

Arkansas RAMAY JUNIOR HIGH SCHOOL

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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

RAMAY JUNIOR HIGH SCHOOL NCES - 50612000324

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 Full Implementation

Assessment Level of Development:

Initial: Full Implementation 09/16/2015

Evidence:

Both a leadership team and a department chair team have been created and meet monthly with agendas and minutes. The school administrators, district and school Instructional facilitators meet weekly to discuss classroom observations, professional development needs and review formative assessment data. The following committees are in place to build leadership capacity within the building: PBIS committee, Advisory committee, RTI committee, Health & Wellness committee. Additionally, in the 2014-2015 year, all faculty members participated in different PLCs that assisted in certain aspects of governing the school. Examples of the agendas and minutes will be provided in the "agendas and minutes" section of the implementation plan.

Indicator ID04 - All teams prepare agendas for their meetings.(39)

Status Full Implementation

Assessment Level of Development:

Initial: Full Implementation 09/16/2015

Evidence:

Samples of agendas and minutes for meetings can be found in "agendas and minutes". All agendas and minutes are kept in Google folders where all members have access.

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)

Status Full Implementation

Assessment Level of Development:

Initial: Full Implementation 09/16/2015

Evidence:

The school administrators, district and school Instructional facilitators meet weekly for an hour to discuss classroom observations, professional development needs and review formative assessment data. Both a leadership team and a departmental team have been formed and each meet for 1 hour once a month to discuss the governance of the school and prepare information for the rest of the faculty and staff.

Indicator ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)

Status Tasks completed: 1 of 1 (100%)

Assessment	Level of Development:	Initial: Limited Development 09/16/2015
	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:	Currently, we are meeting monthly and to date, members have not been required to relay any information to the rest of the shareholders. Upon the next couple of meetings the team will address the issue and create next steps for the implementation of communication.
Plan	Assigned to:	Shanna Troutt
	How it will look when fully met:	One person from the leadership team and department team will be placed in charge of emailing the shareholders with minutes from the two meetings.
	Target Date:	11/18/2015
	Tasks:	
	1. Choose a member from the leadership and department teams to email minutes to faculty.	
	Assigned to:	Lori Linam
	Added date:	09/16/2015
	Target Completion Date:	10/21/2015
	Comments:	A team member was chosen to take notes and upload them to a website and email teachers when the website is updated with new notes.
	Task Completed:	11/11/2015
Implement	Percent Task Complete:	Tasks completed: 1 of 1 (100%)
Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/16/2015
	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:	Currently, the leadership team is in a desegregation phase. Leadership members are attending ongoing professional development to support the data usage. The leadership team is utilizing data to create AIPs. The instructional facilitators are finding focus areas and bringing those to subject specific (PLC) teams. The PLC teams are using/sharing common formative assessments to give an overview current data.
Plan	Assigned to:	Katie Oliver
	How it will look when fully met:	Leadership team will have dates set for looking at school performance data that includes but is not limited to: walk-throughs, common formative assessments, TESS, school grade book, and ACT Aspire. The team will identify school wide strengths and weaknesses. The team will then decide on professional development/ school wide improvement steps to support the weaknesses, and will share information and dates with the staff. Finally, the supports will be implemented by the literacy and math instructional facilitators. PLC time will be used to view data aggregation and further provide professional development to teachers in their areas of growth.
	Target Date:	05/15/2017
	Tasks:	
	1. Administrative leadership team will discuss school wide data to find areas of strength, growth and professional development/ school improvement needs based on the data.	

	Assigned to:	David Watkins
	Added date:	09/16/2016
	Target Completion Date:	01/13/2017
	Comments:	Mr. Watkins will get his administrative leadership team together including the instructional facilitators and the counselors to discuss strengths and weaknesses of school wide data including but not limited to: walk-throughs, common formative assessments, TESS, school grade book, and ACT Aspire. They will at that time create a plan to support data weaknesses for the February 20th in-service meeting.
	2. Professional Development will be given to the faculty addressing the weaknesses found in the administrative leadership data meeting.	
	Assigned to:	Katie Oliver
	Added date:	09/16/2016
	Target Completion Date:	02/20/2017
	Comments:	Katie Oliver, with the assistance of Lisa Morrison, Cheri Keyes, and Cara Rothbone, will provide professional development for the staff that illustrates a strategy to support the school in a weakness found in the school wide data.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/16/2015
	Evidence:	Teachers are grouped into 3 different grade level teams with common planning time to meet 4 times a week concerning students, curriculum, and data. Teachers are also grouped in departmental grade level teams where they meet one or more times a week to implement curriculum, formative assessments and data segregation.
Indicator	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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/16/2015
	Evidence:	Cross-curricular grade-level teams meet 4 times a week for an hour at a time equaling 4 hours. Departmental teams meet 1-2 hours a week.
School Leadership and Decision Making		
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
Indicator	IE05 - The principal participates actively with the school's teams. (56)	
Status	Objective Met 12/16/2015	
Assessment	Level of Development:	Initial: Limited Development 09/16/2015
	Objective Met - 12/16/2015	
	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:	Currently, there are many building teams (grade level interdisciplinary teams, grade level content teams, and 2 leadership teams) and administrators visit irregularly. Administrators should create a rotating schedule that allows them to step into both department and cross-curricular teams for active participation.
Plan	Assigned to:	Lori Linam

	How it will look when fully met:	Principal meets with both assistant principals and the instructional facilitator. A schedule of all the meetings is devised and principals are assigned bi-weekly to attend each meeting.
	Target Date:	10/31/2015
	Tasks:	1. Schedule a meeting for the administrators including the instructional facilitator.
	Assigned to:	Lori Linam
	Added date:	09/16/2015
	Target Completion Date:	09/30/2015
	Comments:	ACSIP indicator discussed and meeting set to create a schedule to rotate administrators sitting in on content and team meetings.
	Task Completed:	09/30/2015
	2. Create a schedule with all administrators making decisions to attend team meetings bi-weekly along with rotations for best attendance.	
	Assigned to:	Katie Oliver
	Added date:	09/16/2015
	Target Completion Date:	09/30/2015
	Comments:	A schedule was created during the November 7, 2015 admin. meeting where all administrators were placed on a rotation schedule to sit in regularly on team and content meetings.
	Task Completed:	11/07/2015
Implement	Percent Task Complete:	
	Objective Met:	12/16/2015
	Experience:	12/16/2015 After reviewing ACSIP it was determined a schedule should be created to sit in on the different building meetings. The administrative team agreed on this and collaboratively created a schedule.
	Sustain:	12/16/2015 Monitor administrative schedule for concreteness and time in meetings.
	Evidence:	12/16/2015 A schedule was created in Google docs and administrators are taking notes for each meeting they attend.
Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/30/2015
	Evidence:	Teachers conduct 2 formative assessments per month. One of which is focused on a target skill either ELA or Math. Data from assessments is analyzed by the teachers and their departmental team. Changes in instruction and pacing are made to meet students' needs. Leadership team monitors progress, student growth and assessment formats.
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	The principal regularly monitors instruction by formal observations and classroom walkthroughs. The principal monitors curriculum by these observations and by reviewing lesson plans, formative assessment data, and curriculum team meetings.
Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015

	Evidence:	All administration monitors and supports the faculty in completing the TESS observations, they complete classroom walk-throughs weekly, and they provide bi-weekly after school professional development.
Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	Through formal and informal observations, the principal monitors teaching practices, instruction and learning. The principal takes corrective action when needed including ongoing professional development, setting agendas for content level team meetings with instructional facilitator, and post conferences with individual teachers.
Indicator	IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	The principal communicates with faculty and staff to share news of achievements including those related to student outcomes. The principal uses email, morning announcements, weekly newsletters and other events as ways to communicate.
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 10/15/2015
	Evidence:	The principal at least quarterly encourages all staff, certified and classified, to give feedback in anonymous surveys. The principal regularly offers parents the opportunity to critique the school's progress and offer suggestions for improvement in online surveys. At registration nights and other events with heavy attendance, parents are encouraged to complete surveys at computers provided at school.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	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)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015	
	Evidence:	Classroom observations and formal evaluation are conducted regularly by administrative team including the district and school instructional facilitators. Evidence gathered during these observations are discussed at leadership meetings and information is disseminated to faculty with regard to best practices and professional development opportunities.	
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 2 (100%)		
Assessment	Level of Development:	Initial: Limited Development 10/15/2015	
	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:	The school leadership team is currently looking at data that consists of surveys from teachers about the school. Plans have been added to make changes based on the results of these surveys. Plans are being made for future surveys and professional development attributed to the results of the surveys and data.	

Plan	Assigned to:	Katie Oliver
	How it will look when fully met:	<p>1. Administrators and facilitators will conduct classrooms walk-throughs utilizing a Google Form or other tool that allows them to collect building best practices data. The best practices parameters will be set up using the TESS observation system.</p> <p>2. They will review the trends and bring building percentages to the leadership team to discuss strengths, weaknesses and make professional development plans and decisions to assist in addressing building weaknesses.</p> <p>3. Evidence will be provided through the minutes of the leadership team meeting where classroom walk-throughs are discussed.</p>
	Target Date:	03/18/2016
	Tasks:	<p>1. Create a Google Form or tool to collect classroom walk-through data. Use the TESS domains, particularly in the instruction arena to create the documentation.</p> <p>Assigned to: Cheri Keyes</p>
	Added date:	11/02/2015
	Target Completion Date:	01/15/2016
	Comments:	Determine the TESS indicators that the administration team wants to collect data over. Create a simple Google form to tally whether a practice is seen in the classroom. It can be as easy as yes, no.
	Task Completed:	01/15/2016
		2. Complete a set of classroom walk-throughs, where all teachers are observed by the team at least twice.
	Assigned to:	Lori Linam
	Added date:	11/02/2015
	Target Completion Date:	02/19/2016
	Comments:	
	Task Completed:	04/28/2016
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)
Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	Evidence of observations conducted by administrative staff is recorded using Bloomboard and shared with teachers. Teachers are provided professional development based on the indicators, and this data drives individual professional growth plans.
Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	Currently teachers have a 2 content planning periods and 3 cross team planning periods. All curriculum is discussed and planned. Teacher observations happen on an as needed basis.
Indicator	IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/13/2015
	Evidence:	Professional development was created at the beginning of the year to address teaching and classroom management with the PRIDE workshop. This workshop took teachers through the learning of a new discipline program that Ramay would incorporate. Also, teacher work regularly on their TESS evaluations. Creating self-assessments through that program.
Indicator		

IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	All teachers are required to create measurable goals that can be observed during formal classroom observations for their professional growth plans. The goals for growth are based on prior classroom observations. They are asked to have artifacts that contribute to their learning.
Indicator	IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	Faculty will receive professional development focused on what good tier I instruction looks like. Each professional development session will require teachers to reflect on indicators of effective teaching and how to improve instruction based on the TESS rubric. Instructional facilitators will model effective teaching strategies and give feedback to teachers.
Indicator	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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	Classroom observations and formal evaluation are conducted regularly by administrative team including the district and school instructional facilitators. Evidence gathered during these observations are discussed at leadership meetings and information is disseminated to faculty with regard to best practices and professional development opportunities.
Indicator	IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	Pow wows written by teachers, for teachers are shared with the faculty. Regular walk-throughs are conducted, and there are ideas and suggestions being considered to share this information. Teachers are often asked to provide strategy support and professional development for the rest of the faculty.
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 10/15/2015
	Evidence:	Teachers are provided professional development aimed at specific needs. For the 2015-16 school year, teachers will receive professional development in formative assessments and on implementing differentiated instruction based on the data. Teacher teams dedicate time each week to researching best teaching practices. Professional development opportunities are available for core content teachers. Most staff have received or will receive this year, professional development on professional learning communities, which will enhance the effectiveness of job-embedded team meetings and learning communities. Core PBIS (Positive behavior intervention systems) team teachers will attend professional development in PBIS. The PBIS team will then develop and implement professional development for the entire staff.
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 10/15/2015

Evidence: Beginning October 19, 2015, selected students will attend an extended learning program for tutoring and strategic intervention. These students will be closely monitored for progress.
All students are notified of free after school tutoring provided by the National Honor Society of Fayetteville High School.

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Development: Initial: Limited Development 10/13/2015

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: The majority of the teachers are highly qualified with a few exceptions.

Plan Assigned to: David Watkins

How it will look when fully met: All teachers working toward highly qualified status will have completed their ALPs and all teachers in the building will be described as highly qualified.

Target Date: 05/26/2017

Tasks:

1. Documentation is sent to Arkansas Department of Education.

Assigned to: David Watkins

Added date: 11/03/2015

Target Completion Date: 10/20/2016

Comments:

2. Teachers with ALPs will complete the coursework and Praxis to make them eligible for highly qualified status.

Assigned to: David Watkins

Added date: 11/03/2015

Target Completion Date: 06/30/2017

Comments: Different courses and professional development is needed for the different teachers.
Time ranges during the summer of 2016.

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

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 Full Implementation

Assessment Level of Development: Initial: Full Implementation 09/16/2015

Evidence: All teachers across the district designed and wrote the units of instruction for literacy and mathematics which are aligned to Common Core State Standards. These teams also meet on a regular basis to review and revise the units of instruction. Within the school, teachers meet at least once a week with their content level teams to plan instruction. These meetings will continue throughout the year. District-wide content by

grade level instructional planning meetings will occur at least three times during the school year.

Indicator IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/20/2015

Evidence: Teachers create lessons that are focused on the standards. Both math and literacy are using the Arkansas CCSS standards. Formative and summative assessments are used regularly to monitor growth and mastery of the standards taught. Common formative assessments are implemented twice a month with data reviewed to ensure instruction is aligned throughout the building.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/20/2015

Evidence: Content teacher teams create common formative assessments which are used to gather data for specific students and drive instruction during the units. Content teams meet and decide on best practices and strategies to address students who are not meeting proficiency expectations for various skills. Building level content teams work regularly with all grade-level district content teachers to develop, implement and analyze data from unit post-tests. Together, the formative and summative assessments demonstrate mastery of standards-based objectives.

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)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/20/2015

Evidence: Content teacher teams create common formative assessments which are used to gather data for specific students and drive instruction during the units. Content teams meet and decide on best practices and strategies to address students who are not meeting proficiency expectations for various skills. Building level content teams work regularly with all grade-level district content teachers to develop, implement and analyze data from unit post-tests. Together, the formative and summative assessments demonstrate mastery of standards-based objectives.

Indicator IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/20/2015

Evidence: Content teacher teams create common formative assessments which are used to gather data for specific students and drive instruction during the units. Content teams meet and decide on best practices and strategies to address students who are not meeting proficiency expectations for various skills. Building level content teams work regularly with all grade-level district content teachers to develop, implement and analyze data from unit post-tests. Together, the formative and summative assessments demonstrate mastery of standards-based objectives. In order to continue this work, content teacher teams will meet twice a week, and analyze formative data at least twice a month.

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

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/20/2015

Evidence: Content teacher teams create common formative assessments which are used to gather data for specific students and drive instruction during the units. Content teams meet and decide on best practices and strategies to

address students who are not meeting proficiency expectations for various skills. Building level content teams work regularly with all grade-level district content teachers to develop, implement and analyze data from unit post-tests. Together, the formative and summative assessments demonstrate mastery of standards-based objectives. Teachers will analyze the formative and summative data regularly to group students according to needs, and provide enrichment, reteaching or remediation as necessary.

Indicator IIB05 - All teachers re-teach based on post-test results.(95)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/15/2015
Evidence: Core content teachers are gathering formative assessment data at least two times a month. The data will be used to drive instruction and re-teach as needed.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/15/2015
Evidence: Content areas have developed teacher-created district pacing guides which include specific learning activities aligned to objectives. Ongoing, teachers will evaluate the effectiveness of the activities, and revise the pacing guide to include the best activities to meet the learning goals. Content teachers meet weekly to share best practices and optimal activities for specific objectives.

Indicator IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/20/2015
Evidence: All teachers have been trained in best practices. All teachers maintain organization systems appropriate to their content and grade level.

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 Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/13/2015
Evidence: Curriculum and pacing guides are aligned to standards. Teacher assessments are directly aligned to standard based objectives. Formative assessments are conducted bi-weekly by all teachers. One of these formative assessments is aligned to an identified key standard(s) that is a focus area based on student data. The second formative assessment is based on an anchor (essential) standard as determined by the school curriculum team. Student data is monitored by curriculum teams and the leadership team to determine areas of growth in instruction and student support/acceleration. Students will also participate in ACT Aspire summative tests, interim assessments and classroom assessments. Data from these assessments will be utilized to determine progress towards standards-based objectives.

Indicator IID03 - Teachers receive timely reports of results from standardized and objectives-based tests.(101)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/20/2015
Evidence: Teachers are provided access to reports of results from standardized and objective-based tests as soon as they become available to the school.

Indicator

IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)			
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015	
	Evidence:	All data from the previous year is collected and reviewed in order to make the following year's goals, strategies and professional development.	
Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015	
	Evidence:	Content teacher teams create common formative assessments which are used to gather data for specific students and drive instruction during the units. The data for common formative assessments is shared with administration and the leadership team. The leadership team regularly analyzes all student learning data and monitors content teams' plans for remediation, reteaching and enrichment.	
Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/15/2015	
	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 create common formative assessments which are administered at least two times a month. Teachers gather formative assessment data. Teachers analyze the data to determine groups of students to reteach. Teachers share information about successful strategies with others on their content team.	
Plan	Assigned to:	Cara Rathbone	
	How it will look when fully met:	PLC (content) teams will create common formative assessments monthly and bi-monthly based on the district chosen curriculum and the Arkansas common core standards. The teams then review the assessments to decide what re-teaching needs to be done or if it is time to move to a new assessment. Team members will also discuss the most successful teaching strategies used and implement those during re-teaching.	
	Target Date:	05/16/2017	
	Tasks:		
	1. Ensure data, summaries and discussion about common formative assessments are included in the PLC (content) notes.		
	Assigned to:	Cheri Keyes	
	Added date:	09/16/2016	
	Target Completion Date:	10/14/2016	
	Frequency:	twice a year	
	Comments:	Cheri Keyes and Cara Rathbone will communicate with the PLC meetings that they need to include information concerning their common formative assessments including: data review, assessment creation, and re-teaching strategies.	
	2. Get all PLC (content team) Notes onto the Ramay Teacher Toolbox.		
	Assigned to:	Bridgette Davis	
	Added date:	09/16/2016	
	Target Completion Date:	10/31/2016	

	Comments:	Email all Content teams to make their notes shareable and have a link sent. Create a professional development for PLC notetakers on getting them onto a Google Doc.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	IID09 - Instructional Teams use student learning data to plan instruction.(107)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	Content teacher teams create common formative assessments which are used to gather data for specific students and drive instruction during the units. Content teams meet and decide on best practices and strategies to address students who are not meeting proficiency expectations for various skills. Building level content teams work regularly with all grade-level district content teachers to develop, implement and analyze data from unit post-tests. Together, the formative and summative assessments demonstrate mastery of standards-based objectives. To continue this work, content teams will meet twice a week.
Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	Content teacher teams create common formative assessments which are used to gather data for specific students and drive instruction during the units. Content teams meet and decide on best practices and strategies to address students who are not meeting proficiency expectations for various skills. Building level content teams work regularly with all grade-level district content teachers to develop, implement and analyze data from unit post-tests. Formative and summative assessment data, along with norm-referenced data are used to identify students in need of instructional support or enhancement. Teachers regularly differentiate instruction for students as needed.
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 10/20/2015
	Evidence:	Content teacher teams create common formative assessments which are used to gather data for specific students and drive instruction during the units. Content teams meet and decide on best practices and strategies to address students who are not meeting proficiency expectations for various skills. Building level content teams work regularly with all grade-level district content teachers to develop, implement and analyze data from unit post-tests. Together, the formative and summative assessments demonstrate mastery of standards-based objectives. Teachers will analyze the formative and summative data regularly to group students according to needs, and provide enrichment, reteaching or remediation as necessary. The school provides after-school tutoring for students identified by their teachers as having a high need for intervention. Additionally, there are interventions during school such as Achieve 3000 for reading and DreamBox for math. All teachers are being trained in providing high-quality tier I interventions and documenting those interventions. This data becomes crucial data should a teacher decide a students needs additional interventions. Ramay Radar is the streamlined response to intervention system developed to house intervention data before, during and after the RTI process.
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 10/15/2015
	Evidence:	All teachers use common core state standards or state frameworks standards to align curriculum, instruction and assessment. Core content teachers follow district pacing guides with instructional resources and common assessments that were created by teachers as district content-by-grade-level teams. These pacing guides and assessments are regularly reviewed by the teams and revised as needed.
Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction.(111)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/13/2015
	Evidence:	Teachers are required to create lesson plans for all classes. Lesson plans were checked weekly at the beginning of the school year and continued periodic checks throughout the rest of the year.
Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	All content teachers are required to use formative assessments and track the data for specific learning objectives at least twice a month. In addition, all teachers are required to record grades reflective of learning objectives at least once a week.
Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	All teachers are required to record formative assessment data at least twice a month. Teachers are required to record grades at least weekly. District pacing guides include a variety of assessments based on best teaching practices for each content area.
Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	Teachers are required to record data for at least two common formative assessments per month. Teachers will use this data to determine topics to reteach and drive instruction.
Indicator	IIIA08 - All teachers review the previous lesson.(117)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	Most teachers regularly review the prior lesson and make connections to prior and current learning. This is a priority for some teachers as it relates to their professional growth plan and TESS evaluations.
Indicator	IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives.(118)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	All teachers are required to post and communicate the lesson's objective every day.
Indicator	IIIA10 - All teachers stimulate interest in the topics.(119)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. All teachers utilize questioning, discovery and other strategies to maintain interest in their

topics. Classroom walk-throughs are used to verify the interest of students.

Indicator	IIIA11 - All teachers use modeling, demonstration, and graphics.(120)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. All teachers utilize modeling, examples and graphics. Classroom walk-throughs are used to verify the models, demonstrations, and graphics of students.
Indicator	IIIA13 - All teachers explain directly and thoroughly.(122)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. All teachers explain directions to students as well as show visual explanations. Classroom walk-throughs are used to verify the explanations and directions for students.
Indicator	IIIA14 - All teachers maintain eye contact.(123)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	All teachers have been trained in best practices. All teachers maintain eye contact.
Indicator	IIIA15 - All teachers speak with expression and use a variety of vocal tones.(124)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. All teachers use conversational tones and manners in their classroom and instructions. Classroom walk-throughs are used to monitor teacher/student interactions.
Indicator	IIIA16 - All teachers use prompting/cueing.(125)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. All teachers utilize questioning, discovery and other strategies to ensure student mastery.
Indicator	IIIA17 - All teachers re-teach when necessary.(126)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. All teachers utilize formative assessments, common formative assessments to gauge student learning and change or re-teach concepts based on the data.
Indicator	IIIA18 - All teachers review with drilling/class recitation.(127)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. All teachers implement a variety of set-ups and situations in their classrooms including drilling and class recitation. Classroom walk-throughs are used to monitor the segmentation and strategies of lessons.
Indicator	IIIA19 - All teachers review with questioning.(128)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. All teachers utilize questioning, discovery and other strategies to ensure student mastery. Classroom walk-throughs are used to monitor the strategies of the classroom.

Indicator	IIIA20 - All teachers summarize key concepts.(129)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. Summarizing is a key practice utilized in classrooms and is readdressed in professional development.
Indicator	IIIA21 - All teachers re-teach following questioning.(130)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	Based on the responses from individual students all teachers will re-teach concepts for incorrect responses. Classroom walk-throughs are used to verify the strategies utilized in teachers' lessons.
Indicator	IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. Summarizing along with paraphrasing are key practices utilized in classrooms and is readdressed in professional development.
Indicator	IIIA26 - All teachers encourage students to check their own comprehension.(135)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	Several teachers have students complete self-reflections over their skills. Many teachers complete spot-in-time reflection comprehension checks to assess knowledge of skills at the time of class.
Indicator	IIIA27 - All teachers verbally praise students.(136)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers have been trained in best practices. Praise is effective practice for student interest and motivation. It is utilized regularly in all classrooms.
Indicator	IIIA28 - All teachers travel to all areas in which students are working.(137)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers are trained in best practices. They understand and implement the best practice of proximity, circulating around the room while delivering content and monitoring student work.
Indicator	IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	All teachers are trained in best practices. Teachers circulate around the room during independent work time, checking on student progress and giving feedback. Additionally, teacher use a variety of resources and activities to explain information to students. Feedback is given regularly, and in a variety of ways including from common formative assessments.
Indicator	IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures).(141)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	This is the first year of the positive behavior system. Before school all teachers were trained in the PRIDE expectations. Advisory lessons are created for all teachers to have consistent lessons for all students to reinforce the expectations, rules and procedures.

Indicator	IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015	
	Evidence:	All teachers are trained in best practices. All teachers are aware of student needs under a whole child approach. Advisory teachers are responsible for building relationships with a small group of students. In order to continue this work, the advisory program should be continued.	
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/20/2015	
	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:	All teachers have been trained in best practices. Teachers create authentic lessons to support student interest and engagement. Teachers also use frequent and differentiated behavior checks to ensure that students remain “present” in the lesson and are in the moment for the lesson tasks at hand. Teachers will focus on: 1.Promoting relevance: relating content to students' lives 2. Rigor: Creating cognitively demanding tasks 3.Showing concern for students' well-being: demonstrating knowledge of students' lives 4.Providing affirmation: telling students they are capable of doing well; using praise, written feedback, and opportunities for success and 5. Strong activities: group work, games, and projects.	
Plan	Assigned to:	David Watkins	
	How it will look when fully met:	Teachers will: 1.Promoting relevance: relating content to students' lives 2. Rigor: Creating cognitively demanding tasks 3.Showing concern for students' well-being: demonstrating knowledge of students' lives 4.Providing affirmation: telling students they are capable of doing well; using praise, written feedback, and opportunities for success and 5. Strong activities: group work, games, and projects. Data will be collected through classroom walkthrough data, informal observations and formal observations by principal and assistant principals during the year. Student achievement data will improve due to increased engagement.	
	Target Date:	05/15/2017	
	Tasks:	1. Teachers will attend PBIS training, Behavior Tools training, and ongoing behavior PD to improve teachers' habit of providing affirmation. Assigned to: Leah Rose Added date: 09/16/2016 Target Completion Date: 04/14/2017 Comments: Provide documentation of Professional Development for PBIS, behavior tools training, etc. 2. Teachers will be evaluated on student engagement by administration and self, as part of the PGP goals. Assigned to: David Watkins Added date: 09/16/2016 Target Completion Date: 05/15/2017 Comments: Aggregate data from observations and evaluations.	

3. Analyze student data, especially growth, from ACT Aspire.

Assigned to: Cheri Keyes

Added date: 09/16/2016

Target Completion Date: 08/31/2017

Comments: Cheri Keys and Cara Rathbone will analyze ACT Aspire data. Instructional facilitators will look for growth.

Implement Percent Task Complete: Tasks completed: 0 of 3 (0%)

Indicator **IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program.(149)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/15/2015

Evidence: Teachers assess in multiple ways. No teachers rely solely on a computer program for assessment. Teachers use written work, oral presentations, graphic representations, quizzes, exit tickets, verbal explanations and more as ways to assess student mastery. As more technology becomes available, teachers will continue to assess in a multitude of ways, as a best practice.

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 **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/20/2015

Evidence: All teachers are trained in best practices. All teachers regularly communicate with parents and maintain files of that communication. Teachers communicate using email, Remind101, webpages, weekly team newsletters, and individual phone calls to parents as needed. Additionally, all teachers provide avenues for parents and students to communicate questions, comments and concerns.

Indicator **IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/15/2015

Evidence: Most literacy and math teachers assign homework on a regular basis four days a week. Other content teachers assign homework as needed and students are given close to the Wise Ways documented minutes per grade level.

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

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/15/2015

Evidence: Teachers who give homework give timely feedback. Homework is purposeful, and therefore important. In order to improve the consistency of homework across the school, best practices for homework can be shared with content teams. The teams will work to be consistent with homework expectations.

Indicator **IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)**

Status **Full Implementation**

Assessment Level of Development: Initial: Full Implementation 10/15/2015

Evidence: Teachers report to parents grades, which are based on mastery of objectives.

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator **IIIC01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)**

Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015	
	Evidence:	Teachers are trained in best practices. All teachers regularly provide bell work and activities designed to reduce down time and maximize learning time. The school expectation is that instruction will happen for the entire class period. All teachers require students to carry an independent reading book, which students read from if they finish early. Math teachers provide decks of cards and teach students age-appropriate math games which challenge and/ or provide practice for students. In order to sustain these efforts, teachers will share wait time activities with colleagues, and continue to maximize learning time.	
Indicator	IIIC04 - Students raise hands or otherwise signal before speaking.(159)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015	
	Evidence:	Students raise their hands in most situations before speaking. Specific learning activities require other methods of signaling. Many teachers utilize Socratic Seminars whereby students take responsibility for the discussion and for ensuring all students' voices are heard. Students are explicitly taught how to conduct these seminars, including the expectation for sharing speaking time. As part of the positive behavior system, PRIDE, students are explicitly taught expectations for speaking in the classroom.	
Indicator	IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/20/2015	
	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:	All teachers are trained in best practices and regularly incorporate and utilize many different collaborative and individual instructional modes to support student learning and engagement.	
Plan	Assigned to:	Lisa Morrison	
	How it will look when fully met:	The majority of the teachers attended Solution Tree's PLC training throughout the past year. Teacher's work in their PLC (content) teams to create strong activities including: group work, games, and projects. Students will utilize Chromebooks and iPads to enhance learning. Data concerning instructional modes will be collected through classroom walk-through data, informal observations, and formal observations by principal and assistant principal during the year.	
	Target Date:	05/15/2017	
	Tasks:	1. Provide a list of attendees to the Solution Tree PLC conference in the past year.	
	Assigned to:	Lisa Morrison	
	Added date:	09/16/2016	
	Target Completion Date:	10/31/2016	
	Comments:	Please collect the names of all the faculty in the building that have completed PLC training.	
	2. Teacher poll on their activities within their classroom.		
	Assigned to:	Heather Bottoms	
	Added date:	09/16/2016	

	Target Completion Date:	12/02/2016
	Frequency:	twice a year
	Comments:	Both Heather and Bridgette will create a survey asking teachers to check the different varieties of instructional modes they have used within the classroom during the past 2 months.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	IIIC06 - All teachers maintain well-organized student learning materials in the classroom.(161)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	All teachers have materials easily accessible for students. For example, there are enough books for the required reading novels for English Language Arts. Students are given access to supplies as needed. Department budgets must maintain the learning materials to sustain this access.
Indicator	IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	All teachers post rules and procedures in the classroom. The positive behavior system, PRIDE, includes expectations related to discipline and safety, respect, integrity, perseverance and leadership which are also posted in every classroom, hallway, and other common areas.
Indicator	IIIC09 - All teachers correct students who do not follow classroom rules and procedures.(164)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/15/2015
	Evidence:	PRIDE is the school-wide positive behavior system. All teachers received training before the start of school. Teachers were provided with common lesson plans to teach the students the PRIDE expectations and consequences. There is a clear consequence system which all teachers use to enforce the rules.
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/15/2015
	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:	PRIDE is the school-wide positive behavior system. All teachers received training before the start of school. Teachers were provided with common lesson plans to teach the students the PRIDE expectations and consequences.
Plan	Assigned to:	Ellie Esry
	How it will look when fully met:	All teachers will be trained on Positive Behavior Information System (PBIS), which is called PRIDE. The advisory committee will create advisory lessons which reinforce PRIDE. Teachers will actively teach PRIDE through advisory lessons and teachable moments in the classroom. Positive reinforcement will become routine for teachers through PRIDE cards, reward celebrations, and positive affirmations. Evidence will include documentation of professional development, advisory lessons, and aggregate data from discipline file showing a decrease in student referrals.
	Target Date:	05/15/2017
	Tasks:	

1. Advisory lessons will explicitly teach classroom rules and procedures, explanations of PRIDE cards and celebrations.

Assigned to: Taylor Scott

Added date: 09/16/2016

Target Completion Date: 10/31/2016

Comments: Provide examples of advisory lessons which explicitly teach and reinforce PRIDE expectations, rules and procedures.

2. Document PBIS PRIDE training for all teachers.

Assigned to: Katie Oliver

Added date: 09/16/2016

Target Completion Date: 12/15/2016

Comments: Back to school PD sign in sheets for PBIS.

3. Aggregate data showing comparison of referrals from 2015-16 to 2016-17.

Assigned to: Lisa Morrison

Added date: 09/16/2016

Target Completion Date: 05/15/2017

Comments: PBIS should result in fewer referrals.

Implement Percent Task Complete: Tasks completed: 0 of 3 (0%)

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator 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)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/13/2015

Evidence: Teacher/Parent/Student compact details expectations and responsibilities of all parties. Compact is on the school website, information pertaining to compact and how to access compact was sent to all families via email. Compact was printed and attached to all students 1st quarter grade reports. Reports and compacts were either handed out to parents at parent-teacher conferences or were mailed home to those that did not attend.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/13/2015

Evidence: College and career guidance does come from the Career Development class through their career inventories and college research projects for 8th grade. The counselor also has the opportunity to provide college and career guidance by going over EXPLORE test results with students in the past, and will plan to provide guidance in some way with the ASPIRE test this year. When the counselor speaks to 8th graders about their class choices for the high school, there are tie ins to college and career guidance. Ramay also provides a Career Cafe. The cafe brings in speakers from the community with different careers so that students can ask questions and hear about different day to day lives of professionals- this is being done through career development class as well this year. Ramay provides a free ACT workshop for 8th grade students who sign up after school in the spring as a way to start preparing them for the college process before high school.

