

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 15, 2016

Pleasant View Jr. High School NCES - 51029001454

MULBERRY/PLEASANT VIEW BI-COUNTY SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator **ID01 - A team structure is officially incorporated into the school governance policy.(36)**
(All Schools,Focus,Priority)

Status Tasks completed: 1 of 2 (50%)

Assess	Level of Development:			Initial: Limited Development 11/28/2012	
				Objective Met - 12/07/2012	
	Index:			9	(Priority Score x Opportunity Score)
	Priority Score:			3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:			3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:			Pleasant View Junior High has a team structure in place. Each meeting has an agenda and minutes. Agendas and minutes are found in a binder in the principals office. Sign in sheets are also found in the binder. The leadership team meets bi-monthly and includes principal, counselor, and other faculty members. RTI teams meet once a month.	
Plan	Assigned to:			Dennis Fisher	
	How it will look when fully met:			Team will meet bi-weekly for thirty minutes at a time and there will be agendas, minutes and sign-in sheets for each meeting.	
	Target Date:			03/21/2016	
Tasks:					
		1. Select members for leadership team.			
			Assigned to:	Dennis Fisher	
			Added date:	12/07/2012	
			Target Completion Date:	10/21/2015	
			Comments:	Principal will select member for leadership team.	
			Task Completed:	10/31/2012 12:00:00 AM	
		2. Reevaluate leadership team every year. Currently the team members are principal, counselor, and four teachers.			
			Assigned to:	Dennis Fisher	

		Added date:	10/08/2015
		Target Completion Date:	12/15/2015
		Frequency:	once a year
		Comments:	Have the leadership team members changed since 10/08/2015?
Implement	Percent Task Complete:		50%
	Objective Met:		12/7/2012
	Experience:		12/7/2012 There were no issues in getting a leadership team established with agenda, minutes and sign-in sheets.
	Sustain:		12/7/2012 Just continue to be diligent in having bi-weekly meetings with agendas, minutes and sign-in sheets.
	Evidence:		12/7/2012 Our team members are Jane Ziegler, Cindy Powers, Betty Stone, Carrie Gipson, Angela Graham and Jason Moore. We had our first meeting on 10/31/12 and have met every other Wednesday since then.
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Objective Met 10/22/2015		
Assess	Level of Development:		Initial: Limited Development 11/28/2012
			Objective Met - 10/22/2015
	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 teams prepare agendas for their meetings.
Plan	Assigned to:		Dennis Fisher
	How it will look when fully met:		Principal will ensure agendas will be created for all team meetings.
	Target Date:		10/27/2015
Tasks:			
	1. Principal will address the leader of each team to ensure agendas are being created for each meeting held.		
		Assigned to:	Dennis Fisher
		Added date:	12/13/2012
		Target Completion Date:	10/21/2015
		Frequency:	once a year
		Comments:	
		Task Completed:	10/21/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/22/2015

	Experience:	10/22/2015 Principal met with both the leadership team and the RTI team to ensure that agendas are included in each meeting.	
	Sustain:	10/22/2015 Each team will continue to include agendas with each meeting and will supply the principal with a copy to keep on record.	
	Evidence:	10/22/2015 Each teams agenda is kept in a folder in the principals office.	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Objective Met 11/9/2015		
Assess	Level of Development:	Initial: No development or Implementation 11/28/2012	
		Objective Met - 11/09/2015	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is no Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	Principal will create a Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly.	
	Target Date:	12/15/2015	
	Tasks:		
		1. Principal will organize a team consisting of building level principal, counselor, school improvement specialist and four lead teachers in the building. The leadership team will meet every third Wednesday of each month (more if needed and subject to change if date interferes with a district recognized holiday and/or break) to discuss all tasks at hand.	
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	12/15/2015
		Comments:	
		Task Completed:	10/21/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	11/9/2015	
	Experience:	11/9/2015 Each month, the Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meet regularly, at least twice a month for an hour or longer. During this time, student achievement, classroom instruction, and similar topics are discussed.	

	Sustain:	11/9/2015 The leadership team will continue to meet at least twice a month for an hour or longer in order to stay on task of such topics as student achievement, classroom instruction, etc.		
	Evidence:	11/9/2015 All meeting agendas and minutes are kept in a binder in the principals office.		
Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)			
Status	Objective Met 1/7/2016			
Assess	Level of Development:		Initial: No development or Implementation 11/28/2012	
			Objective Met - 01/07/2016	
			Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)	
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
	Describe current level of development:		There is no Leadership team to serve as a conduit of communication to the faculty and staff.	
Plan	Assigned to:		Marie McHaffie	
	How it will look when fully met:		A leadership team designee will be instructed by the principal to share information discussed in the meeting with all faculty and staff through email. A copy of the email will be stored in principal's office in the leadership folder.	
	Target Date:		12/15/2015	
	Tasks:			
		1. Principal will designate a reporter for all leadership team meetings.		
		Assigned to:	Dennis Fisher	
		Added date:	12/14/2012	
		Target Completion Date:	12/15/2015	
		Comments:	A newsletter will be sent out monthly by Mrs. McHaffie to all faculty and staff on the Pleasant View Campus.	
		Task Completed:	1/6/2016 12:00:00 AM	
Implement	Percent Task Complete:		100%	
	Objective Met:		1/7/2016	
	Experience:		1/7/2016 The Leadership Team brainstormed a series of ideas and felt the a newsletter sent via email would be the most effective way to reach faculty and staff.	
	Sustain:		1/7/2016 A newsletter will continue to be sent out monthly via email.	
	Evidence:		1/7/2016 Newsletters are kept electronically in a google doc.	
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	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 02/01/2016
	Evidence:		The principal is present and participates actively with the school's RTI and Leadership teams. Participation will need to continue in order to reach this goal yearly.
		Added date:	

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)		
Status	Objective Met 10/29/2015		
Assess	Level of Development:		Initial: Limited Development 11/28/2012
			Objective Met - 10/29/2015
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The previous principal has kept a minimal a focus on instructional improvement and student learning outcomes.
Plan	Assigned to:		Dennis Fisher
	How it will look when fully met:		The principal will keep a focus on instructional improvement and student learning outcomes through classroom walk-through data, evaluations, review of TLI test data and review of standards based testing data.
	Target Date:		12/15/2015
	Tasks:		
	1. Principal will analyze data and perform classroom walk-throughs on a regular basis.		
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	12/15/2015
		Comments:	The principal reviews the classroom and testing data and is fully committed to instructional improvement and improving student learning. Records are kept of this via testing data, as well as data collected through classroom walk throughs and teacher evaluations.
		Task Completed:	10/29/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/29/2015
	Experience:		10/29/2015 Through testing data, evaluations, and classroom walkthroughs, we are able to be fully committed to instructional improvement and student improvement.

	Sustain:	10/29/2015 Continue to evaluate testing data, classroom walkthroughs, and teacher evaluations; as well as continue to be fully committed to instructional and student improvement.	
	Evidence:	10/29/2015 Data is kept in the principals office.	
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Tasks completed: 1 of 2 (50%)		
Assess	Level of Development:	Initial: Limited Development 11/28/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The previous principal has monitored some curriculum and classroom instruction regularly.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	The principal will monitor curriculum and classroom instruction regularly by performing classroom walk-throughs and requiring teachers to turn in curriculum maps for review by the principal.	
	Target Date:	03/21/2016	
	Tasks:		
	1. The principal will maintain records of regular classroom walk-throughs.		
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	The principal keeps, in his office, a record of all class room walk throughs.
		Task Completed:	10/29/2015 12:00:00 AM
	2. The principal will maintain a file of curriculum maps.		
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
Implement	Percent Task Complete:	50%	
Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)		
Status	Objective Met 11/2/2015		
Assess	Level of Development:	Initial: Limited Development 11/28/2012	
		Objective Met - 11/02/2015	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal does meet the full requirement of this indicator at this time.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	The principal will delegate non-administrative duties to support staff when necessary to free up more time to work with instruction and observations. Evidence will be provided by classroom walkthrough observation data.	
	Target Date:	03/21/2016	
	Tasks:		
	1. Principal will designate non-administrative duties to support staff when necessary to reach 25% of their time to improve instruction and classroom walk-throughs.		
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
		Task Completed:	11/2/2015 12:00:00 AM
	2. Principal will continue to designate non-administrative items to support staff to reach 50% of his time spent on improving instruction. This will include performing classroom walk-throughs in every class at least once per week.		
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
		Task Completed:	11/2/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	11/2/2015	
	Experience:	11/2/2015 The principal designates 50 percent of his time to improving instruction. He monitors this by doing classroom walk-throughs in every classroom at least once a week.	
	Sustain:	11/2/2015 The principal will continue to designate 50 percent of his time to improving instruction. He will continue to monitor this with weekly classroom walk-throughs, as well as talking to faculty and staff, and going over testing data.	
	Evidence:	11/2/2015 The principal keeps a log of his walk throughs in his office which reflect his desire to improving instruction.	
Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/28/2012	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The previous principal sometimes challenged and monitored unsound teaching practices and supported the correction of them.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	The principal will challenge and monitor unsound teaching practices and support the correction of them by performing regular classroom walk-throughs and formal evaluations. After formal evaluations of each teacher, a sit down meeting for reflection will be held.	
	Target Date:	03/21/2016	
	Tasks:		
		1. Principal will perform regular classroom walk-throughs with records kept as documentation.	
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
		2. The principal will schedule formal evaluations for each teacher each semester. A sit down meeting to reflect on the lesson observed will be held after each formal observation.	
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
Implement	Percent Task Complete:	0%	
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) (Focus)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/23/2016	
	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:	This Indicator is very important to a successful school. We are implementing it by requiring all teachers to make and log three parent contacts per week, as a principal I have an open door policy when it comes to communicating with staff members, I am in every class room at least once per week, we have parent teachers conferences once per quarter and we also have a parent involvement coordinator who serves as a liaison to the patrons of our district. We have monthly RTI meetings and always have a chance for the teachers to offer feed back concerning issues at the school. We have a leadership team who meets twice monthly and gives feed back to the staff members in the perspective buildings. We encourage the parent of the district to sign up for the Home Access Center (HAC) in E-School to communicate concerning their students grades.	
Plan	Assigned to:	Not yet assigned	
		Added date:	
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	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/28/2012	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is no evidence the previous principal compiled reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	The principal will compile reports from classroom observations. He will do this by setting aside time on a weekly basis to disaggregate data collected during weekly classroom walk-throughs. Through this data study, the principal will decipher strengths and weaknesses of individual teachers.	
	Target Date:	03/21/2016	
	Tasks:		
		1. The principal will perform weekly classroom walk-throughs and set aside a specific time each week to review the data. During this time, the principal will determine the strengths and weakness of individual teachers.	
		Assigned to:	Dennis Fisher

		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF02 - The Leadership Team reviews the principal’s summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 11/28/2012	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is not a leadership team in place.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	The leadership team will take data provided by the principal from classroom walkthroughs to determine what professional development needs to be provided for the entire staff.	
	Target Date:	03/21/2016	
	Tasks:		
	1. The principal will evaluate data collected from classroom walk-throughs and evaluations to present to the leadership team.		
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
	2. The leadership team will disaggregate the data and form a list of beneficial professional development.		
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
	3. The leadership team will present the professional development list to the administration.		
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
	4. The administration will determine from the list which beneficial professional development to implement.		

		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	03/21/2016
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 02/29/2016
	Index:		9 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The staff at Pleasant View Jr. High attends professional development through the summer and school year that help offer a faculty plan and an individual plan to better the learning of each student's success. Classroom observations may include teacher- peer- to- peer, principal, and outside educators to come into the classroom to offer any help needed to the teachers for each grade level. Teachers keep an individual plan of the hours they have attended workshops as a whole faculty and subject areas or grade levels.
Plan	Assigned to:		Not yet assigned
		Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 03/03/2016
	Index:		9 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Besides the professional development that we do as a district whole, Pleasant View faculty is provided professional development through the Western Co-op, APSRC breakout sessions, Teacher Practice Networks, and Arkansas Ideas.
Plan	Assigned to:		Not yet assigned
		Added date:	
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			

Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 02/18/2016	
	Evidence:	At the Mulberry/ Pleasant View school district we go to great lengths to make sure that we have extended learning programs and other strategies related to school improvement. We have Upward and Beyond which is an intervention course that we use to focus on the improvement in Math, Reading, and Language, all of this data comes from NWEA MAPs testing. We have enrichment periods which are used to send students to teachers and allow them to get extra help in any classes that they may be falling behind in. We offer an after school tutoring program at the Primary school, so that our students have the opportunity to receive help on their homework if they need or want help. Lastly, our days are a little extended since we start school at 8:05 and our school day ends at 3:15.	
		Added date:	
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/23/2016	
	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:	As a school we work closely with the district to hire and retain highly qualified teachers by having impute on all new hires. As a Principal I always set in on interviews for the district and take the lead in interviews for my campus. As a school we evaluate teacher performance each year and submit a summative evaluation on each teacher. The most important part of retaining highly qualified teachers is to make good hires because of the difficulty of dismissing a teacher. As a result we do through background checks to verify credentials on all teachers being hired.	
Plan	Assigned to:	Not yet assigned	
		Added date:	
Opportunity to Learn			
Post-Secondary School Options			

Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/26/2015	
	Evidence:	<p>The counselor meets with students to discuss post secondary options, as well as the financial aid options that are available to students. The counselor also brings speakers in from colleges and financial entities to talk to students about post secondary options.</p> <p>The counselor will continue to meet with students and bring in speakers to talk to students about post secondary options.</p>	
		Added date:	
Curriculum, Assessment, and Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 02/29/2016	
	Evidence:	<p>Our teachers work together in grade-level clusters. Our team meets once a week to discuss resources, best strategies, and discover ways to tie various subjects for cross-curricular activities. We identify various opportunities that need addressed and share ideas of general instructional strategies to use when other strategies are not working. The school district is also partnered with Arkansas Public School Resource Center in order to work with other educators to find best practices and resources for standard aligned instruction. Common Core State Standards are used for Mathematics and English Language Arts, Science curriculum is aligned with Next Generation Science Standards, and Social Studies curriculum is aligned with AR Social Studies Frameworks and the C3 Framework. Units of study are built from measurable objectives which are obtainable goals that are built upon one another to help the students achieve mastery. These objectives are aligned with the standards which create aligned units of study. Pre-assessments, formal assessments, and post-assessments are all created to measure mastery of the aligned objectives within the units of study. Core teachers and special education teachers continuously communicate to achieve two things. Core teachers seek advice from the special education teacher to find effective strategies to include and help students with disabilities within the classroom, and the special education teacher works with core teachers to help students achieve objectives aligned with the standards in order to help students with disabilities with the goal of getting them back into classrooms.</p>	
		Added date:	

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	Objective Met 1/7/2016		
Assess	Level of Development:		Initial: Limited Development 11/28/2012
			Objective Met - 01/07/2016
	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:		Use of pre-assessments is limited and needs improvement.
Plan	Assigned to:		Dennis Fisher
	How it will look when fully met:		Pre assessment will be used more consistently at the beginning of each unit per grade level and subject period. Post tests are fully implemented at this time and will continue to be monitored by the principal and curriculum program administrator through observation of lesson plans and classroom walkthroughs.
	Target Date:		12/15/2015
	Tasks:		
		1. The principal will monitor weekly lesson plans along with classroom walk-throughs to ensure pre-assessment is taking place.	
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	12/15/2015
		Comments:	Mr. Fisher has all teachers submit weekly lesson plans which he keeps in a file in the office.
		Task Completed:	1/6/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/7/2016
	Experience:		1/7/2016 Teachers submit hard-copies of their lesson plans a week in advance to Mr. Fisher.
	Sustain:		1/7/2016 Teachers will continue to submit weekly lesson plans which will be added to their file.
	Evidence:		1/7/2016 The principal keeps the hard-copies in his office filed by teacher name.
Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)		
Status	Tasks completed: 0 of 1 (0%)		

Assess	Level of Development:		Initial: Limited Development 11/28/2012	
	Index:		6	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Use of pre-assessments is limited and needs improvement.	
Plan	Assigned to:		Dennis Fisher	
	How it will look when fully met:		Pre assessment will be used more consistently at the beginning of each unit per grade level and subject period. Post tests are fully implemented at this time and will continue to be monitored by the principal and curriculum program administrator through observation of lesson plans and classroom walkthroughs.	
	Target Date:		01/25/2016	
	Tasks:			
		1. The principal will monitor weekly lesson plans along with classroom walk-throughs to ensure pre-assessment is taking place.		
		Assigned to:	Dennis Fisher	
		Added date:	12/14/2012	
		Target Completion Date:	01/25/2016	
		Comments:		
Implement	Percent Task Complete:		0%	
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)			
Status	In Plan / No Tasks Created			
Assess	Level of Development:		Initial: Limited Development 02/29/2016	
	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:		Our district uses MAPS testing to help identify individual strengths and weaknesses for students in mathematics, reading, and language arts. These tests are administered three times a year to measure progress for students. These tests are used to help individualize instruction for our students. Every subject uses various pre-assessments and formal assessments to help scaffold lessons and create individualized instruction within the classroom. Pre-assessments help the educator recognize what the students already know about the material that is being presented in the unit. This tool is used for planning each lesson within the unit. Various formal assessments are used within the lesson to help guide the educator throughout the lesson to identify which students are ready to either advance or to delve deeper within a topic and which students need scaffolded instruction or need extra supports. These informal assessments consist of bell ringer activities, entrance/exit slips, and questioning techniques. The tool being used depends on the information needed and the objective that is being measured. The educators also partner with the Special Education teacher to discover effective methods to help scaffold lessons and build on the needs of students with special needs. This partnership helps individualize lessons for students with special needs and helps keep them included in the regular classroom.
Plan	Assigned to:		Not yet assigned
		Added date:	
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 02/18/2016	
	Evidence:	Students are tested via NWEA MAPs testing three times each year, (fall, winter, spring) to determine progress towards standards-based objectives. This data is then shared with teachers so that they may review and collaborate ways to continue to help students progress.	
		Added date:	
Indicator IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)			
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 12/13/2012	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is no leadership team in place.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	The leadership team will analyze data from MAP (Measures Academic Performance) testing and standards based testing (PARCC) to determine annual student learning goals and interventions.	
	Target Date:	03/25/2016	
	Tasks:		
	2. The leadership team will gather and disaggregate data from standards based assessments.		
	Assigned to:	Dennis Fisher	
	Added date:	12/14/2012	
	Target Completion Date:	03/28/2016	
	Comments:		
	3. The leadership team will develop annual learning goals from the data collected.		
	Assigned to:	Dennis Fisher	
	Added date:	12/14/2012	
	Target Completion Date:	03/28/2016	
	Comments:		
	4. The school will implement the annual learning goals developed by the leadership team.		
	Assigned to:	Dennis Fisher	
	Added date:	12/14/2012	
	Target Completion Date:	03/28/2016	
	Comments:		
	5. The leadership team will analyze data from NWEA MAP (Measures Academic Performance) testing and ACT Aspire testing to determine annual student learning goals and interventions.		
	Assigned to:	Dennis Fisher	
	Added date:	10/08/2015	
	Target Completion Date:	12/15/2017	
	Frequency:	once a year	
	Comments:	Review test scores from the previous academic school year in order to view rate of progression.	
Implement	Percent Task Complete:	0%	
Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 12/13/2012	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is no leadership team in place.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	The leadership team will review RTI data to determine student remediation and intervention plans.	
	Target Date:	03/28/2016	
	Tasks:		
		1. Team members will present information during monthly RTI meetings to create AIPs for students to be used during after school tutoring and remediation time periods.	
		Assigned to:	Anthony Hood
		Added date:	12/14/2012
		Target Completion Date:	03/28/2016
		Comments:	
Implement	Percent Task Complete:	0%	
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school administers Maps testing and Star reading tests at the beginning of the year. The teachers (instructional teams) meet during common planning time to "red flag" students based on pre-test scores. Students identified as needing tutoring or extra help are grouped accordingly with intervention classes. The school provides intervention courses during upward and beyond and enrichment for "red flagged" students. The instructional team continues to follow through with post tests and continuing Maps testing throughout the school year to measure growth and progress. The instructional team is also guided by the Maps testing achievement data wall which provides data to help flag students and make decisions about the instructional plan and needs for intervention.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

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

Indicator **IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)**

Status **Full Implementation**

Assess	Level of Development:	Initial: Full Implementation 02/29/2016
	Evidence:	The teachers are provided with clear and comprehensive training on standards, curriculum, instruction, and assessment. The teachers follow the Gates Maps / Above and Beyond the Core program which outlines clear units of study that are aligned with the standards. The Math department follows the Engage New York curriculum. Instruction is monitored through the GANAG lesson plan format which utilizes high yield teaching strategies. The principal monitors these lesson plans through teacher submission and teacher observations. He provides feedback on lessons to the teachers. Teachers use a pre and post test assessment process which guides instruction. The school also contracts with APSRC to provide feedback on lesson planning and implementation for student achievement.
	Added date:	

Indicator **IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)**

Status **Full Implementation**

Assess	Level of Development:	Initial: Full Implementation 01/07/2016
	Evidence:	Teachers submit weekly lesson plans using Gnan, they also submit a hardcopy to the principal which is kept in their file.
	Added date:	

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

Status **In Plan / No Tasks Created**

Assess	Level of Development:	Initial: Limited Development 03/02/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	The staff at Pleasant View Jr High will MAP test each individual student at the beginning, middle, and end of the school year. This test will give an individual plan for each student's growth. Students will be placed into groups according to their growth plan and then placed into an intervention group with a certified teacher to assign and instruct activities to monitor their growth.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Objective Met 11/2/2015		
Assess	Level of Development:	Initial: Limited Development 12/13/2012	
		Objective Met - 11/02/2015	
	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:	Some classrooms have students that are engaged and on task.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	The principal will require teachers to develop lessons that will actively engage students and keep them on task.	
	Target Date:	12/15/2015	
	Tasks:		
	1. The principal will review lesson plans and perform regular classroom walk-throughs to ensure that students are engaged and on task from the beginning of class to the end of class.		
	Assigned to:	Dennis Fisher	
	Added date:	12/14/2012	
	Target Completion Date:	12/15/2015	
	Comments:		
	Task Completed:	11/2/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	11/2/2015	
	Experience:	11/2/2015 All teacher are required to have their weekly lesson plans in GANAG no later than Monday of that week. The principal reviews the lessons plans to make sure the teacher is including everything necessary in their lesson plans. The principal also performs classroom walkthroughs to make sure that all students are engaged and on tasks from the beginning to the end of class.	
	Sustain:	11/2/2015 The principal will continue review teacher lesson plans via GANAG and perform classroom walkthroughs to ensure that all students are engaged and on tasks from the beginning to the end of class.	

	Evidence:	11/2/2015 All teachers are required to submit their lesson plans on GANAG and the principal keeps a log of his classroom walkthroughs.	
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	Objective Met 10/8/2015		
Assess	Level of Development:	Initial: No development or Implementation 12/13/2012	
		Objective Met - 10/08/2015	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are not required to maintain a file of communication with parents.	
Plan	Assigned to:	Dennis Fisher	
	How it will look when fully met:	Principal will require teachers to record three parent contacts per week. The principal will check this on a weekly basis.	
	Target Date:	10/01/2015	
	Tasks:		
		1. Principal will require teachers to record three parent contacts per week. The principal will check this on a weekly basis.	
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	11/02/2015
		Comments:	
		Task Completed:	10/8/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	10/8/2015	
	Experience:	10/8/2015 By providing a google document for each teacher that consists of all parent contact information, teachers were able to access this document each week as they made the required amount of parental contacts each week. This was helpful for both the teacher and the principal as the information was readily available for both parties involved.	
	Sustain:	10/8/2015 Each teacher will create a new google document each year with new and updated parent contact information.	
	Evidence:	10/8/2015 All parent contact information with teacher contact dates and form of communication is on a google document that is updated weekly.	

Classroom Instruction

Expecting and monitoring sound classroom management

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

Status **Objective Met** 10/8/2015

Assess Level of Development: Initial: **Limited Development** 12/13/2012

Objective Met - 10/08/2015

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:	Some teachers display classroom rules and procedures in the classroom.	
Plan Assigned to:	Dennis Fisher	
How it will look when fully met:	The principal will require teachers to display classroom rules and procedures in the classroom. This will be observed by the principal via classroom walk-throughs.	
Target Date:	10/26/2015	

Tasks:

		1. The principal will require teachers to display classroom rules and procedures in the classroom. This will be observed by the principal via classroom walk-throughs.	
		Assigned to:	Dennis Fisher
		Added date:	12/14/2012
		Target Completion Date:	12/15/2015
		Comments:	
		Task Completed:	10/8/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/8/2015
	Experience:		10/8/2015 All teachers compile a list of classroom rules and regulations and have them visible for all students in the classroom to see.
	Sustain:		10/8/2015 The expectation will continue for teachers to create and display a list of rules and regulations for their classrooms that will be visible for all students in the classroom to see.
	Evidence:		10/8/2015 Rules and regulations are visible in every teachers classroom.

Family Community Engagement

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

Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/29/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school provides a parent information board, parent teacher conferences, student newspaper, emails newsletters, report cards, and progress reports. The principal monitors that teachers are making parent contacts. Teachers utilize email, phone calls, and notes home to make these contacts. The principal provides a monthly newsletter to parents about expectations and important information. The school newspaper provides a curriculum corner which is a snapshot to help parents develop learning opportunities for curriculum development at home. The school provides access to TAC the Teacher Access Center so they can access their grades digitally. Parents are also provided with progress reports and report cards that are sent home to parents.	
Plan	Assigned to:	Not yet assigned	
		Added date:	