicia Kelly
	Added date:	10/07/2015
	Target Completion Date:	10/16/2015
	Comments:	
	Task Completed:	10/14/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	10/14/2015
	Experience:	10/14/2015 The instructional teams assessed students in Math and Literacy using Pre/Post Test. A schedule of unit pre/post test was created, published, and distributed.
	Sustain:	10/14/2015 To sustain our efforts the instructional teams will continue to create pre/post unit test in PLCs. The data will be used to reteach students and enhance performance.

	Evidence:	10/14/2015 1. Assessment schedule 2. Sign-in sheets 3. Agendas
Indicator	IIB05 - All teachers re-teach based on post-test results.(95)	
Status	In Plan / No Tasks Created	
Assess	Level of Development:	Initial: Limited Development 03/06/2013
	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:	Some teachers re-teach based on post test results. Not all departments administer post tests. Some departments that administer post test do not reteach according to the data yielded from the test.
Plan	Assigned to:	Not yet assigned
	Added date:	
Curriculum, Assessment, and Instructional Planning		
Assessing student learning frequently with standards-based assessments		
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 10/07/2015
	Evidence:	Achievement Network (ANET) interim assessments are administered to all students at least three times a year. The administrative leadership team reviews the results. Instructional teams and individual teachers review the results to provide support for individual students and groups of students. Teachers make adjustments as needed to instructional plans.
	Added date:	
Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)	
Status	Tasks completed: 4 of 6 (67%)	
Assess	Level of Development:	Initial: Limited Development 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.
Plan	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
	Tasks:	
	1. The leadership team will set goals, by virtue of AMOs and IMOs, using student learning data.	
	Assigned to:	Mitzi Blake
	Added date:	04/04/2013
	Target Completion Date:	09/01/2013
	Comments:	Goals (AMOs) were established via Leadership Team.
	Task Completed:	10/21/2015 12:00:00 AM
	2. The leadership team will meet to analyze student learning data with consideration given to AMOs and IMOs before the start of the year.	
	Assigned to:	Reginald Murphy
	Added date:	04/04/2013
	Target Completion Date:	07/31/2013
	Comments:	The Leadership Team met to analyze student data, by virtue of Benchmark Exam.
	Task Completed:	8/9/2013 12:00:00 AM
	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.
	Task Completed:	5/30/2014 12:00:00 AM
	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.
	Task Completed:	4/6/2015 12:00:00 AM

	5. The Indistar program will be used to assess, plan, and monitor indicators in the development of the Priority Improvement Plan.		
	Assigned to:	Marlena Smith	
	Added date:	04/04/2013	
	Target Completion Date:	05/31/2015	
	Frequency:	weekly	
	Comments:		
	6. External provider, Pearson, will be utilized to assist with planning and implementation of the Priority Improvement Plan.		
	Assigned to:	Larry Buck	
	Added date:	04/04/2013	
	Target Completion Date:	05/31/2015	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	67%	
Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/26/2012	
	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 core leadership team addresses student data and professional development. We need to address more student data in leadership team. Mr. Murphy has decided to meet with all core subjects to discuss common assessment data.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/04/2013	
	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:	Some instructional teams look at post test data to make decisions about instruction. We are going to implement performance tasks weekly. Students will be placed in the Enrichment/Remediation classes based on this data. Students in need of interventions are flagged from post test data in some departments.
Plan	Assigned to:	Marlena Smith
	How it will look when fully met:	Forrest City Junior High Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives)
	Target Date:	05/01/2015
	Tasks:	
	1. English and Math teachers will analyze assessment data from interim assessments to drive instruction in the classroom and to provide job-embedded professional development for teachers.	
	Assigned to:	Marlena Smith
	Added date:	10/23/2014
	Target Completion Date:	05/01/2015
	Frequency:	four times a year
	Comments:	
	2. Data meetings will be held with the Principal, Facilitators and teachers.	
	Assigned to:	Facilitators
	Added date:	10/23/2014
	Target Completion Date:	05/01/2015
	Comments:	
	3. Teachers will collaborate to develop curriculum documents/pacing guides and correlate instruction to the Common Core State Standards.	
	Assigned to:	Reginald Murphy
	Added date:	10/23/2014
	Target Completion Date:	05/27/2015
	Comments:	
	4. The principal will conduct weekly leadership committee meetings using student and schoolwide data as a focus.	
	Assigned to:	Reginald Murphy
	Added date:	10/23/2014
	Target Completion Date:	05/27/2015
	Comments:	
Implement	Percent Task Complete:	0%
Classroom Instruction		
Expecting and monitoring sound instruction in a variety of modes		

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/30/2012	
	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 now using pacing guides that divide standards into specific units. These guides do not however, align curriculum and instruction with assessment.	
Plan	Assigned to:	Ollie Golatt	
	How it will look when fully met:	This objective is fully met when the curriculum, instruction, and assessments are aligned within a coherent curriculum guide. The curriculum is organized into unit plans that guide instruction for all students.	
	Target Date:	05/31/2016	
	Tasks:		
	1. Each discipline will gather resources to align curriculum, instruction, and assessments.		
	Assigned to:	Phyllis McDonald	
	Added date:	04/20/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
	2. Each discipline will research curriculum maps from other districts that align curriculum instruction and assessments to guide the development.		
	Assigned to:	Ollie Golatt	
	Added date:	04/20/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
	3. Achievement Network Representatives will align Literacy and Mathematics Modules or Units for Interim Assessments.		
	Assigned to:	Carlos Fuller	
	Added date:	04/20/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)		
Status	Tasks completed: 8 of 9 (89%)		
Assess	Level of Development:	Initial: Limited Development 10/02/2012	

	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:	Most teachers have aligned lesson plans and are checked by core team. Some teachers do not have lesson plans that fully meet the criteria established at the beginning of the school year.	
Plan	Assigned to:	Mitzi Blake	
	How it will look when fully met:	Lesson plan check sheets will reflect all teachers conforming to meeting all the standards of lesson plans. Lesson plans checked weekly will be initialed by a member of core team. All lesson plans will be collected by the end of each nine weeks. Teachers who don't have lesson plans will be met with by Mr. Murphy.	
	Target Date:	05/31/2015	
	Tasks:		
	1. 1st Nine Weeks Lesson Plans will be collected on October 26, 2012.		
	Assigned to:	Mitzi Blake	
	Added date:	10/08/2012	
	Target Completion Date:	10/19/2012	
	Comments:	Plans were collected.	
	Task Completed:	10/26/2012 12:00:00 AM	
	2. Teachers that do not have aligned lesson plans will work with Mr. Anderson.		
	Assigned to:	John Anderson	
	Added date:	10/08/2012	
	Target Completion Date:	02/08/2013	
	Comments:	Mr. Anderson contacted these teachers and assisted them in various ways to have aligned lesson plans	
	Task Completed:	2/1/2013 12:00:00 AM	
	3. Teachers will have discussions about alignment during backward design meetings.		
	Assigned to:	Mitzi Blake	
	Added date:	10/17/2012	
	Target Completion Date:	10/04/2012	
	Comments:	Teachers met by department and had discussions of alignment and planning.	
	Task Completed:	10/4/2012 12:00:00 AM	
	4. 2nd Nine Weeks Lesson Plans will be turned in January 11, 2013.		
	Assigned to:	Mitzi Blake	
	Added date:	01/07/2013	
	Target Completion Date:	01/11/2013	

		Comments:	We expect 90% of the teachers to have their aligned lesson plans to be turned in.
		Task Completed:	1/11/2013 12:00:00 AM
	5. Mr. Murphy will meet with teachers who have not turned in plans. He will suggest teachers work with assistance to get completed aligned lesson plans.		
		Assigned to:	Reginald Murphy
		Added date:	01/07/2013
		Target Completion Date:	01/18/2013
		Comments:	Mr. Murphy suggested these teachers work with Mr. Anderson.
		Task Completed:	3/28/2013 12:00:00 AM
	6. 3rd Nine Weeks Lesson Plans will be turned in March 28.		
		Assigned to:	Mitzi Blake
		Added date:	01/07/2013
		Target Completion Date:	03/28/2013
		Comments:	Teachers turned in lesson plans on or before March 28
		Task Completed:	3/28/2013 12:00:00 AM
	7. Mr. Murphy will announce that all lesson plans are expected. If lesson plans are not turned in by Friday, January 01-08-2013, they will have a Principal conference to provide assistance.		
		Assigned to:	Reginald Murphy
		Added date:	01/07/2013
		Target Completion Date:	01/08/2013
		Comments:	
		Task Completed:	1/8/2013 12:00:00 AM
	8. Mrs. Blake will email the staff the names of teachers from whom she has lesson plans.		
		Assigned to:	Mitzi Blake
		Added date:	01/30/2013
		Target Completion Date:	02/01/2013
		Comments:	
		Task Completed:	2/8/2013 12:00:00 AM
	9. Lesson Plans will be collected from each teacher quarterly.		
		Assigned to:	Mitzi Blake
		Added date:	11/13/2013
		Target Completion Date:	05/30/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:		89%
Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)		
Status	In Plan / No Tasks Created		

Assess	Level of Development:	Initial: Limited Development 11/30/2012	
	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:	Most teachers maintain records of student mastery of specific learning objectives in the form of grades in a grade book. All teachers do not keep accurate records of student mastery.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
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		
Assess	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.	
Plan	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	
	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	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/20/2016	
	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:	Some teachers prepare units of instruction with differentiation activities for all students.	
Plan	Assigned to:	Carlos Fuller	

	How it will look when fully met:	This objective is fully met when teachers will utilize pretest data, monitor classwork, and plan for differentiated instruction based on student needs.	
	Target Date:	05/31/2016	
	Tasks:		
	1. Develop a plan for ongoing professional development on differentiated instruction.		
	Assigned to:	Evelyn Turner	
	Added date:	04/20/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
	2. Survey teachers to create a needs assessment for differentiation of instruction.		
	Assigned to:	Bernice Word	
	Added date:	04/20/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
	3. Research best practices for differentiation of instruction.		
	Assigned to:	Carlos Fuller	
	Added date:	04/20/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Objective Met 4/13/2015		
Assess	Level of Development:	Initial: Limited Development 12/12/2012	
		Objective Met - 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.	
Plan	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	
	Tasks:		
	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:	
		Task Completed:	1/29/2013 12:00:00 AM
	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.
		Task Completed:	4/6/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	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 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%)		
Assess	Level of Development:	Initial: Limited Development 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.	
Plan	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.	
	Task Completed:	2/26/2013 12:00:00 AM	
	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.	
	Task Completed:	2/26/2013 12:00:00 AM	
	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:		
	Task Completed:	9/9/2013 12:00:00 AM	
	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:	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:		
Implement	Percent Task Complete:	60%	
Indicator	IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)		
Status	Tasks completed: 4 of 5 (80%)		
Assess	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:	Roughly, 8 teachers assign homework regularly. Other teachers assign home on an irregular basis.	
Plan	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	
	Tasks:		
	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:		
	Task Completed:	11/13/2012 12:00:00 AM	
	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.	
	Task Completed:	2/28/2013 12:00:00 AM	
	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:		
	Task Completed:	2/28/2013 12:00:00 AM	
	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:	8/19/2013 12:00:00 AM	
	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:		80%
Indicator	IIIB03 - All teachers check, mark, and return homework.(152)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	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:		0%
Indicator	IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/03/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, teachers report student mastery of specific objectives to parents through Edline, parent-teacher conferences, (4)9 weeks progress reports, and (4) 9 weeks report cards.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Classroom Instruction			
Expecting and monitoring sound classroom management			
Indicator	IIIC04 - Students raise hands or otherwise signal before speaking.(159)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 12/12/2012	
	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:	Currently, around 39% of students signal before speaking while 61% of students do not signal before speaking. This data was collected by classroom walk throughs.	
Plan	Assigned to:	Frank Thomas	
	How it will look when fully met:	When this objective is fully met, every student in every classroom will raise their hand before speaking.	
	Target Date:	05/31/2013	
	Tasks:		
	1. Staff must be made aware of this indicator, so that they can make it a priority in their classroom. Mr. Murphy can address this in a PD meeting.		
	Assigned to:	Reginald Murphy	
	Added date:	12/17/2012	
	Target Completion Date:	02/01/2013	
	Comments:		
	Task Completed:	2/5/2013 12:00:00 AM	
	2. Teachers will make students aware that they need to raise hands or otherwise signal before speaking.		
	Assigned to:	Frank Thomas	
	Added date:	12/17/2012	
	Target Completion Date:	03/31/2013	
	Comments:		
	Task Completed:	2/12/2013 12:00:00 AM	

		3. Students raising hands before speaking will be reviewed in the leadership team meeting.	
		Assigned to:	Marlena Smith
		Added date:	11/13/2013
		Target Completion Date:	01/21/2013
		Comments:	
Implement	Percent Task Complete:	67%	
Indicator	IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)		
Status	Objective Met 4/17/2015		
Assess	Level of Development:	Initial: Limited Development 04/04/2013	
		Objective Met - 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.	
Plan	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	
	Tasks:		
	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:	
		Task Completed:	5/30/2014 12:00:00 AM
	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.
		Task Completed:	4/6/2015 12:00:00 AM
		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:	2/28/2013 12:00:00 AM
		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:	4/6/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	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%)		
Assess	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 12:00:00 AM
	2. Mr. Murphy will give a deadline to teachers to have this completed.	
	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.
	Task Completed:	10/16/2012 12:00:00 AM
	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.
	Task Completed:	11/1/2013 12:00:00 AM
	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:	75%
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)	
Status	Add a Task Tasks completed: 3 of 3 (100%)	
Assess	Level of Development:	Initial: Limited Development 03/17/2016
	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:	Teachers reinforce classroom rules and procedures by positively teaching them.	
Plan	Assigned to:	Phyllis McDonald	
	How it will look when fully met:	IIIC10 is fully implemented when teachers consistently reinforce rules and procedures positively to students. Teachers proactively teach the rules and procedures which is preferable to correcting students after-the-fact.	
	Target Date:	03/31/2016	
	Tasks:		
	1. Teachers will reinforce rules and procedures.		
	Assigned to:	Glenn Ferrell	
	Added date:	04/01/2016	
	Target Completion Date:	02/01/2016	
	Comments:		
	Task Completed:	3/30/2016 12:00:00 AM	
	2. Teachers will practice routines with students.		
	Assigned to:	Janelle Gardiner	
	Added date:	04/01/2016	
	Target Completion Date:	02/01/2016	
	Comments:		
	Task Completed:	3/30/2016 12:00:00 AM	
	3. Teachers will intervene promptly when students display inappropriate behaviors.		
	Assigned to:	Phyllis McDonald	
	Added date:	04/01/2016	
	Target Completion Date:	02/01/2016	
	Comments:		
	Task Completed:	3/30/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	
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	No decision has been made Tasks completed: 4 of 4 (100%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	The current level of implementation is limited. The school's Title I Compact includes responsibilities that communicate what parents can do to support their students' learning at home. Websites are used to communicate with parents; homework schedule for teachers; School Cast; are providing parents with specific things things they can do. Parent meetings are held periodically to discuss standardized assessments and academic performance.	
Plan	Assigned to:	Evelyn Turner	
	How it will look when fully met:	This objective is fully met when the Title I Program clearly develops an agreement that outlines how parents, school staff, and students will share responsibility for improving academic achievement. The school and parents will work together to help students achieve the state's standards. Provide timely information about school goals and learning strategies to support the parents and student learning.	
	Target Date:	03/18/2016	
	Tasks:		
	1. The school will implement homework packets during breaks.		
	Assigned to:	Phyllis McDonald	
	Added date:	02/24/2016	
	Target Completion Date:	01/06/2016	
	Comments:		
	Task Completed:	1/7/2016 12:00:00 AM	
	2. The school will offer additional learning opportunities for students during Saturday School and ZAP (Zeros Aren't Permitted) in collaboration with parents.		
	Assigned to:	Carlos Fuller	
	Added date:	02/24/2016	
	Target Completion Date:	02/13/2016	
	Comments:		
	Task Completed:	2/15/2016 12:00:00 AM	
	3. The school will host a parent night where ANET (Acheivement Network) and ACT Aspire will be explained.		
	Assigned to:	Evelyn Turner	
	Added date:	02/24/2016	
	Target Completion Date:	02/25/2016	
	Comments:		
	Task Completed:	2/25/2016 12:00:00 AM	
	4. The school will host a parent meeting to discuss Sea Camp information and requirements.		
	Assigned to:	Evelyn Turner	
	Added date:	02/24/2016	

		Target Completion Date:	03/16/2016
		Comments:	
		Task Completed:	3/16/2016 12:00:00 AM
Implement		Percent Task Complete:	100%