

## Fayetteville High School

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1 of 1

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## 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.

10/25/2016

Fayetteville High School NCES - 50612000319

FAYETTEVILLE 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)**

**Status** Tasks completed: 1 of 2 (50%)

**Assessment** Level of Development: Initial: Limited Development 08/21/2015

**Objective Met - 05/10/2016**

Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Fayetteville High School will hold regularly scheduled leadership meetings at least monthly.

**Plan**

Assigned to:	Chad Scott
How it will look when fully met:	Team will meet the second Tuesday of every month regarding policies, needed changes, and plans of action for our school.
Target Date:	10/11/2016

#### Tasks:

1. We will continue to utilize our Parent Teacher Student Organization as a leadership team. This team will continue to provide parents and students an opportunity to voice their concerns and needs directly to building faculty and will devise an outline of recommendations.

Assigned to:	Cristy Smith
Added date:	10/30/2015
Target Completion Date:	10/11/2016
Comments:	Meetings will be conducted with either Dr. Scott or Mr. Smith in attendance.
Task Completed:	09/12/2016

2. Parent Teacher Student Organization will provide dates, agendas, and minutes regarding their meetings.

Assigned to:	Bobby Smith
Added date:	08/28/2015
Target Completion Date:	10/11/2016

	Comments:	PTSO meeting dates, agendas and minutes are kept and readily available for all stakeholders.	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	5/10/2016	
	Experience:	5/10/2016 Our PTSO met regularly. Minutes for each meeting were kept and distributed through the PTSO. Dr. Scott or Mr. Smith were present to maintain the conduit between school and community.	
	Sustain:	5/10/2016 Our plan is to continue this process. It has proven a valuable tool when we need feedback from our community and when we need information distributed.	
	Evidence:	5/10/2016 Agendas and meeting minutes easily accessible and are distributed to PTSO members.	
<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: Limited Development 08/27/2015	
		<b>Objective Met - 05/10/2016</b>	
	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)
<b>Plan</b>	Describe current level of development:	Current PLCs are preparing agendas	
	Assigned to:	Bobby Smith	
	How it will look when fully met:	Math and literacy monthly meetings will be documented with agendas, minutes, or progress monitoring outcomes.	
	Target Date:	05/31/2017	
	Tasks:	1. Teams will provide documentation of collaborative meetings.	
	Assigned to:	Bobby Smith	
	Added date:	10/29/2015	
	Target Completion Date:	09/01/2016	
	Comments:	District and School Leadership teams, including intervention teams, kept agendas and minutes for each meeting.	
		3. Progress monitoring of student falling below grade level in grades, formative assessments, or interim ACT Aspire will be conducted by teachers, instructional facilitators, and math coaches. Students will be placed in teacher guided study, math intervention, and/or literacy intervention.	
	Assigned to:	Bobby Smith	
	Added date:	10/30/2015	
	Target Completion Date:	09/01/2016	
	Comments:	Teams identified students falling below grade level and provided TGS, and math and literacy interventions. This occurs during our 7th block every other day. Individual PLC's are beginning these interventions and they have a built-in progress monitoring piece.	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	5/10/2016	
	Experience:	5/10/2016 It was effective but testing in April limited the opportunities. We will reevaluate the timing of the interventions in 2016-17.	

	Sustain:	5/10/2016	Our goal is to continue these interventions in 2016-17 coupled with improved tier 1 instruction.
	Evidence:	5/10/2016	Progress monitoring via the programs.
<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>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 08/27/2015	
		<b>Objective Met - 05/11/2016</b>	
	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)
<b>Plan</b>	Describe current level of development:	Our leadership team is made up of department heads and admimistration. The school focus team meets as well. Between the two, meetings are held bi-monthly.	
	Assigned to:	Bobby Smith	
	How it will look when fully met:	Leadership team will meet throughout the 2015-16 school year. Agenda's will be kept to meet objective.	
	Target Date:	05/22/2017	
	Tasks:	1. Documentation will be gathered as verification of meetings.	
	Assigned to:	Bobby Smith	
	Added date:	10/29/2015	
	Target Completion Date:	05/15/2017	
	Frequency:	twice monthly	
	Comments:	Agendas will be uploaded	
	2. Department issues will be addressed and resolved as needed with dispersement of information to faculty and staff.		
	Assigned to:	Chad Scott	
	Added date:	10/30/2015	
	Target Completion Date:	05/15/2017	
	Comments:	Each month, department chairs meet with their department and share information from the leadership meetings. They also collect ideas and suggestions to take back to the next Leadership Meeting.	
	3. Club sponsors or students complete applications with specific focus items for their purpose, and the leadership team will discuss the proposal and vote.		
	Assigned to:	Chad Scott	
	Added date:	10/30/2015	
	Target Completion Date:	05/15/2017	
	Comments:	Any month that students request a new club, that is presented by Deanna Easton and voted on by the leadership team.	
	4. Team will discuss course approvals, digital learning efforts, and other various academic achievements.		
	Assigned to:	Chad Scott	
	Added date:	10/30/2015	
	Target Completion Date:	05/15/2017	
	Comments:		

Course Approvals are a normal part of the agenda's that take place in the spring. Course request are submitted to the leadership team for review within a window that allows for submission to the state.

During the May meeting, Dr. Scott updated additional technology improvements to address digital learning efforts. Academic achievements, department recognition of students and other celebrations are part of each meeting.

<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/11/2016
	Experience:	5/11/2016 Leadership meetings have proven to be an outstanding, measurable way to make sure that the leadership team is involved in all parts of school planning and celebration. It is a way for faculty to have a voice and many creative ideas about improving FHS have been generated from these meetings.
	Sustain:	5/11/2016 We will continue with the current format. We have added several new department chairs who will bring new and creative ideas to the table.
	Evidence:	5/11/2016 Agendas uploaded and documented.

### School Leadership and Decision Making

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

**Indicator** IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 08/28/2015

Evidence: Principal presents to the PTSO the goals and progress of the school at least each semester. Parents give feedback. PTSO is a two-way communication channel for building administrators to get feedback on progress and suggestions for improvement.

FHS will distribute a survey to staff and parents specifically for the purpose of receiving constructive critique of the school's progress and suggestions for improvement.

### 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)

**Status** Tasks completed: 2 of 4 (50%)

**Assessment** Level of Development: Initial: Limited Development 08/28/2015

**Objective Met - 05/23/2016**

	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There have been yearly discussions. As a result of data gathered via classroom observations, PD was provided with a PLC focus. Tier 1 instruction is now both a district and building focus.	
<b>Plan</b>	Assigned to:	Chad Scott	
	How it will look when fully met:	At one of the last leadership meetings, Dr. Scott can share findings from observations. Leadership can then make recommendations for professional development.	

Target Date: 05/31/2017

Tasks:

1. Evaluators will conduct observations and share the information with the principal.

Assigned to: Bobby Smith

Added date: 08/28/2015

Target Completion Date: 05/15/2017

Comments: Evaluations were conducted for each staff member. Conversations regarding staff were had with the principal by each of the administrators that were assigned to each department.

2. Administration will meet regarding norms of observations and expectations and use Bloomboard as a guiding tool for the TESS process.

Assigned to: Chad Scott

Added date: 10/30/2015

Target Completion Date: 05/08/2017

Comments: The building principal established guidelines at the beginning of the year.

Task Completed: 08/15/2016

3. Literacy core teachers (science, social studies, and English) will receive a list of target students based on data with a list of high yield strategies to support their students. Administration also received a list of these students with their schedule and will discuss the application of support during their observation meetings.

Assigned to: Bobby Smith

Added date: 10/30/2015

Target Completion Date: 04/10/2017

Comments: This was shared with the core teachers and administrative team at the beginning of the year. During post observation conferences, teachers will be asked about any additional support they might need regarding the improvement of target students.

Task Completed: 08/15/2016

4. Professional development will be recommended by administrators based on individual needs or personal growth plan.

Assigned to: Chad Scott

Added date: 10/30/2015

Target Completion Date: 09/16/2016

Comments:

**Implement** Percent Task Complete:

Objective Met: 5/23/2016

Experience: 5/23/2016  
Much of this is part of our current plan. Early in the year it was beneficial to meet as an administrative team to discuss norms as suggested.

Sustain: 5/23/2016  
In the early fall, we will have discussions with our teachers regarding their PGPs and plan professional development.

Evidence: 5/23/2016  
Bloomboard/observations/walkthroughs

**Indicator** IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)

**Status** Tasks completed: 0 of 4 (0%)

**Assessment** Level of Development: Initial: Limited Development 08/27/2015

**Objective Met - 05/23/2016**

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers currently use previous classroom observations to drive PGP planning and selection of their in-district PD offerings.	
Plan	Assigned to:	Bobby Smith	
	How it will look when fully met:	After reflecting on their Personal Growth Plan, teachers will identify their professional development needs, and administrators will recommend as needed.	
	Target Date:	05/31/2017	
	Tasks:	1. Evaluators will review with teachers during the TESS process.	
	Assigned to:	Bobby Smith	
	Added date:	10/29/2015	
	Target Completion Date:	09/16/2016	
	Comments:	This will be accomplished during preconference, observations (both formal and informal), and at the summative conference.	
		2. Teachers will reflect on their strengths, weaknesses, and goals to determine areas of need and make professional development requests via TESS or other means as needed.	
	Assigned to:	Bobby Smith	
	Added date:	10/30/2015	
	Target Completion Date:	04/03/2017	
	Comments:	This will be accomplished during the preconference meeting when the teacher sets their PGP goal for 2016-17.	
		3. Teachers are required to be involved with one Professional Learning Community and teams will utilize collaborative discussion to extend training to staff as needed.	
	Assigned to:	Bobby Smith	
	Added date:	10/30/2015	
	Target Completion Date:	05/15/2017	
	Comments:	Teachers will meet with their grade level PLC teams throughout the year.	
		4. Teachers will receive various content professional development training in the year and will return to their departments to share out findings.	
	Assigned to:	Bobby Smith	
	Added date:	10/30/2015	
	Target Completion Date:	05/13/2016	
	Comments:	Several teachers attended trainings both on and off campus, had 7-12 vertical alignment, and information was shared via department meetings.	
Implement	Percent Task Complete:		
	Objective Met:	5/23/2016	
	Experience:	5/23/2016 Grade level and department meetings were productive in accomplishing this goal.	
	Sustain:	5/23/2016 Continued focus on PLCs along with vertical and horizontal alignment.	
	Evidence:	5/23/2016 Agendas for these meetings were kept including vertical and horizontal professional development days.	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 08/28/2015	
	Evidence:		

Beginning school year 2016-17, we had a PD convention hosted by FHS and attended by all staff across the district. There were sections led by our staff and our University of Arkansas partners.

## School Leadership and Decision Making

### Expanded time for student learning and teacher collaboration

**Indicator** IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 08/28/2015  
Evidence: Within our school day, students have 240 minutes every two weeks to do remedial work or enrichment. This is done during our seminar periods that meet every other day. Teachers track students on a school-wide google document.

## School Leadership and Decision Making

### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

**Indicator** IIO1 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 08/28/2015  
Evidence: Our district supports a comprehensive search and application process. This has led to the hiring of highly qualified teachers.

## 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)

**Status** In Plan / No Tasks Created

**Assessment** Level of Development: Initial: Limited Development 08/28/2015  
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: Grade level teams in ELA have met and have developed standards-aligned units of instruction. Other content areas are meeting and developing standards aligned units of instruction. This is updated on non-student workday professional development and in weekly team meetings.

**Plan** Assigned to: Chad Scott  
How it will look when fully met: Content areas have either begun or are beginning to develop standards aligned units of instruction.  
Target Date: 05/31/2017

## Curriculum, Assessment, and Instructional Planning

### Engaging teachers in assessing and monitoring student mastery

**Indicator** IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)

**Status** Tasks completed: 4 of 6 (67%)

**Assessment** Level of Development: Initial: Limited Development 08/28/2015  
**Objective Met - 05/23/2016**

Index: 6 (Priority Score x Opportunity Score)  
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Plan	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:	Grade level teams are give both pre-assessments and common formative assessments and will meet in PLCs to compare and discuss results.	
	Assigned to:	Bobby Smith	
	How it will look when fully met:	This objective will be met when those students who perform below standard are identified via the formative assessment and remediation plans for those students have been put in place.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Teachers will continue to progress monitor their students throughout the year and provide differentiated instruction. Teachers will use formative assessments to guide their instruction with an 80% achievement goal.		
	Assigned to:	Bobby Smith	
	Added date:	08/28/2015	
	Target Completion Date:	09/12/2016	
Comments:			Within their PLC's, Literacy and math teachers will review their quarterly unit assessments to analyze results, make necessary changes, and determine students who need additional support.
2. Teachers, instructional facilitators, and math coaches will use Aspire, and/or grades to determine students in need of support and place them in a designated intervention.			
Assigned to:			Bobby Smith
Added date:			10/30/2015
Target Completion Date:			05/31/2017
Comments:			Students struggling in literacy and math were identified and will be in a supported intervention.
3. In the 2015-16 school year, an advisory period was established to ensure time was allotted to address student needs. The first half of this time is used for advisory, character development, and school business. The second half is "academic and enrichment," and this time allows students to attend "teacher guided study" to meet with a specific teacher, math intervention based on formative assessments, or a literacy intervention based on data.			
Assigned to:			Bobby Smith
Added date:			10/30/2015
Target Completion Date:			05/31/2017
Comments:			Task was accomplished in 2015-16 and is continuing 2016-17 as detailed above.
Task Completed:			05/20/2016
4. Teachers, instructional facilitators, and/or math coaches will document services provided.			
Assigned to:			Bobby Smith
Added date:			10/30/2015
Target Completion Date:			05/31/2017
Comments:			Task accomplished as listed above.
Task Completed:			05/20/2016
5. Students will graduate from programs of support and/or move into areas of need based on continued progress monitoring.			
Assigned to:			Bobby Smith
Added date:			10/30/2015
Target Completion Date:			05/31/2017
Comments:			Task was accomplished as explained above.
Task Completed:			05/20/2016



6. In the 2016-17 school year, the "advisory" time established an enrichment time for students. Club sponsors complete applications, have an application process for members, and have specific focus items for their purpose.

Assigned to: Bobby Smith

Added date: 10/30/2015

Target Completion Date: 05/31/2017

Comments: Timeline was created and students began attending the chosen clubs and enrichment activities the first week of school.

Task Completed: 05/20/2016

#### Implement

Percent Task Complete:

Objective Met: 5/23/2016

Experience: 5/23/2016  
Teachers submitted and used assessment data, and prescribed interventions were carried out.

Sustain: 5/23/2016  
Data will continue to be used to drive student interventions.

Evidence: 5/23/2016  
Progress monitoring of interventions and club sponsored list

### 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)**

**Status** Tasks completed: 0 of 1 (0%)

**Assessment** Level of Development: Initial: Limited Development 08/28/2015

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: Students have been given common assessment in a Ela and Math content areas and the practice is tentatively scheduled to continue. Work is being done in PLC meetings to plan this ongoing work and include the other content areas.

#### Plan

Assigned to: Cincy Mathis

How it will look when fully met: Each of the core areas will give common unit assessments at least 3 times each year. This will allow them to look at data and provide the appropriate intervention.

Target Date: 05/31/2017

Tasks:

1. Task is description.

Assigned to: Bobby Smith

Added date: 09/21/2016

Target Completion Date: 10/10/2016

Comments:

#### Implement

Percent Task Complete: Tasks completed: 0 of 1 (0%)

**Indicator IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)**

**Status** Tasks completed: 2 of 3 (67%)

**Assessment** Level of Development: Initial: Limited Development 08/28/2015

**Objective Met - 05/23/2016**

	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	Leadership meetings will begin at in September 2016. Work will begin then.	
	Assigned to:	Bobby Smith	
	How it will look when fully met:	Currently, we are using Measure of Academic Progress and formative assessments to determine academic needs for students. Beginning 2015-16, ACT Aspire Interim, ACT Aspire, and ACT data will be used as our progress monitoring tools.	
	Target Date:	05/31/2017	
	Tasks:	1. Collect Aspire data when it is released.	
	Assigned to:	Sarah Williamson	
	Added date:	08/28/2015	
	Target Completion Date:	05/02/2016	
	Comments:		
	Task Completed:	11/30/2015	
		3. Based on MAPs data, grades, and prior ACTAAP testing, literacy students scoring below grade level in various areas are conferenced with and offered one of three interventions (Just Words, Achieve3000, and Shmoop).	
	Assigned to:	Bobby Smith	
	Added date:	10/29/2015	
	Target Completion Date:	10/01/2015	
	Comments:		
		4. Based on formative assessments and student observations, algebra I, algebra II, and geometry teachers determined students in need of unit interventions.	
	Assigned to:	Bobby Smith	
	Added date:	10/29/2015	
	Target Completion Date:	10/03/2016	
	Comments:		
	Task Completed:	11/30/2015	
Implement	Percent Task Complete:		
	Objective Met:	5/23/2016	
	Experience:	5/23/2016 Literacy and math interventions allowed us to determine the need for more specific support than just during academic and enrichment, so we have added three Critical Reading classes and three sections of Algebra I lab.	
	Sustain:	5/23/2016 The addition of the three Critical Reading classes and three sections of Algebra I lab will allow for more specific support.	
	Evidence:	5/23/2016 Literacy and math intervention progress monitoring.	
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)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 08/28/2015	

Evidence:

Grade level teams/PLCs will compare and discuss assessment results.

## 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)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 08/28/2015

Evidence: Curriculum maps will be created for each grade level and discipline.

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

**Status** Tasks completed: 1 of 7 (14%)

**Assessment** Level of Development: Initial: Limited Development 08/28/2015

**Objective Met** - 05/23/2016

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 use pre-test, formative or summative test to individualize instruction. PLC work will continue this step.

**Plan** Assigned to: Chad Scott

How it will look when fully met: All teachers will be differentiating instruction using pre-test, formative, and summative assessments.

Target Date: 05/31/2017

Tasks:

1. Evaluators and Instructional Facilitators will oversee the implementation. This will be a discussion point throughout the year and part of the post observation discussions with teachers.

Assigned to: Chad Scott

Added date: 08/28/2015

Target Completion Date: 09/05/2016

Comments: Task is ongoing

2. Teachers will continue to progress monitor their students throughout the year and provide differentiated instruction. Teachers will use formative assessments to guide their instruction with an 80% achievement goal.

Assigned to: Bobby Smith

Added date: 10/30/2015

Target Completion Date: 09/12/2016

Comments: Interim assessments, quarterly assessments, and unit assessments are used to assist with this goal. This activity is driven by our PLC structure.

3. Teachers, instructional facilitators, and math coaches will use Aspire data and/or grades to determine students in need of support and place them in a designated intervention.

Assigned to: Bobby Smith

Added date: 10/30/2015

Target Completion Date: 09/12/2016

Comments: Ongoing

4. In the 2016-17 school year, an advisory period was established to ensure time was allotted to address student needs. The first portion of this time is used for advisory, character development, and school business. The second half is "academic and enrichment," and this time allows students to attend "teacher guided study" to meet with a specific teacher, math intervention based on formative assessments, or a literacy intervention based on data.

	Assigned to:	Bobby Smith
	Added date:	10/30/2015
	Target Completion Date:	09/12/2016
	Comments:	Ongoing.
	6. Students will graduate from programs of support and/or move into areas of need based on continued progress monitoring.	
	Assigned to:	Bobby Smith
	Added date:	10/30/2015
	Target Completion Date:	05/15/2017
	Comments:	Ongoing
	Task Completed:	05/20/2016
	7. The "advisory" time establishes an enrichment time for students. Club sponsors complete applications, have an application process for members, and have specific focus items for their purpose.	
	Assigned to:	Bobby Smith
	Added date:	10/30/2015
	Target Completion Date:	09/12/2016
	Comments:	Ongoing
	8. Core teachers in literacy (science, social studies, and English) will receive a list of their target students and high yield strategies for instruction to assist them with supporting students.	
	Assigned to:	Crystal Watson
	Added date:	10/30/2015
	Target Completion Date:	10/03/2016
	Comments:	Ongoing
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/23/2016
	Experience:	5/23/2016
		Again, this process allowed us to see the need of specific services to support literacy and math students during the academic day.
	Sustain:	5/23/2016
		Continued training in differentiated instruction will be important with continuing this goal.
	Evidence:	5/23/2016
		Intervention documentation and club sponsored list
<b>Family Engagement in a School Community</b>		
<b>Explain and communicate the purpose and practices of the school community</b>		
<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: 2 of 8 (25%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 08/28/2015
		<b>Objective Met - 05/23/2016</b>
	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:	Parent nights, ESL parent nights and open house will communicate what parent and families can do.

<b>Plan</b>	Assigned to:	Chad Scott
	How it will look when fully met:	Parents will have a variety of opportunities to learn their roles and expectations as it relates to their student's learning.
	Target Date:	05/31/2017
	Tasks:	1. Parent/teacher conferences will be held in the fall. Documentation will be collected by the assigned team member.
	Assigned to:	Bobby Smith
	Added date:	08/28/2015
	Target Completion Date:	10/20/2016
	Comments:	2. Parents of freshman and sophomore students are invited to attend a modified school day, including presentations and self-directed tours as well as time to meet their teachers.
	Assigned to:	Chad Scott
	Added date:	10/29/2015
	Target Completion Date:	05/15/2017
	Comments:	Task completed.
		3. As a part of transitioning into a 9-12 high school, student will invited by grade level to participate in a variety of activities, including guided tours, assemblies, lunch, and small group activities with question and answer sessions.
	Assigned to:	Bobby Smith
	Added date:	10/29/2015
	Target Completion Date:	05/15/2017
	Comments:	4. We will host at least one ESL/ELL parent night to increase parental involvement and knowledge of student achievement. We will provide parents with information about school and community resources to facilitate student achievement. This meeting has not been scheduled as of yet.
	Assigned to:	Kelly Buckley
	Added date:	10/29/2015
	Target Completion Date:	05/17/2017
	Comments:	5. We will use the Career and Academic Plan (CAP) process to help students develop a six-year academic plan based on their Career Focus and state graduation requirements. Parents will be involved with their students in developing the plan.
	Assigned to:	Bobby Smith
	Added date:	10/29/2015
	Target Completion Date:	05/15/2017
	Comments:	6. Faculty and administrators will encourage communication with parents via social media, websites, auto call, and/or email.
	Assigned to:	Chad Scott
	Added date:	10/30/2015
	Target Completion Date:	05/15/2017
	Comments:	Accomplished and ongoing.
	Task Completed:	08/08/2016
		7. District provides parents with online home access to student grades as well as hardcopies of quarterly progress reports and semester grades.
	Assigned to:	Bobby Smith
	Added date:	10/30/2015

	Target Completion Date:	08/15/2016
	Comments:	Task completed.
	Task Completed:	08/08/2016
	9. We will continue to maintain and work with parents via our Parent Teacher Student Organization. This provides parents and students an opportunity to voice their concerns and needs directly to building faculty. Documentation will be provided regarding these meetings.	
	Assigned to:	Cristy Smith
	Added date:	10/30/2015
	Target Completion Date:	05/15/2017
	Comments:	Task completed and ongoing.
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/23/2016
	Experience:	5/23/2016 The efforts that went into prepare our students for the school year were both timely, productive, and appropriate.
	Sustain:	5/23/2016 We will continue to implement these tasks as part of enhancing our school/district culture.
	Evidence:	5/23/2016 Agendas, CAP, school calendar, etc.
<b>High School: Opportunity to Learn</b>		
<b>Ensure content mastery and graduation</b>		
<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>	Tasks completed: 0 of 6 (0%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 08/21/2015
	<b>Objective Met - 05/23/2016</b>	
	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:	Fayetteville High School will employ college and career counselors above and beyond the state requirement to ensure that students receive academic and financial information to prepare for their future.
<b>Plan</b>	Assigned to:	Bobby Smith
	How it will look when fully met:	Counselors will continually partner with students to fulfill social, emotional, academic, and personal goals to promote post secondary success.
	Target Date:	05/31/2017
	Tasks:	1. Career and academic planning sessions for students to meet with an adviser to assist them with course selection.
	Assigned to:	Bobby Smith
	Added date:	10/29/2015
	Target Completion Date:	05/12/2017
	Comments:	To be completed in the spring
	2. College and career fairs with various opportunities for students to meet with visiting colleges, technical schools, and military.	
	Assigned to:	Bobby Smith

	Added date:	10/29/2015
	Target Completion Date:	05/12/2017
	Comments:	Task Ongoing
	3. Test preparation with Iprep and PSAT sessions with Fayetteville High faculty and the University of Arkansas ACT Outreach program provides three sessions in the fall, three sessions in the spring, and various times in EDGE throughout the year.	
	Assigned to:	Bobby Smith
	Added date:	10/29/2015
	Target Completion Date:	05/12/2017
	Comments:	Task ongoing
	4. Counselors will meet with students individually as needed to assist students with academic, emotional, social, and personal issues or needs.	
	Assigned to:	Bobby Smith
	Added date:	10/30/2015
	Target Completion Date:	05/12/2017
	Comments:	Task completed and ongoing.
	5. College and Career counselor maintains an interactive website to communication upcoming events, scholarship deadlines, and links to academic tools. Announcements are placed in student announcements as well as sent via text communications.	
	Assigned to:	Bobby Smith
	Added date:	10/30/2015
	Target Completion Date:	05/12/2017
	Comments:	Task completed and ongoing.
	6. College and Career counselor will meet one on one or in small groups with students to create college lists, assist in application, secure college application waivers, and guide in the financial aide process as needed.	
	Assigned to:	Bobby Smith
	Added date:	10/30/2015
	Target Completion Date:	05/12/2017
	Comments:	Task Ongoing.
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/23/2016
	Experience:	5/23/2016 Having systemic programs in place, prepared our students for the CAP process, college planning, and other post-secondary opportunities.
	Sustain:	5/23/2016 These programs will continue to be utilized and ongoing.
	Evidence:	5/23/2016 College and Career website, agendas, programs, course selection, parent letter, and scheduled college visit information.