

# 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

**Harry C. Morrison Elementary School** NCES - 50633000366

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

|               |                       |  |  |
|---------------|-----------------------|--|--|
| <b>Assess</b> | Level of Development: | Initial: <b>Limited Development</b> 12/03/2015 |  |
|               | Index:                | 3  | (Priority Score x Opportunity Score)   |
|               | Priority Score:       | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|               | Opportunity Score:    | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

Describe current level of development: Leadership Team meets quarterly when possible. Indistar has been cumbersome until we become proficient. We want it to become more authentic than an act of compliance.

**Plan** Assigned to: Britney Ballin

How it will look when fully met: The structure of the committees will be established and functional. Meetings will be scheduled. Sign-in sheets and agendas will indicate growing participation once fully met.

Target Date: 05/26/2017

#### Tasks:

1. Involve more parents in the school community council/PTA.

Assigned to: Sherri Ray

Added date: 03/09/2016

Target Completion Date: 05/31/2017

Frequency: once a year

Comments:

**Implement** Percent Task Complete: 0%

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

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

**Assess** Level of Development: Initial: **Limited Development** 12/03/2015

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:   | Agendas are not completed and distributed to the team with adequate time to prepare for meetings.     |  |
| <b>Plan</b>      | Assigned to:   | Britney Ballin  |  |
|                  | How it will look when fully met:   | Agendas are prepared 24 hours in advance and team members are notified of the agenda.                 |  |
|                  | Target Date:   | 05/27/2016  |  |
|                  | <b>Tasks:</b>  |   |  |
|                  | 1. All teams will develop agendas 24 hours prior to meeting and notify team members.   |   |  |
|                  | Assigned to:   | Susan Boone   |  |
|                  | Added date:  | 03/09/2016  |  |
|                  | Target Completion Date:  | 05/26/2017  |  |
|                  | Frequency:   | monthly   |  |
|                  | Comments:  |   |  |
| <b>Implement</b> | Percent Task Complete:   | 0%  |  |
| <b>Indicator</b> | <b>ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)</b> |   |  |
| <b>Status</b>    | Tasks completed: 0 of 1 (0%)   |   |  |
| <b>Assess</b>    | Level of Development:  | Initial: <b>Limited Development</b> 12/03/2015  |  |
|                  | Index:   | 2   | (Priority Score x Opportunity Score)   |
|                  | Priority Score:  | 2   | (3 - highest, 2 - medium, 1 - lowest)  |
|                  | Opportunity Score:   | 1   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                  | Describe current level of development:   | Leadership Team meetings have been scheduled quarterly, and we're working toward having them monthly. |  |
| <b>Plan</b>      | Assigned to:   | Britney Ballin  |  |
|                  | How it will look when fully met:   | The Leadership Team will meet twice a month for an hour or more.                                      |  |
|                  | Target Date:   | 05/31/2018  |  |
|                  | <b>Tasks:</b>  |   |  |
|                  | 1. Follow the current set schedule for the remainder of the 2016-2017 school year, and establish a new schedule for 2017-2018 school year.   |   |  |
|                  | Assigned to:   | Britney Ballin  |  |
|                  | Added date:  | 03/09/2016  |  |
|                  | Target Completion Date:  | 05/31/2018  |  |
|                  | Comments:  |   |  |

|   |   |   |
|---|---|---|
| <b>Implement</b>  | Percent Task Complete:  | 0%  |
| <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> 02/03/2016  |
|   | Evidence:   | The principal plays an active role on the leadership team as evidenced by attendance, minutes, and contributions. The principal analyzes data to direct the decision making process. The leadership will continue to be an active participant on the the leadership team. |
|   | Added date:   |   |
| <b>Indicator</b>  | <b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)</b> |   |
| <b>Status</b>   | Tasks completed: 0 of 1 (0%)  |   |
| <b>Assess</b>   | Level of Development:   | Initial: <b>Limited Development</b> 02/03/2016  |
|   | 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:  | With the completion of a major construction project, the principal is not able to better focus on instructional improvement.  |
| <b>Plan</b>   | Assigned to:  | Britney Ballin  |
|   | How it will look when fully met:  | The observation tool created by the leadership team will be utilized by the principal and teachers when classroom observations are conducted. Data will be collected and shared with the staff to drive the improvement process.  |
|   | Target Date:  | 05/31/2017  |
|   | <b>Tasks:</b>   |   |
|   | 1. Utilize classroom observation tool to conduct observations.  |   |
|   | Assigned to:  | Susan Boone   |
|   | Added date:   | 02/03/2016  |
|   | Target Completion Date:   | 04/04/2016  |
|   | Frequency:  | daily   |
|   | Comments:   | The form was created by the leadership team and can be modified as needed. The tool will be used for colleague visits as well.  |
| <b>Implement</b>  | Percent Task Complete:  | 0%  |

## School Leadership and Decision Making

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

**Indicator** **IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)**

**Status** Tasks completed: 0 of 3 (0%)

|               |  |   |  |
|---------------|--|---|--|
| <b>Assess</b> | Level of Development:                  | Initial: <b>Limited Development</b> 02/04/2016  |  |
|               | 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: | We have created a classroom observation tool for teachers and administrators to use. It is being implemented, but we haven't collected sufficient data yet to make decisions about future professional development. |  |
| <b>Plan</b>   | Assigned to:                           | Britney Ballin  |  |
|               | How it will look when fully met:       | When there is sufficient data it will be organized on a spreadsheet according to categories that are on our strategic plan, and we will be able to decide what the most relevant professional development will be.  |  |
|               | Target Date:                           | 05/31/2017  |  |

#### Tasks:

##### 1. Schedule observations

|                         |                |
|-------------------------|----------------|
| Assigned to:            | Britney Ballin |
| Added date:             | 02/04/2016     |
| Target Completion Date: | 08/07/2017     |
| Frequency:              | daily          |
| Comments:               |                |

##### 2. During Leadership Team meetings we will discuss the data.

|                         |                |
|-------------------------|----------------|
| Assigned to:            | Britney Ballin |
| Added date:             | 02/04/2016     |
| Target Completion Date: | 10/16/2017     |
| Frequency:              | monthly        |
| Comments:               |                |

##### 3. Create a spreadsheet with data from observations.

|                         |                |
|-------------------------|----------------|
| Assigned to:            | Britney Ballin |
| Added date:             | 02/04/2016     |
| Target Completion Date: | 02/15/2017     |
| Comments:               |                |

**Implement** Percent Task Complete: 0%

|                  |   |   |  |
|------------------|---|---|--|
| <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 2 (0%)  |   |  |
| <b>Assess</b>    | Level of Development:   | Initial: <b>Limited Development</b> 02/04/2016  |  |
|                  | 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:  | Through teacher reflective practice and observation feedback teachers are already looking toward to their professional development needs. |  |
| <b>Plan</b>      | Assigned to:  | Britney Ballin  |  |
|                  | How it will look when fully met:  | Teachers will determine their professional growth plan as it relates to classroom observations and reflection on teacher practice.        |  |
|                  | Target Date:  | 05/31/2017  |  |
|                  | <b>Tasks:</b>   |   |  |
|                  | 1. Principal conducts teacher observations and provides timely feedback.  |   |  |
|                  | Assigned to:  | Susan Boone   |  |
|                  | Added date:   | 02/04/2016  |  |
|                  | Target Completion Date:   | 05/27/2016  |  |
|                  | Frequency:  | daily   |  |
|                  | Comments:   |   |  |
|                  | 2. Collect and correlate data based on observations.  |   |  |
|                  | Assigned to:  | Susan Boone   |  |
|                  | Added date:   | 02/04/2016  |  |
|                  | Target Completion Date:   | 05/27/2016  |  |
|                  | Frequency:  | monthly   |  |
|                  | 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>    | <b>Objective Met</b> 12/3/2015  |   |  |
| <b>Assess</b>    | Level of Development:   | Initial: <b>Limited Development</b> 10/13/2014  |  |
|                  |   | <b>Objective Met -</b> 12/03/2015   |  |
|                  | 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:  | Improvements have been made in regards to scheduling collaboration time among teachers. Book Buddies allows for grade level teams to meet bi-monthly. Professional development opportunities have aligned with teachers' PGPs. Working lunch PD sessions have been scheduled and well-received. Instructional Facilitators have provided aligned PD. Teachers in grades 3-6 need more autonomy in meeting to design lessons to integrate technology. Teachers in grades K-2 need to develop focused agendas for collaborative meetings. |
| <b>Plan</b> | Assigned to:  | Heather Pettigrew   |
|             | How it will look when fully met:  | Teachers will meet collaboratively to discuss and direct their own professional development needs as related to PGPs. Agendas will be provided for said meetings. Instructional Facilitators will provide differentiated sessions with teachers.  |
|             | Target Date:  | 05/29/2015  |
|             | <b>Tasks:</b>   |   |
|             | 1. 1. Create a system for teachers giving input for agenda.                             |   |
|             | Assigned to:  | Heather Pettigrew   |
|             | Added date:   | 10/13/2014  |
|             | Target Completion Date:   | 12/19/2014  |
|             | Comments:   | Google doc  |
|             | <b>Task Completed:</b>  | 10/27/2014 12:00:00 AM  |
|             | 2. Set schedule for collaborative meetings/professional development on a monthly basis. |   |
|             | Assigned to:  | Susan Boone   |
|             | Added date:   | 10/13/2014  |
|             | Target Completion Date:   | 12/19/2014  |
|             | Frequency:  | monthly   |
|             | Comments:   | Teachers will meet on the first and third Monday during lunch time to collaborate.  |
|             | <b>Task Completed:</b>  | 2/11/2015 12:00:00 AM   |
|             | 3. Plan next steps at the end of each meeting.  |   |
|             | Assigned to:  | Raven Grant   |
|             | Added date:   | 10/13/2014  |
|             | Target Completion Date:   | 12/19/2014  |
|             | Frequency:  | monthly   |
|             | Comments:   | PARCC has been the main focus of the upper grade meetings.  |
|             | <b>Task Completed:</b>  | 2/11/2015 12:00:00 AM   |
|             | 4. Record minutes of each meeting.  |   |
|             | Assigned to:  | Raven Grant   |
|             | Added date:   | 10/13/2014  |
|             | Target Completion Date:   | 12/19/2014  |
|             | Frequency:  | twice monthly   |

|   |   |                 |  |
|---|---|-----------------|--|
|   |   | Comments:       | twice monthly  |
|   |   | Task Completed: | 5/29/2015 12:00:00 AM  |
| <b>Implement</b>  | Percent Task Complete:  |                 | 100%   |
|   | Objective Met:  |                 | 12/3/2015  |
|   | Experience:   |                 | 12/3/2015 Teachers decided that the management of the meeting times were difficult to sustain. We altered our schedule to include PLC times for the 2015-2016 school year.   |
|   | Sustain:  |                 | 12/3/2015 Teachers meet in grade level teams to work in PLCs and our school schedule reflects that time each week for the 2015-2016 school year.   |
|   | Evidence:   |                 | 12/3/2015 Teachers have agendas of meetings.   |
| <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>   | <b>Objective Met</b> 12/3/2015  |                 |  |
| <b>Assess</b>   | Level of Development:   |                 | Initial: <b>Limited Development</b> 02/11/2015   |
|   |   |                 | <b>Objective Met</b> - 12/03/2015  |
|   | 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:  |                 | 20 students scoring Basic or Below Basic on the 2014 Augmented Benchmark and/or TLI assessments and teacher input attend Extended Day Learning Program at least two days per week. Highly qualified teachers provide targeted intervention for math/and or literacy. TLI, STAR Math/Literacy, and classroom based assessments are reviewed quarterly. Interventionists also progress monitor periodically to guide instruction. Additionally, extracurricular activities are provided in an extended day program - Choir, Chess, and Tennis. |
| <b>Plan</b>   | Assigned to:  |                 | Brenda Martin  |
|   | How it will look when fully met:  |                 | Interventionists will use a standardized tool will be utilized to track student progress. Intervention meetings will include discussion of data and next steps. Interventionists collaborate monthly to review student progress and plan.  |
|   | Target Date:  |                 | 10/15/2015   |
|   | <b>Tasks:</b>   |                 |  |
|   | 1. Interventionists will meet together monthly.   |                 |  |
|   | Assigned to:  |                 | Brenda Martin  |
|   | Added date:   |                 | 02/11/2015   |

|   |                        |                         |   |
|---|------------------------|-------------------------|---|
|   |                        | Target Completion Date: | 12/18/2015  |
|   |                        | Frequency:              | monthly   |
|   |                        | Comments:               | meet monthly informally   |
|   |                        | <b>Task Completed:</b>  | 5/29/2015 12:00:00 AM   |
| 2. Develop a standardized tool for monitoring student progress. |                        |                         |   |
|   |                        | Assigned to:            | Tarra Hall  |
|   |                        | Added date:             | 02/11/2015  |
|   |                        | Target Completion Date: | 10/15/2015  |
|   |                        | Comments:               |   |
|   |                        | <b>Task Completed:</b>  | 5/29/2015 12:00:00 AM   |
| 3. Review data quarterly.                                       |                        |                         |   |
|   |                        | Assigned to:            | Susan Boone   |
|   |                        | Added date:             | 02/11/2015  |
|   |                        | Target Completion Date: | 10/15/2015  |
|   |                        | Comments:               |   |
|   |                        | <b>Task Completed:</b>  | 5/29/2015 12:00:00 AM   |
| <b>Implement</b>  | Percent Task Complete: |                         | 100%  |
|   | Objective Met:         |                         | 12/3/2015   |
|   | Experience:            |                         | 12/3/2015 Quarterly meetings with teachers allowed us to review student progress and insure that struggling students were being served. Parker Center data meetings(using TLI quarterly assessments) kept us on track with adjusting interventions to match changing student needs. |
|   | Sustain:               |                         | 12/3/2015 Due to changes in assessments used by the district and changes with intervention due to new laws, we will need to form a new plan for 2015-2016 school year.  |
|   | Evidence:              |                         | 12/3/2015 Quarterly meetings :10/29-30/14, 12/16/14,12/15-16/14, 4/01/15 Parker Center Data meeting scheduled for 12/14   |

### School Leadership and Decision Making

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

|                  |   |  |  |
|------------------|---|--|--|
| <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>    | Tasks completed: 1 of 3 (33%)   |  |  |
| <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:   | Fort Smith Public Schools and Morrison Elementary School have a plan in place to recruit and retain highly qualified staff. The district has established and is sustaining partnerships with universities with teacher preparation programs, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners. Schools within the district facing the greatest challenges in recruiting and retaining teachers have been identified. Recruitment goals in terms of teacher quantity have been established for high poverty and high minority schools to ensure that all students have an equal access to high-quality teachers. District representatives attend career fairs and other recruitment opportunities to attract a highly qualified and diverse staff. Financial incentives, such as salary increases for educational levels and stipends for National Board Certification, are available. A round robin style of interview process is used which allows several principals and district staff the opportunity to meet prospective new hires. In order to retain highly qualified teachers, FSPS provides professional development and support for new hires through the New Teacher Induction program. |
| <b>Plan</b>   | Assigned to:   | Britney Ballin  |
|               | How it will look when fully met:   | New teachers will participate in New Teacher induction and will be assigned a mentor. A building-based mentoring program will provide support for new teachers as they learn about the school initiatives and philosophies - Digital Conversion, Foundation Frameworks Tools, Kagan Cooperative Learning Structures, Love and Logic, and Professional Learning Communities. An interview team will conduct interviews and provide input in the hiring process. Teachers will be assigned to grade levels and subject areas where they are most effective. Evidence will be provided using the following methods: Documentation of attendance at New Teacher Induction Sessions Documentation of mentoring activities Building Mentoring Handbook will be utilized for the school initiatives and philosophies Interview Team agenda and minutes will be documented Data analysis to support teacher placement   |
|               | Target Date:   | 05/31/2017  |
| <b>Tasks:</b> |  |   |
|               | 1. Develop a school-based mentoring handbook that will outline the school initiatives - Digital Conversion, Foundation Frameworks Tools, Kagan Cooperative Learning Structures, Love and Logic, and Professional Learning Communities. |   |
|               | Assigned to:   | Britney Ballin  |
|               | Added date:  | 03/31/2015  |
|               | Target Completion Date:  | 05/31/2017  |
|               | Comments:  | Assign teams to each initiative.  |
|               | 2. Form interview teams for specific positions.  |   |
|               | Assigned to:   | Britney Ballin  |
|               | Added date:  | 03/31/2015  |
|               | Target Completion Date:  | 05/31/2017  |

|                  |                        |   |                       |
|------------------|------------------------|---|-----------------------|
|                  |                        | Comments:                               |                       |
|                  |                        | 3. Attend PLC conference and form PLCs. |                       |
|                  |                        | Assigned to:                            | Susan Boone           |
|                  |                        | Added date:                             | 03/31/2015            |
|                  |                        | Target Completion Date:                 | 09/01/2015            |
|                  |                        | Comments:                               |                       |
|                  |                        | <b>Task Completed:</b>                  | 9/25/2015 12:00:00 AM |
| <b>Implement</b> | Percent Task Complete: |   | 33%                   |

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in aligning instruction with standards and benchmarks

**Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)**

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

|               |                       |  |  |
|---------------|-----------------------|--|--|
| <b>Assess</b> | Level of Development: | Initial: <b>Limited Development</b> 02/04/2016 |  |
|               | 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: Our district had provided curriculum guides with standards-based objectives and criteria for mastery. The math curriculum guide included pre test items for Unit One. Teachers are developing unit pre and post test items and developing leveled and differentiated learning objectives.

|             |                                  |   |  |
|-------------|----------------------------------|---|--|
| <b>Plan</b> | Assigned to:                     | Britney Ballin  |  |
|             | How it will look when fully met: | Pre and post test items and leveled and differentiated learning activities will be developed during PLC meetings. |  |
|             | Target Date:                     | 09/01/2017  |  |

#### Tasks:

|                  |                        |  |                |
|------------------|------------------------|--|----------------|
|                  |                        | 1. Teachers will meet with their PLC to establish pre and post test items and leveled differentiated instructional activities. |                |
|                  |                        | Assigned to:   | Britney Ballin |
|                  |                        | Added date:  | 02/04/2016     |
|                  |                        | Target Completion Date:  | 02/01/2017     |
|                  |                        | Frequency:   | weekly         |
|                  |                        | Comments:  |                |
| <b>Implement</b> | Percent Task Complete: |  | 0%             |

### 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>    | Tasks completed: 0 of 2 (0%)   |   |  |
| <b>Assess</b>    | Level of Development:  | Initial: <b>Limited Development</b> 03/09/2016  |  |
|                  | 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:   | There has been a transition in interim assessments in grades 3-6 due to the changes in the summative assessment. We administered the TLI during the first quarter, the ACT Aspire interim assessment at the beginning of the third quarter, and we will administer the same assessment at the beginning of the fourth quarter. The varying assessments have made progress monitoring difficult. However, teachers are also using classroom based formative assessments to monitor student progress.                 |  |
| <b>Plan</b>      | Assigned to:   | Sherri Ray  |  |
|                  | How it will look when fully met:   | A decision will be made regarding the interim assessment that will be administered for the 2016-2017 school year. This will provide consistency in format, questioning, and content. Results will be analyzed, student data will be compiled on a data wall, and instructional decisions will be made based on assessment results. Additionally, formative assessments will be developed by teachers, administered to students, and the results will be analyzed to drive instructional and intervention decisions. |  |
|                  | Target Date:   | 05/26/2017  |  |
|                  | <b>Tasks:</b>  |   |  |
|                  | 1. Interim assessments will be added to the 2016-2017 calendar.  |   |  |
|                  | Assigned to:   | Sherri Ray  |  |
|                  | Added date:  | 03/09/2016  |  |
|                  | Target Completion Date:  | 08/07/2017  |  |
|                  | Comments:  | The district will be reviewing options for the interim assessment. Morrison will abide by the district decision.  |  |
|                  | 2. Teachers will utilize the curriculum maps and pacing guides to guide instruction during each quarter of the school year. Interim assessment results will be analyzed and discussed at quarterly intervention/data meetings. |   |  |
|                  | Assigned to:   | Sherri Ray  |  |
|                  | Added date:  | 03/09/2016  |  |
|                  | Target Completion Date:  | 05/26/2017  |  |
|                  | Frequency:   | four times a year   |  |
|                  | Comments:  | Meetings will be scheduled and placed on school calendar. Subs will be provided.  |  |
| <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>    | <b>Objective Met</b> 12/3/2015   |   |  |
| <b>Assess</b>    | Level of Development:  | Initial: <b>Limited Development</b> 10/13/2014  |  |
|                  |  | <b>Objective Met</b> - 12/03/2015   |  |
|                  | 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:   | Interventions meetings are held quarterly with a focus on attendance, behavior, and academics. Students scoring Basic or Below Basic receive intervention in math or literacy. The following data is reviewed: TLI, STAR Reading and Math, grades, attendance data, discipline referrals, and teacher concerns.   |  |
| <b>Plan</b>      | Assigned to:   | Brenda Martin   |  |
|                  | How it will look when fully met:   | Intervention meetings will be held quarterly to review ELDA results, TLI data, STAR Math and Reading data, attendance data, and discipline referrals. RTI meetings will be held concurrently and as needed. Instructional plans will be developed for specific students. An assessment wall is maintained with current data and is shared with the staff. |  |
|                  | Target Date:   | 05/29/2015  |  |
|                  | <b>Tasks:</b>  |   |  |
|                  | 1. 1. Fill the .50 Interventionist position.   |   |  |
|                  | Assigned to:   | Susan Boone   |  |
|                  | Added date:  | 10/13/2014  |  |
|                  | Target Completion Date:  | 10/31/2014  |  |
|                  | Comments:  |   |  |
|                  | <b>Task Completed:</b>   | <b>1/5/2015 12:00:00 AM</b>   |  |
|                  | 2. Schedule the intervention/RTI meetings.   |   |  |
|                  | Assigned to:   | Susan Boone   |  |
|                  | Added date:  | 10/13/2014  |  |
|                  | Target Completion Date:  | 10/17/2014  |  |
|                  | Frequency:   | four times a year   |  |
|                  | Comments:  | October 29-30 December 15-16 February 11-12   |  |
|                  | <b>Task Completed:</b>   | <b>10/28/2014 12:00:00 AM</b>   |  |
|                  | 3. Update the Assessment Wall.   |   |  |
|                  | Assigned to:   | Susan Boone   |  |

|                  |  |                         |   |
|------------------|--|-------------------------|---|
|                  |  | Added date:             | 10/13/2014  |
|                  |  | Target Completion Date: | 11/28/2014  |
|                  |  | Frequency:              | monthly   |
|                  |  | Comments:               | Teachers will update TLI data, STAR data, and DRA/text level. Principal will update Benchmark/IOWA data.  |
|                  |  | <b>Task Completed:</b>  | 10/28/2014 12:00:00 AM  |
|                  | 4. Develop and monitor RTI plan for identified students. |                         |   |
|                  |  | Assigned to:            | Classroom Teachers/Interventionist/Special Ed Teac  |
|                  |  | Added date:             | 10/13/2014  |
|                  |  | Target Completion Date: | 05/29/2015  |
|                  |  | Frequency:              | four times a year   |
|                  |  | Comments:               |   |
|                  |  | <b>Task Completed:</b>  | 5/29/2015 12:00:00 AM   |
| <b>Implement</b> | Percent Task Complete:                                   |                         | 100%  |
|                  | Objective Met:   |                         | 12/3/2015   |
|                  | Experience:  |                         | 12/3/2015 Teachers met with team to adjust grouping to meet student needs. Data was updated on the assessment wall monthly.   |
|                  | Sustain:   |                         | 12/3/2015 In teacher PLCs students will be identified for RTI based on formative assessments of essential standards. Student progress with continue to be added to assessment wall. |
|                  | Evidence:  |                         | 12/3/2015 Digital assessment wall. Agendas from quarterly RTI meetings with interventionists.   |

### Classroom Instruction

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

|                  |  |   |  |
|------------------|--|---|--|
| <b>Indicator</b> | <b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b> |   |  |
| <b>Status</b>    | Tasks completed: 0 of 3 (0%)   |   |  |
| <b>Assess</b>    | Level of Development:  | Initial: <b>Limited Development</b> 03/09/2016  |  |
|                  | 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:   | Curriculum maps are in place for the content areas. These are developed at the district level with teacher representatives from each building. These documents are posted on the website, reviewed and revised regularly, and are used by teachers to plan instruction. |  |
| <b>Plan</b>      | Assigned to:   | Britney Ballin  |  |

|  |  |   |                                       |
|--|--|---|---------------------------------------|
|  | How it will look when fully met:   | Curriculum maps will be fully developed and implemented by all teachers. Teachers will have access to resources found on the documents, but will also be free to use resources and materials that will best meet the needs of students. Essential questions, vocabulary, and assessment pieces will be included on the documents. |                                       |
|  | Target Date:   | 08/08/2017  |                                       |
|  | <b>Tasks:</b>  |   |                                       |
|  | 1. Teachers will review curriculum map documents in August, 2016.  |   |                                       |
|  | Assigned to:   | Britney Ballin  |                                       |
|  | Added date:  | 03/09/2016  |                                       |
|  | Target Completion Date:  | 08/07/2017  |                                       |
|  | Comments:  | New science curriculum maps will be available for the 2016-2017 school year.  |                                       |
|  | 2. The curriculum maps will be used to develop lesson plans, identify essential standards, create formative assessments, and plan for interim and summative assessments.   |   |                                       |
|  | Assigned to:   | Susan Boone   |                                       |
|  | Added date:  | 03/09/2016  |                                       |
|  | Target Completion Date:  | 05/26/2017  |                                       |
|  | Comments:  | PLCs will continue to focus on identifying essential standards and creating formative assessments.  |                                       |
|  | 3. Formative and interim assessments will be analyzed to determine student progress on the quarterly standards outlined on the curriculum maps.  |   |                                       |
|  | Assigned to:   | Britney Ballin  |                                       |
|  | Added date:  | 03/09/2016  |                                       |
|  | Target Completion Date:  | 05/26/2017  |                                       |
|  | Frequency:   | four times a year   |                                       |
|  | Comments:  |   |                                       |
| <b>Implement</b>   | Percent Task Complete:   | 0%  |                                       |
| <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: 1 of 3 (33%)  |   |                                       |
| <b>Assess</b>  | Level of Development:  | Initial: <b>Limited Development</b> 02/11/2015  |                                       |
|  | Index:   | 6   | (Priority Score x Opportunity Score)  |
|  | Priority Score:  | 2   | (3 - highest, 2 - medium, 1 - lowest) |

|  |   |  |  |
|--|---|--|--|
|  | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|  | Describe current level of development:  | The current compact includes Teacher, Parent, and Student Responsibilities. All parties sign in agreement ways to help students succeed. The compact is translated into Spanish. |  |
| <b>Plan</b>                                  | Assigned to:  | Mayra Estrada  |  |
|  | How it will look when fully met:  | The compact will be translated into all native languages of students and families. Compacts will be a living document that is referred to throughout the school year.            |  |
|  | Target Date:  | 10/12/2015   |  |
| <b>Tasks:</b>                                |   |  |  |
|  | 1. Compact will be translated in the native languages of students and families.   |  |  |
|  | Assigned to:  | Mayra Estrada  |  |
|  | Added date:   | 02/11/2015   |  |
|  | Target Completion Date:   | 10/12/2015   |  |
|  | Comments:   |  |  |
|  | <b>Task Completed:</b>  | 10/20/2015 12:00:00 AM   |  |
|  | 2. Teachers will implement their own strategies to refer to the compact to hold students accountable for their responsibilities.                    |  |  |
|  | Assigned to:  | Classroom Teachers   |  |
|  | Added date:   | 02/11/2015   |  |
|  | Target Completion Date:   | 05/31/2017   |  |
|  | Comments:   |  |  |
|  | 3. Compact will be updated to include device monitoring.  |  |  |
|  | Assigned to:  | Ashley Hobbs   |  |
|  | Added date:   | 12/03/2015   |  |
|  | Target Completion Date:   | 05/31/2017   |  |
|  | Comments:   |  |  |
| <b>Implement</b>                             | Percent Task Complete:  | 33%  |  |
| <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 3 (0%)  |  |  |
| <b>Assess</b>                                | Level of Development:   | Initial: <b>Limited Development</b> 03/09/2016   |  |
|  | 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:  | Sixth grade students currently meet with the school counselor to choose academic path for secondary school. Parents, students, counselor, and teacher meet during conferences to discuss Smart Core and make selections for junior high. Additionally, students are exposed to various careers through classroom guidance classes, field trips, guest speakers, and classroom units of study. |  |
| <b>Plan</b>      | Assigned to:  | Sherri Ray  |  |
|                  | How it will look when fully met:  | Students will be exposed to career opportunities through classroom units of study and correlating field trips. Sixth grade students will be exposed to college studies each year by visiting the local university. These students will also become familiar with Smart Core and choose an academic path for secondary school.   |  |
|                  | Target Date:  | 05/26/2017  |  |
|                  | <b>Tasks:</b>   |   |  |
|                  | 1. Classroom teachers will determine the career study that will be take place at each grade level.  |   |  |
|                  | Assigned to:  | Heather Pettigrew   |  |
|                  | Added date:   | 03/09/2016  |  |
|                  | Target Completion Date:   | 05/20/2016  |  |
|                  | Comments:   | Meetings will be scheduled in April and May to complete this task.  |  |
|                  | 2. Field trips will be identified and placed on the school calendar.  |   |  |
|                  | Assigned to:  | Heather Pettigrew   |  |
|                  | Added date:   | 03/09/2016  |  |
|                  | Target Completion Date:   | 09/16/2016  |  |
|                  | Comments:   | Time will be set aside during August professional development to address this.  |  |
|                  | 3. Sixth grade students will attend Junior High Orientation, Transition to Success, and opportunities to choose extracurricular activities. |   |  |
|                  | Assigned to:  | Sherri Ray  |  |
|                  | Added date:   | 03/09/2016  |  |
|                  | Target Completion Date:   | 04/12/2016  |  |
|                  | Frequency:  | once a year   |  |
|                  | Comments:   |   |  |
| <b>Implement</b> | Percent Task Complete:  | 0%  |  |