

# Comprehensive Plan Report

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.

10/24/2016

LESLIE INTERMEDIATE SCHOOL NCES - 50948000595

Searcy County 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**

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36)</b>		
<b>Status</b>	<b>Objective Met</b> 3/30/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
		<b>Objective Met</b> - 03/30/2016	
	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:	Members of the district leadership team will meet and work to create a district policy that promotes the team structure for all campuses. This policy will be presented to the board for their approval. Meeting sign-in sheets and board minutes of the approval will be evidence that this objective has been met.	
<b>Plan</b>	Assigned to:	Bennetta Caston	
	How it will look when fully met:	The district will have a team structure policy that has been approved by the school board.	
	Target Date:	01/19/2016	
	<b>Tasks:</b>		
		1. District leadership team will meet in November and December regarding the creation of district policy that promotes a team structure for all campuses.	
	Assigned to:	Patricia Searight	
	Added date:	03/30/2016	
	Target Completion Date:	01/19/2016	
	Comments:		
	<b>Task Completed:</b>	<b>01/19/2016</b>	
		2. Policy will presented to the school board for their approval.	
	Assigned to:	Patricia Searight	
	Added date:	03/30/2016	
	Target Completion Date:	01/19/2016	
	Comments:		
	<b>Task Completed:</b>	<b>01/19/2016</b>	
<b>Implement</b>	Percent Task Complete:		

	Objective Met:	3/30/2016
	Experience:	3/30/2016 District Leadership Team created a policy for the District Team Structure. School Board approved the policy in January.
	Sustain:	3/30/2016 Policy will be followed.
	Evidence:	3/30/2016 Board minutes show the policy was adopted.
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015
	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:	Teachers need to make documentation of times they meet with one another and have agendas to go by so that the meetings accomplish the goals in mind.
<b>Plan</b>	Assigned to:	Cindy Horton
	How it will look when fully met:	There will be an agenda, sign in sheet, and minutes for each meeting.
	Target Date:	05/27/2016
	<b>Tasks:</b>	
	1. Maintaining the minutes of the meeting	
	Assigned to:	Cindy Horton
	Added date:	09/17/2015
	Target Completion Date:	05/27/2016
	Comments:	Cindy will keep the minutes for the meeting or assign a designee.
	2. There will be an agenda created for each leadership meeting.	
	Assigned to:	Bennetta Caston
	Added date:	03/30/2016
	Target Completion Date:	05/27/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Objective Met</b> 3/30/2016	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015
		<b>Objective Met</b> - 03/30/2016

	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There are lead teachers at each grade level that teachers look to for guidance. There are times for established meetings however, time restrictions and outside interferences have prevented teams from maintaining meeting twice a month. We have met as often as time has allowed and we have had smaller meetings during lunch periods.	
<b>Plan</b>	Assigned to:	Bennetta Caston	
	How it will look when fully met:	Scheduled meetings with agendas, sign-in sheets, and minutes. Team members will have roles to help the meeting stay on task.	
	Target Date:	05/27/2016	
	<b>Tasks:</b>		
	1.	Establish regular meeting times.	
	Assigned to:	Bennetta Caston	
	Added date:	09/17/2015	
	Target Completion Date:	10/09/2015	
	Comments:	Meeting times were established during a meeting with the staff. There may be times that set times have to be altered due to multiple conflicts but the team is aware of the current schedule.  Meeting times will be on Mondays-first and third Monday of each month	
	<b>Task Completed:</b>	10/09/2015	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	3/30/2016	
	Experience:	3/30/2016 Minutes and agendas are available for meetings.	
	Sustain:	3/30/2016 Evaluation of meeting times and ways to maintain the schedule needs to be evaluated.	
	Evidence:	3/30/2016 Minutes and agendas of meetings along with schedule.	
<b>Indicator</b>	<b>ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/20/2015	
	Evidence:	Agendas and minutes from meetings with staff. Continued meetings.	
<b>Indicator</b>	<b>ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)</b>		
<b>Status</b>			

<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	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:	<p>We are in process of looking at our data from last year and gathering data through assessments to guide instruction. Meeting times have been scheduled.</p> <p>We do have the data to review but the time to review it is not enough. Money allocated for substitutes or stipends for teachers to spend time reviewing data and collecting evidence and indicators for student improvement.</p>	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Common planning times. Meetings along with agendas and minutes.	
<b>Indicator</b>	<b>ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	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:	Four to six hours is not the amount of time spent with cluster teams. More time needs to be allowed or scheduled for teachers to meet and have discussion about expectations, plans, student performance, etc. to refine instruction.	
<b>Plan</b>	Assigned to:	Not yet assigned	

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IE05 - The principal participates actively with the school's teams. (56)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	<p>Principal has weekly meetings with academic coaches to discuss progress and direction.</p> <p>Principal meets with teachers at least twice a month to review decisions about the school as well as progress of students.</p>	
<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.</b>		

<b>Indicator</b>	<b>(57)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Principal reviews performance on interim assessments. Teachers make reports on students' performance. Principal has a target group of kids to interact with trying to work on their behavior.	
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Tess and Bloomboard Activity Continue as implemented with scheduled time to work within the Bloomboard Website.	
<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	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:	Principal needs to keep records and make schedules to be in teachers' classrooms observing the instructional skills and provide feedback to the teachers.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<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>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	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 principal needs to make sure that issues are addressed that are documented through observation. Teachers need to have feedback and a plan of action should the principal come into their classroom for observations. Guidelines need to be established as per meetings with principal should a walk through occur.  Principal needs to be proactive in making time to conference with teachers about what is observed.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)</b>		
<b>Status</b>	<b>Full Implementation</b>		

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	Quarterly Honor Roll Assembly as well as announcements in the paper. Morning announcements of student achievement. Recognition of student performance.
<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	Communication with parents through assembly and presentation. Open communication between parents and school.

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 08/20/2015	
	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:	This is not a difficult task. The information is available. It has not been shared with curriculum teams. Identity of teachers is secure.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Leadership Team applies what has been recognized as a need for the school when planning professional development. Summary reports in narrative form are not available. Most of the communication is done orally.	
<b>Plan</b>	Assigned to:	Bennetta Caston	
	How it will look when fully met:	Principal would conduct observations of teachers patterns of practice concerning questioning and engagement in the classrooms. Professional Development addressing this pattern of practice will follow in October. In the spring an evaluation of utilizing higher level questioning as a pattern of practice will occur.	
	Target Date:	05/27/2016	
	<b>Tasks:</b>		

1. Principal will meet regularly with curriculum coaches to discuss concerns that could be addressed within

professional development.

	Assigned to:	Lori Gray, Bennetta Caston, Kenda Dearing	
	Added date:	09/17/2015	
	Target Completion Date:	05/27/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
<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>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Bloomboard data and observation. E-mails to teachers.	
<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>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	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:	Scheduled times to allow all teachers to observe classrooms. Currently there are a limited number of teachers in other classrooms. High priority to get all teachers in classrooms to observe one another and make documentation of building goal to increase level of questioning along with student engagement.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Bloomboard Activity and TESS	
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Teachers make professional plans based on observations and meetings with the principal. Continued work and documentation within Bloomboard.	
<b>Indicator</b>	<b>IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Bloomboard Activity to reflect TESS	
<b>Indicator</b>	<b>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)</b>		

<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	<p>Bloomboard Activity based on observations using the TESS domains. Conversations between leadership team and principal addressing weaknesses.</p> <p>Planned professional development based on areas of need.</p> <p>Continued implementation.</p>	
<b>Indicator</b>	<b>IF10 - The principal plans opportunities for teachers to share their strengths with other teachers. (74)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	The teachers took time during in-service to express how they are handy to the school and their team. To continue this, time needs to be set aside during team meetings to express the good things they are doing and the progress they are making in their classes.	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	The Leadership Team uses input from various individuals to ensure the professional development meets the needs of the campus. Reports are made orally and surveys are taken. Plans to continue this practice.	
<b>School Leadership and Decision Making</b>			
<b>Expanded time for student learning and teacher collaboration</b>			
<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	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:	<p>Block schedule is implemented allowing 90 minutes per class period.</p> <p>We do extend the school day in part by offering after school tutoring.</p> <p>Teachers and Staff evaluate data collected from STAR, DAZE, DIBELS, Math pre and post test as well as their own classroom assessments to determine student need and growth. This data is reflected upon and changes to the specific students' needs are implemented.</p>	
<b>Plan</b>	Assigned to:	Bennetta Caston	



	How it will look when fully met:	A comprehensive monitoring of progress through review of STAR, Dibels, DAZE, MATH pre and Post test, and classroom assessments will be completed by June 15, 2016
	Target Date:	06/15/2016
	<b>Tasks:</b>	
	1. Improve attendance during after school tutoring by utilizing shuttle bus runs between Marshall and Leslie.	
	Assigned to:	Bennetta Caston
	Added date:	09/17/2015
	Target Completion Date:	10/01/2015
	Comments:	One way to improve afterschool attendance is to provide means for students to get back to Marshall. Stops will be made to provide convenience for parents to pick up their children.
	<b>Task Completed:</b>	<b>10/01/2015</b>
	2. Periodic review of assessment data.	
	Assigned to:	Lori Gray
	Added date:	03/30/2016
	Target Completion Date:	06/15/2016
	Comments:	
	3. Comprehensive review of data based on assessments.	
	Assigned to:	Bennetta Caston
	Added date:	03/30/2016
	Target Completion Date:	06/15/2016
	Comments:	A comprehensive review of data not only whole school but students who regularly attended afterschool will be conducted.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
<b>School Leadership and Decision Making</b>		
<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>		
<b>Indicator</b>	<b>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/20/2015
	Evidence:	Leadership staff attends job fairs to look for talent in the teaching field. Close monitoring and research of applicants.
<b>Curriculum, Assessment, and Instructional Planning</b>		
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>		
<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/20/2015
	Evidence:	Professional development is based on curriculum standards.

	Evidence:	Academic Coaches meet with teachers based on their curricular area. Minutes and agendas from these meetings. Continue with current approach.
<b>Indicator</b>	<b>IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	Teachers use the Common Core Standards of Arkansas to guide their instruction. Students are assessed using teacher made assessments as well as TLI assessments.  Teachers use the data from these assessments to make adjustments in their instruction.  Continue with implementation with more focus on formative assessments to address the standards.

### Curriculum, Assessment, and Instructional Planning

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

<b>Indicator</b>	<b>IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	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:	TLI tests Pre and Post Tests created by Math Facilitator.  To continue Assess more frequently on standards utilizing teacher made tests as well as continue with what is in place.  Not all curricular areas address instruction based on pre and post test data. Units are currently being established within the curricular areas.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<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)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some subject areas do give pre and post tests. Time needs to be taken in Science and Social Studies to develop these tests and make sure they are given and standards that need remediated need to be addressed.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some pre and post test are analyzed. Since not all subject areas utilize pre and post tests, it would be hard to review that information. After pre and post tests have been developed, tests need to be given and reviewed by the team to determine direction of instruction.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Pre and post tests need to be developed for all areas.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IIB05 - All teachers re-teach based on post-test results.(95)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Not all teachers give pre and post tests. This issue of developing pre and post tests need to be addressed.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in differentiating and aligning learning activities</b>			
<b>Indicator</b>	<b>IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Observation by administration and academic coaches and evidence of student work that aligns with lesson plans.	
		Continue monitoring lesson plans and observing in the classroom.	
<b>Indicator</b>			

<b>Indicator</b>	<b>IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 08/20/2015	
	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:	<p>All items are not stored properly. There needs to be some organization taking place in materials.</p> <p>Teachers are not aware of what is on the campus and what materials other teachers have to help them.</p> <p>Build a better library area for teacher materials where they can go to get help if they need it.</p>	
<b>Plan</b>	Assigned to:	Not yet assigned	

### Curriculum, Assessment, and Instructional Planning

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

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/20/2015	
	Evidence:	<p>TLI Data STAR DATA DAZE scores Dibels Assessments.</p> <p>Continue with current plan.</p>	

### Classroom Instruction

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

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/20/2015	
	Evidence:	<p>Copies of frameworks and standards from ADE.</p> <p>Meetings with Academic Coaches.</p> <p>Continue with plans as made.</p>	
<b>Indicator</b>	<b>IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction.(111)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/20/2015	
	Evidence:	<p>Evidence of lesson plans maintained on the school website. Discussion with teachers about lesson plans. Evidence of student performance.</p> <p>Continue with routine as implemented.</p>	
<b>Indicator</b>	<b>IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.</b>		

<b>Indicator</b>	<b>(114)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 08/21/2015	
	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:	<p>Teachers maintain records of students progress as a group and maintain some records of students individually. As far as maintaining individual records for all standards, it is not consistent across curricular areas.</p> <p>Professional development for teachers and a system of maintaining records needs to be implemented.</p>	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/21/2015	
	Evidence:	Teachers maintain their record books on student performance as a group. IXL, TLI and Accelerated Reading maintain individual student progress.	
<b>Indicator</b>	<b>IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 08/21/2015	
	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:	<p>Not all teachers give pre tests there fore there is not data to base differentiation on other than observational data.</p> <p>Time to develop such pretest and a method of recording data and spend looking over data needs to be implemented.</p>	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IIIA21 - All teachers re-teach following questioning.(130)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 08/20/2015	
	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:	Questioning is a skill that we lack implementing in our lessons. Observational data needs to be collected and shared. Professional	

	Describe current level of development:	development that involves teachers observing one another as well as how to develop higher level questioning needs to be provided.  After professional development, more observational data needs to be collected and shared to show improvements that have been made.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 08/20/2015	
	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:	This is a teaching strategy that needs more data collected to prove this is taking place. Professional development needs to be provided to allow the teachers the opportunity to understand and develop this best practice. Teachers should be allowed in one another's classrooms to observe and determine if this is going on across the campus.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IIIA26 - All teachers encourage students to check their own comprehension.(135)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 08/20/2015	
	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:	More data to prove that this best practice is going on in the classroom needs to be collected. Professional development needs to be provided to teachers to establish best practices in the classroom. Teachers need time to observe one another and gather data that proves this is going on in the classroom or needs to be addressed.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IIIA27 - All teachers verbally praise students.(136)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/20/2015	
	Evidence:	Observed behavior by principal. Evidence documented in respect and rapport domain of Charlott Danielson's model of teaching.  Continue observations.	
<b>Indicator</b>	<b>IIIA28 - All teachers travel to all areas in which students are working.(137)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/20/2015	
	Evidence:	Observable teacher behavior by administrator. Data collected showing evidence of teachers monitoring their classrooms by walking around.  Continue with plan as implemented.	

<b>Indicator</b>	<b>IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	<p>Observation in classroom.</p> <p>Data collected that supports this teacher behavior.</p> <p>Continue as implemented. Provide teachers with a summary of the observable behavior based on the principal walk throughs.</p>	
<b>Indicator</b>	<b>IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures).(141)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	<p>Observation of teachers both in and out classroom going over rules and procedures. Observe evidence of students adapting to procedures. Evidence of consequences for students who do not follow established procedures.</p> <p>Continue as implemented.</p>	
<b>Indicator</b>	<b>IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	<p>Observation of teachers building rapport with the students and families. Opportunities for the teachers to make contact with parents and parents to feel comfortable with the teachers.</p> <p>Continue as implemented.</p>	
<b>Indicator</b>	<b>IIIA35 - Students are engaged and on task.(144)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	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:	<p>Use of Kagan strategies is a good model for engagement. Not all students are engaged. It could be they are far behind and do not understand the material. Assessments are given to determine the level the students are on and establish criteria and programs to increase their abilities. Also questioning level needs to be addressed to keep higher level thinking going in the classrooms.</p> <p>Most of the students are engaged but we want to establish programs where all are engaged and awareness when they are not.</p> <p>We also want to give the teachers time to go into other classrooms to observe other teachers teaching.</p>	
<b>Plan</b>	Assigned to:	Bennetta Caston	
	How it will look when fully met:	Students will be engaged and on task.	

	How it will look when fully met:	Bell to bell learning will take place and student success will increase.
	Target Date:	05/27/2016
	<b>Tasks:</b>	
	<p>1. Research and share different methods to allow students to be engaged in various ways.</p> <p>Utilize projects to increase student performance.</p> <p>Teachers will make use of digital formats to allow them to better monitor progress and student engagement.</p>	
	Assigned to:	Various Teachers
	Added date:	03/30/2016
	Target Completion Date:	05/27/2016
	Frequency:	four times a year
	Comments:	<p>Teachers will share different ways they have found to be successful in maintaining engagement.</p> <p>Teachers will visit other classrooms to observe strategies and methods.</p>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
<b>Indicator</b>	<b>IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program.(149)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	<p>Observation by administration. Conversation with students and teachers. Student surveys.</p> <p>Continue with plan as implemented.</p>
<b>Classroom Instruction</b>		
<b>Expecting and monitoring sound homework practices and communication with parents</b>		
<b>Indicator</b>	<b>IIIB01 - All teachers maintain a file of communication with parents.(150)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	<p>Communication folders are maintained with parent signatures. E-mails as well as remind text messages to keep parents informed. Teachers also work on their websites and their lesson plans.</p>
<b>Indicator</b>	<b>IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	<p>Evidence of student work and observation during class time. Lesson Plans indicate homework is assigned.</p> <p>Continue implementing current routines.</p>
<b>Indicator</b>	<b>IIIB03 - All teachers check, mark, and return homework.(152)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015



	Evidence:	Observation of students homework being graded and returned. Conversation with teachers about performance of students.  Continue as implemented.
<b>Indicator</b>	<b>IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	Parents are given progress reports and conferences are held at minimum twice a year to keep parents up to date on progress. Star reports are sent home as well as graded homework.  Continue the plan as implemented.
<b>Classroom Instruction</b>		
<b>Expecting and monitoring sound classroom management</b>		
<b>Indicator</b>	<b>IIIC01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	Teacher observation and discussion with principal. Also supervision by the Academic Coaches. We need to continue to monitor this from the administrative perspective.
<b>Indicator</b>	<b>IIIC04 - Students raise hands or otherwise signal before speaking.(159)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	Observation by principal and consequences as per classroom rules.  Continue with set practices.
<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>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	Principal observation and evidence of student work.  Continue observing and developing teacher capacity in this area.
<b>Indicator</b>	<b>IIIC06 - All teachers maintain well-organized student learning materials in the classroom.(161)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	Observation in classrooms.  Continue as implemented.
<b>Indicator</b>	<b>IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015
	Evidence:	Observation of classrooms.  Continue as implemented.
<b>Indicator</b>		

<b>Indicator</b>	<b>IIIC09 - All teachers correct students who do not follow classroom rules and procedures.(164)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Rules in handbooks. Agendas which are marked for inappropriate behavior. Teachers will mark agendas as students misbehave and consequences will follow the handbook.	
<b>Indicator</b>	<b>IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/20/2015	
	Evidence:	Begining of school procedures. Meetings with teachers to discuss implementing procedures and front end loading.	

### Family Engagement in a School Community

#### Explain and communicate the purpose and practices of the school community

<b>Indicator</b>	<b>FE04 - 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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/20/2015	
	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:	Completion date for reviewing the Parent Compact to establish more specific suggestions for all parties involved will be May 27, 2016.	
<b>Plan</b>	Assigned to:	Bennetta Caston	
	How it will look when fully met:	The school has a parent-school compact for this school year. A team meets to review this compact annually. At the upcoming annual review of this compact the team will discuss the general statements of the plan to determine if there is a need in clarifying these statements. The team will also meet to add a section in the plan for the students.	
	Target Date:	05/27/2016	
	<b>Tasks:</b>		
	1. Review Parent Compact Annually		
	Assigned to:	Bennetta Caston	
	Added date:	03/30/2016	
	Target Completion Date:	05/27/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

### High School: Opportunity to Learn

#### Ensure content mastery and graduation

<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>		
<b>Status</b>	<b>Full Implementation</b>		

<b>Assessment</b>	Level of Development:	Initial: Full Implementation 08/20/2015
	Evidence:	Counselor meets with students and has a unit prepared to discuss with them concerning plans and goals for their future.  Continue as implemented.