

# 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.

November 30, 2016

**William O. Darby Junior High School** NCES - 50633000360

Fort Smith 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**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/10/2016
	Evidence:	A leadership team which consists of administrators, counselors, and teachers meet twice a week to review data and determine any changes or improvements which must take place in any of the interventions available at school. These types of changes have included scheduling time with students and parents regarding discipline or attendance. It has also included making an incentive program for students who have increased their 3rd quarter attendance and who are not absent at all during the 3rd quarter. This has typically been the worst attendance period during a school year.
	Added date:	

**Indicator ID02 - All teams have written statements of purpose and by-laws for their operation. (37)**

**Status** Tasks completed: 0 of 2 (0%)

<b>Assess</b>	Level of Development:	Initial: No development or Implementation 03/30/2015
		Will include in plan
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	No written purpose or by laws are in place
<b>Plan</b>	Assigned to:	Kelly Daniels
	How it will look when fully met:	Every PLC will have written statements of purpose and by-laws for their operations.
	Target Date:	05/22/2017
	<b>Tasks:</b>	

	1. All PLC's will discuss their statement of purpose at end of this year and start drafting it.
	Assigned to: Kelly Daniels
	Added date: 03/31/2015
	Target Completion Date: 05/18/2015
	Frequency: monthly
	Comments:
	2. All PLC will have discussions about their by-laws for their operations
	Assigned to: Kelly Daniels
	Added date: 03/31/2015
	Target Completion Date: 05/18/2015
	Frequency: monthly
	Comments:
<b>Implement</b>	Percent Task Complete: 0%
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>
<b>Status</b>	Tasks completed: 1 of 2 (50%)
<b>Assess</b>	Level of Development: Initial: <b>Limited Development</b> 10/29/2014
	Index: 3 (Priority Score x Opportunity Score)
	Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development: Our Professional Learning Communities currently have agendas which are shared only with their departments and administration. Counterpart and grade level meeting agendas are not shared with all administrators or with all school personnel.
<b>Plan</b>	Assigned to: Cherri Byford
	How it will look when fully met: All agendas will be made available to all staff members at Darby Junior High School via Google Drive. The evidence needed will be a copy of the agendas on the Drive.
	Target Date: 05/25/2016
	<b>Tasks:</b>
	1. Communicate with all staff members about agendas.
	Assigned to: Cherri Byford
	Added date: 10/29/2014
	Target Completion Date: 05/25/2016
	Comments: Agendas have now been made a requirement for all PLC meetings
	<b>Task Completed:</b> 11/20/2015 12:00:00 AM
	2. Create a Google Doc where all agendas will be created by departments
	Assigned to: Cherri Byford

		Added date:	10/29/2014
		Target Completion Date:	05/25/2016
		Frequency:	weekly
		Comments:	Departments will need to create an agenda on the Google Doc before each weekly meeting.
<b>Implement</b>	Percent Task Complete:		50%
<b>Indicator</b>	<b>ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 10/30/2014
	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:		Currently, the leadership team, which consists of Principal, 2 Assistant Principals, 2 Counselors, 2 instructional facilitators and a band director, meets frequently to discuss policy and day to day operations. Not all Instructional Team leaders do not participate in these meetings.
<b>Plan</b>	Assigned to:		Angela Clark
	How it will look when fully met:		Administrative leadership team will include the current team along with our two instructional facilitators and our band director. The evidence will include agendas, and meeting minutes.
	Target Date:		05/25/2016
	<b>Tasks:</b>		
	1. Establish a calendar with meeting dates and times.		
		Assigned to:	Angela Clark
		Added date:	10/30/2014
		Target Completion Date:	05/25/2016
		Frequency:	twice monthly
		Comments:	Meetings will be held on the 1st and 3rd Wednesday of each month during 7th period.
	2. Agendas will be developed for meetings.		
		Assigned to:	Darren McKinney
		Added date:	10/30/2014
		Target Completion Date:	05/25/2016
		Frequency:	twice monthly
		Comments:	Dr. McKinney will develop an agenda and share it with the team.
<b>Implement</b>	Percent Task Complete:		0%

<b>Indicator</b>	<b>ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016	
	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:	Leadership meetings should be based on agendas and held regularly in order for them to be effective. Currently there is not much structure.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	Leadership meetings will be held regularly with agendas, minutes and be representative of all staff.	
	Target Date:	05/29/2017	
	<b>Tasks:</b>		
	1. Design a leadership meeting times calendar.		
	Assigned to:	Darren McKinney	
	Added date:	03/28/2016	
	Target Completion Date:	05/29/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016	
	Evidence:	Discipline and attendance were two areas the leadership team decided needed improvement in order for students to be engaged in the classroom. Counselors team learned about PBS and implemented it at Darby over the past few years. It has greatly improved discipline and student expectations of behavior. The counselors helped to train and offer professional development to the remainder of staff and it has become a school wide improvement. This will continue over the next school year.	
	Added date:		
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016	

	Evidence:	Teachers are organized into grade-level and subject area instructional teams during their planning. The master schedule is evidence and we will continue next year.
	Added date:	
<b>Indicator</b>	<b>ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016
	Evidence:	Teams meet by subject and grade level prior to the beginning of the school year to produce units of study in their classes. They also meet once a week for an hour and during professional development days. They use this time to refine units fo study and review student data. This will also continue during the next school year.
	Added date:	
<b>School Leadership and Decision Making</b>		
<b>Focusing the principal’s role on building leadership capacity, achieving learning goals, and improving instruction</b>		
<b>Indicator</b>	<b>IE05 - The principal participates actively with the school’s teams. (56)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016
	Evidence:	Principal or designee participates in PLC's since the beginning of the school year. This will need to continue next school year.
	Added date:	
<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016
	Evidence:	Principal provides vision and direction for every teacher.
	Added date:	
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2015
	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:	Development and monitoring through use of TESS evaluation tools with each teacher.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	Principals will spend at least 40% of day in classrooms monitoring curriculum and classroom instruction.	
	Target Date:	05/31/2016	
	<b>Tasks:</b>		
	1. Meet and discuss calendar and plans to be in classrooms in the upcoming semester.		
	Assigned to:	Darren McKinney	
	Added date:	03/31/2015	
	Target Completion Date:	05/18/2015	
	Frequency:	twice a year	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016	
	Evidence:	Principal and designees spend at least 50% of time working directly with teachers to improve instruction. This will continue in the upcoming 2016-2017 school year.	
	Added date:		
<b>Indicator</b>	<b>IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016	
	Evidence:	Principals encourage teachers who use unsound teaching practices to seek additional assistance by using our instructional facilitators. This will continue in the next school year as well as offering additional professional development in their areas of weakness.	
	Added date:		
<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016	
	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:	Students are celebrated when they achieve a win in a sporting event or when they receive student of the month. They are also celebrated now for their attendance in the challenges we have.
<b>Plan</b>	Assigned to:	Cherri Byford
	How it will look when fully met:	All students will be periodically celebrated when they achieve academic success. This can be evidenced by certificates, awards, honors and mentions in the morning announcements.
	Target Date:	05/29/2017
	<b>Tasks:</b>	
	1. Develop criteria for acknowledging academic success.	
	Assigned to:	Cherri Byford
	Added date:	03/28/2016
	Target Completion Date:	05/29/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016
	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:	There are no formal ways in which staff or parents may voice constructive critique of progress or suggested improvements.
<b>Plan</b>	Assigned to:	Darren McKinney
	How it will look when fully met:	All stakeholders will have the opportunity to voice constructive critique of our school.
	Target Date:	05/29/2017
	<b>Tasks:</b>	
	1. Develop a plan to gain information from our stakeholders	
	Assigned to:	Darren McKinney
	Added date:	03/28/2016
	Target Completion Date:	05/29/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>School Leadership and Decision Making</b>		
<b>Aligning classroom observations with evaluation criteria and professional development</b>		

<b>Indicator</b>	<b>IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016	
	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:	During CWT's all data was analyzed by components. Tess is not as easily to analyze areas of strength and areas that need improvement. This is something worth looking at during our professional development in the fall.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	We will be able to disseminate TESS and evaluate areas of strength and areas that need improvement by each teacher.	
	Target Date:	05/29/2017	
	<b>Tasks:</b>		
	1. Spreadsheet showing areas of strength and weaknesses		
	Assigned to:	Darren McKinney	
	Added date:	03/28/2016	
	Target Completion Date:	05/29/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	<b>Not a priority or interest</b>		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 03/28/2016	
		<b>Not a priority or interest</b>	
	Explain why not a Priority or Interest:	Classroom observations consist of TESS and depending on where teachers are on the spectrum, is how they are being observed. There is not a clear way of aggregating the data and taking it into account since it is very individualized.	
	Added date:		
<b>Indicator</b>	<b>IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/10/2016	
	Evidence:	All teachers have been	
	Added date:		



<b>Indicator</b>	<b>IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)</b>		
<b>Status</b>	Tasks completed: 4 of 7 (57%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016	
	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:	Peer observations have been implemented with all new teachers. There have been two professional development days allocated to observing peers while focusing on 2 domains, the classroom environment and engaging students in learning. Another professional development day focusing on questioning will take place in January.	
<b>Plan</b>	Assigned to:	Katie Kreimer-Hall	
	How it will look when fully met:	Develop a plan for peer observations within departments. * On Professional Development dates new teachers met and will meet with the principal and each other to develop a plan for peer observations. * Visits will include focusing on domain 2, the classroom environment and domain 3, instruction * Prior to the next meeting, teachers will have done at least two peer observations and collect evidence * There will be 3 collaborative meetings during the school year. * Evidence will include reflections and collected evidence of the different components being observed.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Develop a plan for peer observations within departments. Secure coverage for classrooms that will be without teacher who is observing.		
	Assigned to:	Ashley Gerhardson	
	Added date:	03/28/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
	2. Create a schedule for teachers to observe their peers.		
	Assigned to:	Katie Kreimer-Hall	
	Added date:	11/30/2016	
	Target Completion Date:	09/21/2016	
	Comments:	Substitutes were requested, teachers were given an agenda and classroom observations took place in September.	
	<b>Task Completed:</b>	<b>9/21/2016 12:00:00 AM</b>	
	3. Complete the evidence for peer observations focusing on Domain 2: The Classroom Environment		
	Assigned to:	Katie Kreimer-Hall	
	Added date:	11/30/2016	
	Target Completion Date:	10/31/2016	

		Comments:	Teachers observed two classrooms during their planning and collected evidence for Domain 2: The classroom environment on a form provided by principal.
		Task Completed:	11/1/2016 12:00:00 AM
	4. Plan schedule for teachers to observe their peers.		
		Assigned to:	Katie Kreimer-Hall
		Added date:	11/30/2016
		Target Completion Date:	11/08/2016
		Comments:	Teachers received a schedule of observations to be conducted on November 8. They included 10 teachers throughout the building and in different subjects.
		Task Completed:	11/8/2016 12:00:00 AM
	5. Complete the evidence for peer observations focusing on Domain 3C: Engaging students in learning		
		Assigned to:	Katie Kreimer-Hall
		Added date:	11/30/2016
		Target Completion Date:	11/15/2016
		Comments:	Teachers were issued a reflection sheet where they would record and collect evidence of two classroom observations they conducted during their planning periods.
		Task Completed:	11/8/2016 12:00:00 AM
	6. Develop a schedule for observations to be conducted on January 10th.		
		Assigned to:	Katie Kreimer-Hall
		Added date:	11/30/2016
		Target Completion Date:	01/10/2017
		Comments:	
	7. Assign teachers observations to conduct focusing Domain 3b: Questioning and discussion.		
		Assigned to:	Katie Kreimer-Hall
		Added date:	11/30/2016
		Target Completion Date:	01/10/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		57%
<b>Indicator</b>	<b>IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:		Initial: Full Implementation 03/10/2016
	Evidence:		Teachers were required at the beginning of the school year to self-assess based on the 22 components of our evaluation system TESS when we first began using this new system of evaluations. All new hires are required to self-assess during September of their first year.
		Added date:	

<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/10/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are able to pick their professional development during the summer off contract times. Since this is a PLC school, many of the professional development days have been focused on working toward achieving effective PLC's. The district also mandates professional development which is based solely on regulations and district goals. During the observation conferences, administrators can suggest alternative professional development for teachers as available in TESS. Plans are currently not based on classroom observations.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	Teachers will upload individual professional development plans based on observations on the drive.	
	Target Date:	05/29/2017	
	<b>Tasks:</b>		
		1. During PGP meetings discuss the individual's professional development plan which could be one and the same as long as we have tasks which will be completed to document the growth in PGP's.	
		Assigned to:	Darren McKinney
		Added date:	03/28/2016
		Target Completion Date:	05/29/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we have no personal professional development plans which emphasize indicators of effective practice.	
<b>Plan</b>	Assigned to:	Darren McKinney	

	How it will look when fully met:	Design a professional development plan for each teacher to use which would emphasize effective teaching.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Provide professional development in the areas of effective teaching practices.		
	Assigned to:	Darren McKinney	
	Added date:	03/30/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Faculty professional development is discussed by leadership team and determined by observations of many sources such as discipline, grades, observations in the classrooms, and instructional facilitators' input.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	Whole faculty professional development will be based on classroom observations of indicators of effective teaching, assessment of strengths and weaknesses also based on classroom observations.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Share information with faculty regarding classroom observations- general information and not specific		
	Assigned to:	Darren McKinney	
	Added date:	03/30/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016	

	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:	Some teachers have shared their knowledge or strategies with each other during PLC's but mostly they do not.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	Principal will create opportunities for all teachers to share their strengths.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. During PLC's, have teachers present their strengths to their peers.		
	Assigned to:	Darren McKinney	
	Added date:	03/30/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/10/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	PLC's meet once a week to discuss common assessments, testing, and data. This is done by departments and is a form of continuous improvement. Some departments are stronger than others, but all contribute to the continuous improvement of our PLC's.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	PD should focus on core content and modeling of teaching strategies which could be provided by instructional facilitators. PD should allow teachers to collaborate during PLC's. PD should receive feedback after implementation in the classroom by instructional facilitators.	
	Target Date:	05/29/2017	
	<b>Tasks:</b>		
	1. 1. Professional learning plan which includes core content learning opportunities.		
	Assigned to:	Ashley Gerhardson	
	Added date:	03/28/2016	

		Target Completion Date:	05/29/2017
		Comments:	
	2. Modeling teaching strategies by Instructional Facilitators.		
		Assigned to:	Ashley Gerhardson
		Added date:	03/28/2016
		Target Completion Date:	05/29/2017
		Comments:	
	3. PLC's should have collaboration time in their agendas.		
		Assigned to:	Angela Veatch
		Added date:	03/28/2016
		Target Completion Date:	05/29/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>School Leadership and Decision Making</b>			
<b>Expanded time for student learning and teacher collaboration</b>			
<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/01/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Students' grades are monitored and remediation and re-teaching occurs during RTI.	
<b>Plan</b>	Assigned to:	Maleb Kelley	
	How it will look when fully met:	Students who are not making grades better than a C will be monitored and remediated through RTI. This will be evidenced by students' grades improving and less students making D's and F's. It will also be assessed by the number of students not required to attend Summer School.	
	Target Date:	05/25/2016	
	<b>Tasks:</b>		
	1. Monitor summer school list.		
		Assigned to:	Kelly Daniels
		Added date:	12/01/2015
		Target Completion Date:	05/25/2016
		Comments:	

<b>Implement</b>	Percent Task Complete:	0%
<b>School Leadership and Decision Making</b>		
<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>		
<b>Indicator</b>	<b>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/10/2016
	Evidence:	The district is proactive in recruiting and retaining highly qualified teachers. They go to job fairs, our director of Human Resources speaks with all nearby colleges and recruits. The district also offers a very competitive compensation plan to all incoming staff members along with professional development through the New Teacher Induction Program that makes retention of teachers a priority. Our professional development department places interns from the colleges with our best teachers to help train them so we have a good pool of applicants when positions become available.
	Added date:	
<b>Curriculum, Assessment, and Instructional Planning</b>		
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>		
<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016
	Evidence:	Teachers are given time, resources and assistance with developing standards-aligned units of instruction. At the beginning of the year, they met and discussed their unit plans for the entire year. They developed assessments for the 1st semester which were both formative and summative by grade levels. They received assistance from our instructional facilitators, both English and Math in order to align the units to standards properly.  PLC collaboration time will need to continue in the 2016-2017 school year to maintain the progress in unit development.
	Added date:	
<b>Indicator</b>	<b>IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016
	Evidence:	Units were developed with the assistance of the Instructional Facilitators to be standards-based and pre-and post assessments. This will continue in the upcoming school year.

		Added date:	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in assessing and monitoring student mastery</b>			
<b>Indicator</b>	<b>IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016	
	Evidence:	Units of instruction were developed at the beginning of the school year which were standards-based and included pre and post tests. This will continue in the next school year.	
		Added date:	
<b>Indicator</b>	<b>IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016	
	Evidence:	Assessments are required at the end of units to ensure mastery by students. Any students not mastering are required to be retaught during RTI. This will continue in the new school year.	
		Added date:	
<b>Indicator</b>	<b>IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016	
	Evidence:	Units of instruction test results are reviewed and led by the Instructional Facilitators. Results determine mastery and remediation for each student. This will continue next school year.	
		Added date:	
<b>Indicator</b>	<b>IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016	
	Evidence:	During the pre-tests, teachers determine if students will need extra support with the material. They request help from the Instructional Facilitators, Special Ed and ELL teachers in order to have the best chance possible in addressing all individual students' needs. This will also be necessary in this upcoming school year.	
		Added date:	
<b>Indicator</b>	<b>IIB05 - All teachers re-teach based on post-test results.(95)</b>		
<b>Status</b>	<b>Full Implementation</b>		



<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016
	Evidence:	Teachers reteach during the RTI period daily. This is an opportunity for students that missed a concept to have it explained in a different way or just to listen to it for the first time if they were absent. If students struggle, teachers also use other techniques such as peer-peer tutors or the after school program to help in the understanding. This will continue in the next school year.
	Added date:	

### **Curriculum, Assessment, and Instructional Planning**

#### **Engaging teachers in differentiating and aligning learning activities**

<b>Indicator</b>	<b>IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	Units of instruction are aligned to objectives. This will continue in the new school year.
	Added date:	

<b>Indicator</b>	<b>IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	All teachers maintain most of their materials although the science department shares lab equipment which is maintained in the science wing storage closets. They are labeled and inventoried by department chair.
	Added date:	

### **Curriculum, Assessment, and Instructional Planning**

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

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/28/2016
	Evidence:	Students were tested at least 3 times during this school year to determine progress toward standards-based objectives. They completed the Aspire interim assessments and data received was used to determine which percentage of students were meeting the objectives and were performing at grade level.
	Added date:	

<b>Indicator</b>	<b>IID03 - Teachers receive timely reports of results from standardized and objectives-based tests.(101)</b>	
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<b>Status</b>	Not a priority or interest	
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 03/28/2016
		Not a priority or interest
	Explain why not a Priority or Interest:	This is out of the school's control. It is a district practice and results are never back promptly.
	Added date:	
<b>Indicator</b>	<b>IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/28/2016
	Evidence:	Learning goals for each student that didn't master the objectives are set and signed by the parents yearly. This will also continue in the upcoming school year.
	Added date:	
<b>Indicator</b>	<b>IID07 - The Leadership Team monitors school-level student learning data.(105)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/28/2016
	Evidence:	All data is studied, analyzed and monitored as it becomes available. This will continue in the new school year.
	Added date:	
<b>Indicator</b>	<b>IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/28/2016
	Evidence:	Instructional Facilitators make it easy to understand when there is a weakness in the curriculum or standards, especially when they are being tested. They adjust the curriculum to give students the best opportunity to master the skill before they are tested. This will also continue in the next school year.
	Added date:	
<b>Indicator</b>	<b>IID09 - Instructional Teams use student learning data to plan instruction.(107)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/28/2016
	Evidence:	PLC's use data in every meeting to determine changes in curriculum and instruction. This will continue next school year.
	Added date:	
<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assess</b>	Level of Development:	Initial: Limited Development 03/28/2016

	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:	Although we are always using data to identify students that need additional support, there is a weakness in our system as little is changed to help students who need enhancement in their lessons. Usually it consists of utilizing these students to help others as peer tutors. This is an area that need to be improved.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	
	How it will look when fully met:	All students will be remediated and enhanced depending on their data. Differentiated instruction will be visible in lesson planning and activities students are asked to perform to demonstrate mastery.	
	Target Date:	05/29/2018	
	<b>Tasks:</b>		
	1. Provide Professional Development to teachers regarding differentiated instruction.		
	Assigned to:	Ashley Gerhardson	
	Added date:	03/30/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	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:	Principal sends a weekly report showing students that are not scoring at least a 60% in their classes. During RTI, these students are required to report to these teachers based on their priority days. This does not include students that have early mastered their objectives. They are currently given free time to play with their friends, listen to music in the common areas such as gym and tornado shelter.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	

	How it will look when fully met:	During PLC's teachers will identify students that are mastering the objectives and provide differentiated lesson plans to enhance their learning.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Analyze student assessments during PLC's to identify students that have mastered skills early and plan for their enhancement.		
	Assigned to:	Ashley Gerhardson	
	Added date:	03/30/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound instruction in a variety of modes</b>			
<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2015	
	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:	Teams align their standards, curriculum and instruction. Work is still being accomplished in aligning assessments throughout the different grade levels. Most teachers implement unit plans. Most teachers reference district curriculum guides. Most teachers reference Common Core State Standards. Most teachers upload lesson plans on the "G" drive. Most teachers collaborate to align lesson plans and materials.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	
	How it will look when fully met:	All assessments will be aligned to standards, curriculum and instruction. Teachers access standards as a starting point for all instructional and assessment decisions. Curriculum materials and instructional plans align to an idea of the big picture on the school, district, and state alignment of instructional goals. A continued emphasis is placed on collaboration and the alignment of instructional goals and assessment by grade level teams and departments. Most of the teachers plan units, lessons, and assessments as a team and utilize shared instructional materials and goals.	
	Target Date:	05/16/2016	
	<b>Tasks:</b>		
	1. 1. All teachers will implement unit plans		

		Assigned to:	Ashley Gerhardson
		Added date:	03/30/2015
		Target Completion Date:	05/31/2016
		Frequency:	weekly
		Comments:	
	2. All teachers will upload lessons to the G Drive.		
		Assigned to:	Ashley Gerhardson
		Added date:	03/31/2015
		Target Completion Date:	05/31/2016
		Frequency:	weekly
		Comments:	Teachers should be aware of their technical capabilities.
	3. Teachers will participate in PLC meetings focused on unit and lesson planning.		
		Assigned to:	Ashley Gerhardson
		Added date:	03/31/2015
		Target Completion Date:	05/31/2016
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 03/29/2016
	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:		Some teachers are not using aligned units of instruction. They are currently using units from past years.
<b>Plan</b>	Assigned to:		Ashley Gerhardson
	How it will look when fully met:		All teachers will develop weekly lesson plans based on aligned units of instruction which have been developed at the beginning of the school year.
	Target Date:		05/29/2017
	<b>Tasks:</b>		
	1. Using current standards to work backwards through the understanding by design model, use the PLC time to develop current units aligned with objectives.		
		Assigned to:	Ashley Gerhardson
		Added date:	03/29/2016
		Target Completion Date:	05/29/2017

		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	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:	Teachers currently are able to discern student misconceptions but may not be aware of specific learning objectives they are not mastering.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	
	How it will look when fully met:	Teachers will be able to pinpoint each objective students are struggling with and be able to differentiate their lessons accordingly.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Teachers will pre-test and post-test students and record which objective students are struggling to achieve.		
	Assigned to:	Ashley Gerhardson	
	Added date:	03/29/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	Teachers are using various web-based assessment tools which include Socrative and Kahoot It. These tools provide them with a means of formative assessments and instant data collection for each student. Teachers will continue to use these tools next year to sustain their formative assessment techniques.	
	Added date:		
<b>Indicator</b>	<b>IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	

	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:	Teachers are using pre-tests, and other methods of assessment however differentiated assignments are limited and not necessarily used. This may be used mostly with ELL and Special Ed students.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	
	How it will look when fully met:	All lessons will be differentiated based on assessment tools.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
		1. Teachers will be trained in differentiated instruction during professional development and PLC's.	
		Assigned to:	Ashley Gerhardson
		Added date:	03/29/2016
		Target Completion Date:	08/21/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIA08 - All teachers review the previous lesson.(117)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	During classroom observations, teachers use multiple ways to activate prior knowledge such as anticipatory guides, previous concepts in math and science. Teachers will continue to use these tools.	
		Added date:	
<b>Indicator</b>	<b>IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives.(118)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	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:	Some teachers are posting objectives. Most teachers are stating the topic and theme.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	
	How it will look when fully met:	All teachers will inform students of the objectives of the lessons.	

	Target Date:	05/28/2018
	<b>Tasks:</b>	
	1. Make teachers accountable for posting and addressing their objectives in their lessons.	
	Assigned to:	Darren McKinney
	Added date:	03/29/2016
	Target Completion Date:	05/29/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Indicator</b>	<b>IIIA10 - All teachers stimulate interest in the topics.(119)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016
	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:	Classroom observations have identified students spending too much time note-taking instead of being engaged in the content.
<b>Plan</b>	Assigned to:	Ashley Gerhardson
	How it will look when fully met:	All teachers will engage their students in lessons that are interesting and in which students actively participate.
	Target Date:	05/29/2017
	<b>Tasks:</b>	
	1. Present teachers with classroom engagement strategies during PLC's and PD	
	Assigned to:	Darren McKinney
	Added date:	03/29/2016
	Target Completion Date:	05/29/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Indicator</b>	<b>IIIA11 - All teachers use modeling, demonstration, and graphics.(120)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016
	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:	Some teachers do not use modeling, demonstration, and graphics.
<b>Plan</b>	Assigned to:	Darren McKinney
	How it will look when fully met:	Teachers will engage their students using modeling, demonstration and graphics.
	Target Date:	05/29/2017
	<b>Tasks:</b>	
	1. Train teachers in effective modeling, demonstration and graphics use in the classroom.	
	Assigned to:	Darren McKinney
	Added date:	03/29/2016
	Target Completion Date:	05/29/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Indicator</b>	<b>IIIA13 - All teachers explain directly and thoroughly.(122)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	All teachers explain fully and may over explain when addressing the whole class.
	Added date:	
<b>Indicator</b>	<b>IIIA14 - All teachers maintain eye contact.(123)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	All teachers maintain eye contact with their students as they present their lessons. They will continue to do so.
	Added date:	
<b>Indicator</b>	<b>IIIA15 - All teachers speak with expression and use a variety of vocal tones.(124)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	Teachers speak with expression when addressing students during their lessons. They will continue to do so.
	Added date:	
<b>Indicator</b>	<b>IIIA16 - All teachers use prompting/cueing.(125)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	All teachers use prompting and cueing and at times may over instruct students and not allow them to problems solve on their own.
	Added date:	
<b>Indicator</b>	<b>IIIA17 - All teachers re-teach when necessary.(126)</b>	

<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	Response to intervention is fully in place where students return to their teachers for extra instruction on objectives they may not understand. RTI will continue next year.	
	Added date:		
<b>Indicator</b>	<b>IIIA18 - All teachers review with drilling/class recitation.(127)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	All teachers review with questions from the previous lesson, may not necessarily use drilling and class recitation as this would not allow teachers to identify individual students that need additional support. Teachers will continue to review previous lessons with students.	
	Added date:		
<b>Indicator</b>	<b>IIIA19 - All teachers review with questioning.(128)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	All teachers ask questions regarding material previously taught. They will continue to do so.	
	Added date:		
<b>Indicator</b>	<b>IIIA20 - All teachers summarize key concepts.(129)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	All teachers summarize or have students summarize key lesson concepts. They will continue to do so.	
	Added date:		
<b>Indicator</b>	<b>IIIA21 - All teachers re-teach following questioning.(130)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	Teachers re-teach as they notice students struggle with particular questions and concepts. They also assign RTI to students that need additional time to work on concepts and get an individual re-teach. This will continue next school year. Documentation includes RTI logs and LOP sign-in sheets.	
	Added date:		
<b>Indicator</b>	<b>IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	Index:	4	(Priority Score x Opportunity Score)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some teachers have exit slips in which students are able to summarize and relate their learning to daily life.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	
	How it will look when fully met:	Teachers will engage in exit strategies to use with their students.	
	Target Date:	05/29/2017	
	<b>Tasks:</b>		
	1. Teachers will receive PD regarding exit strategies to use with their students.		
	Assigned to:	Darren McKinney	
	Added date:	03/29/2016	
	Target Completion Date:	05/29/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIA26 - All teachers encourage students to check their own comprehension.(135)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most teachers encourage students to check their own comprehension.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	
	How it will look when fully met:	All teachers will encourage students to independently monitor their progress toward mastery of objectives.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Provide teachers with professional development in independent comprehension monitoring.		
	Assigned to:	Ashley Gerhardson	
	Added date:	03/29/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIA27 - All teachers verbally praise students.(136)</b>		

<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	Through classroom observations, our staff is proficient at providing positive feedback through the use of verbal praise.	
	Added date:		
<b>Indicator</b>	<b>IIIA28 - All teachers travel to all areas in which students are working.(137)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	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:	Currently, some teachers are not walking around to monitor students remain on task.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	All teachers will be held accountable for monitoring students while they are working.	
	Target Date:	05/29/2017	
	<b>Tasks:</b>		
	1. Teachers will be observed monitoring all students while they are working.		
	Assigned to:	Darren McKinney	
	Added date:	03/29/2016	
	Target Completion Date:	05/29/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Explaining and checking for progress is done, but the feedback is limited and sometimes insufficient during this process.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	

	How it will look when fully met:	Feedback will be frequent, relevant, and immediate. Students will be able to explain their progress based on what the teacher has suggested.
	Target Date:	05/29/2017
	<b>Tasks:</b>	
	1. Train teachers in providing students with feedback.	
	Assigned to:	Ashley Gerhardson
	Added date:	03/29/2016
	Target Completion Date:	05/29/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Indicator</b>	<b>IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures).(141)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016
	Evidence:	Through the PBS, teachers are required to establish school rules and periodically review their procedures and expectations. We will continue PBS.
	Added date:	
<b>Indicator</b>	<b>IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016
	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:	Some teachers are not as personable with their students and prefer to maintain a business-like relationship.
<b>Plan</b>	Assigned to:	Cherri Byford
	How it will look when fully met:	Teachers will establish rapport with their students by conversing about issues which may affect learning at the basic level of Maslow's Hierarchy of Needs.
	Target Date:	05/28/2018
	<b>Tasks:</b>	
	1. Counselors will provide PD for building and sustaining rapport.	
	Assigned to:	Cherri Byford
	Added date:	03/29/2016
	Target Completion Date:	05/28/2018
	Comments:	

<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIA35 - Students are engaged and on task.(144)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/30/2015	
	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:	Principals are in the classrooms during TESS observations. At this time, student engagement can be ascertained. Principals will need to continue to do classroom walk throughs to ensure students continue to be actively engaged.	
<b>Plan</b>	Assigned to:	Maleb Kelley	
	How it will look when fully met:	CWT data will provide evidence of student engagement	
	Target Date:	05/23/2016	
	<b>Tasks:</b>		
	1. Administrators CWT schedule		
	Assigned to:	Maleb Kelley	
	Added date:	03/30/2015	
	Target Completion Date:	05/23/2016	
	Frequency:	once a year	
	Comments:	although there is no longer a cwt schedule, administrators are still visiting classrooms and observing teaching and learning taking place.	
	<b>Task Completed:</b>	<b>11/24/2015 12:00:00 AM</b>	
	2. Meet with all PLC's to discuss student engagement and results of observations		
	Assigned to:	Maleb Kelley	
	Added date:	03/31/2015	
	Target Completion Date:	10/15/2015	
	Frequency:	monthly	
	Comments:	PLCs have shifted their focus to discussing common assessments and learning strategies during PLCs. We will continue to also discuss student engagement and administrative observations.	
<b>Implement</b>	Percent Task Complete:	50%	
<b>Indicator</b>	<b>IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program.(149)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/01/2015	
	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 are using common assessments developed by their team to assess student mastery.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	
	How it will look when fully met:	Not only will students be given the standardized test of ACT Aspire, and the interim assessments which correspond with it, they will also benefit from summative and formative assessments provided by their teachers. Pre-tests and posts tests should also be developed which will determine the course of action each teacher should undertake with each student. Assessments should be written, verbal, projects, models, problem solving opportunities and other assessments that match the content of instruction.	
	Target Date:	05/29/2017	
	<b>Tasks:</b>		
	1. Common formative assessments will be uploaded to the drive.		
	Assigned to:	Ashley Gerhardson	
	Added date:	03/28/2016	
	Target Completion Date:	05/29/2017	
	Comments:		
	2. Assessments for each unit should be monitored by Instructional Facilitators.		
	Assigned to:	Angela Veatch	
	Added date:	03/28/2016	
	Target Completion Date:	05/29/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound homework practices and communication with parents</b>			
<b>Indicator</b>	<b>IIIB01 - All teachers maintain a file of communication with parents.(150)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/29/2016	
	Evidence:	Teachers are required to maintain a documented record in the LiveSchool system.	
	Added date:		
<b>Indicator</b>	<b>IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 03/29/2016	

		Not a priority or interest
	Explain why not a Priority or Interest:	The assignments not completed in class are sent to Homework Hall, and students attend Homework Hall to complete their work.
	Added date:	
<b>Indicator</b>	<b>IIIB03 - All teachers check, mark, and return homework.(152)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 03/29/2016
		Not a priority or interest
	Explain why not a Priority or Interest:	Teachers are not required to assign homework for students to complete in their home environments.
	Added date:	
<b>Indicator</b>	<b>IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 03/29/2016
		Not a priority or interest
	Explain why not a Priority or Interest:	Teachers report the grades to the parents. Due to the poverty level at the school, parents are more concerned with their grade than with mastery of objectives.
	Added date:	
<b>Classroom Instruction</b>		
<b>Expecting and monitoring sound classroom management</b>		
<b>Indicator</b>	<b>IIIC01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 03/29/2016
		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:	Currently, students are not engaged when they are waiting on assistance from the teacher.
<b>Plan</b>	Assigned to:	Ashley Gerhardson
	How it will look when fully met:	All students are actively engaged.
	Target Date:	05/28/2018
	Tasks:	



		1. Provide teachers with professional development.	
		Assigned to:	Ashley Gerhardson
		Added date:	03/29/2016
		Target Completion Date:	05/28/2018
		Comments:	
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIC04 - Students raise hands or otherwise signal before speaking.(159)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	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:	Most teachers have a classroom procedure for students speaking.	
<b>Plan</b>	Assigned to:	Maleb Kelley	
	How it will look when fully met:	All teachers will have classroom procedures for students to speak.	
	Target Date:	05/29/2017	
	<b>Tasks:</b>		
		1. Hold teachers accountable for classroom procedures.	
		Assigned to:	Maleb Kelley
		Added date:	03/29/2016
		Target Completion Date:	05/29/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	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:	Most teachers use a variety of instructional modes.	
<b>Plan</b>	Assigned to:	Ashley Gerhardson	

	How it will look when fully met:	Teachers will be able to vary classroom instructional modes to address content.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Provide professional development.		
	Assigned to:	Ashley Gerhardson	
	Added date:	03/29/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIC06 - All teachers maintain well-organized student learning materials in the classroom.(161)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	All teachers maintain well-organized student learning materials.	
	Added date:		
<b>Indicator</b>	<b>IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	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:	Most teachers display classroom procedures and expectations.	
<b>Plan</b>	Assigned to:	Maleb Kelley	
	How it will look when fully met:	All teachers will display classroom procedures and expectations.	
	Target Date:	05/29/2017	
	<b>Tasks:</b>		
	1. Hold teachers accountable for displaying classroom procedures and expectations.		
	Assigned to:	Maleb Kelley	
	Added date:	03/29/2016	
	Target Completion Date:	05/29/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIIC09 - All teachers correct students who do not follow classroom rules and procedures.(164)</b>		

<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	Through LiveSchool, teachers maintain and correct students who do not follow classroom expectations and procedures.	
	Added date:		
<b>Indicator</b>	<b>IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/01/2015	
	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:	PBIS is used throughout Darby Junior High to ensure procedures set forth for every school area are being taught and practiced throughout Darby.	
<b>Plan</b>	Assigned to:	Cherri Byford	
	How it will look when fully met:	All students will know procedures in and out of classrooms.	
	Target Date:	05/25/2016	
	<b>Tasks:</b>		
	1. Discipline referrals will drop during 2015-2016 school year		
	Assigned to:	Cherri Byford	
	Added date:	03/28/2016	
	Target Completion Date:	05/30/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Classroom Instruction</b>			
<b>Provide a tiered system of instructional and behavioral supports and interventions</b>			
<b>Indicator</b>	<b>IIID01 - The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.(5193)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	The school has a system for distributing student failure rates and for maintaining valid records of behaviors and academics. Decision rules are established through standardized tests, AIPs, and LiveSchool / discipline referral processes. This is how we identify students in need of targeted intervention whether it be academic or disciplinary. These processes will be maintained next year.	

		Added date:	
<b>Indicator</b>	<b>IIID02 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5194)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	During RTI, teachers are required to remediate students who are not mastering objectives, are not completing their work, and those students who have poor attendance. RTI will continue to be sustained for individualized purposes.	
		Added date:	
<b>Indicator</b>	<b>IIID03 - The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.(5195)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	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:	Currently, some teachers maintain accurate records describing interventions provided to students. All teachers maintain a record of attendance to RTI though.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	Teachers will maintain documentation.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Hold teachers accountable for maintaining documentation.		
	Assigned to:	Darren McKinney	
	Added date:	03/29/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIID04 - The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers meet regularly in PLC meetings. Some teachers review student data, analyze misconceptions, and document next steps for instructional practice.	
<b>Plan</b>	Assigned to:	Darren McKinney	
	How it will look when fully met:	Teachers meet regularly in PLC meetings to review student data, analyze misconceptions, and document next steps for instructional practice.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Continue to work through the process of data analysis.		
	Assigned to:	Darren McKinney	
	Added date:	03/29/2016	
	Target Completion Date:	05/28/2018	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Conditions for Learning</b>			
<b>Meeting the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed</b>			
<b>Indicator</b>	<b>CL12 - All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5197)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/29/2016	
	Evidence:	The school is highly diverse; therefore, all teachers work effectively and equitably with diversity.	
	Added date:		
<b>Family Engagement in a School Community</b>			
<b>Explain and communicate the purpose and practices of the school community</b>			
<b>Indicator</b>	<b>FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/29/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently during our Parent Teacher Conferences we have information for our 9th graders and their parents regarding high school requisites and electives available at Darby from high school representatives.	
<b>Plan</b>	Assigned to:	Kelly Daniels	
	How it will look when fully met:	1. Open House for incoming 7th graders. 2. Keep parents informed through social media such as Facebook, Twitter and Connect Ed. 3. Parent Teacher Conferences in teh spring will have tables set up representing the two high schools and programs offered. We also have the Charter School represented. 4. Goal for the spring Parent Teacher Conferences will be to add tables and representatives to make students aware what is available to 7th and 8th graders. Also to showcase our students' achievements.	
	Target Date:	05/28/2018	
	<b>Tasks:</b>		
	1. Spring Parent Teacher Conferences- set up tables to inform our 7th and 8th graders the opportunities available to them at Darby Junior High School.		
	Assigned to:	Kelly Daniels	
	Added date:	03/29/2016	
	Target Completion Date:	05/29/2017	
	Frequency:	once a year	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>High School: Opportunity to Learn</b>			
<b>Ensure content mastery and graduation</b>			
<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2016	
	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:	Students in 9th grade receive information during parent-teacher conferences regarding their choices in high school such as ROTC, electives, requirements and requisites. They also speak with counselors about their scheduling for next year and their plans for the future such as college.	
<b>Plan</b>	Assigned to:	Kelly Daniels	

	How it will look when fully met:	Career orientation will demonstrate students are being prepared for the next phase of their schooling such as having enough credits to graduate and be college ready.
	Target Date:	05/29/2017
	<b>Tasks:</b>	
	1. 1. Lesson plans demonstrating college prep and career orientation in different fields.	
	Assigned to:	Kelly Daniels
	Added date:	03/28/2016
	Target Completion Date:	05/29/2017
	Comments:	1. Ms. Amy Chambers would be a valuable counselor to help implement this objective.
<b>Implement</b>	Percent Task Complete:	0%