

# Comprehensive Plan Report

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

March 29, 2016

**TIMBO HIGH SCHOOL** NCES - 51020001087

MOUNTAIN VIEW SCHOOL DISTRICT

**School Success Indicators**

Key Indicators are shown in **RED**.

## School Leadership and Decision Making

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

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

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

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Limited development in the process of creating a plan for implementation. Leadership team is in place.	
<b>Plan</b>	Assigned to:	Cyndy Stigall	
	How it will look when fully met:	When fully met, the team will be in place, and time will be ensured for teams to meet and implement school objectives and goals.	
	Target Date:	11/04/2015	
	<b>Tasks:</b>		
	1. The person monitoring the team will keep records of those attending, record the minutes and agenda. The team will meet twice monthly for one hour		
	Assigned to:	Cyndy Stigall	
	Added date:	11/20/2015	
	Target Completion Date:	11/02/2015	
	Frequency:	twice monthly	
	Comments:		
	2. The team will encourage other school employees and community members to attend meetings.		
	Assigned to:	Nancy Lowery	
	Added date:	12/01/2015	
	Target Completion Date:	03/30/2016	
	Frequency:	monthly	

		Comments:	
		3. If team members retire or are employed by other schools the team will recruit new members to fill the void.	
		Assigned to:	Jimmy Lowery
		Added date:	12/01/2015
		Target Completion Date:	03/30/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of creating a plan for implementation. Team is currently developing agendas.	
<b>Plan</b>	Assigned to:	Cyndy Stigall	
	How it will look when fully met:	Agendas will be created for all meetings. Dates will be established for team meetings. Minutes will be kept for records. Minutes and dates will be communicated for team members.	
	Target Date:	11/04/2015	
	<b>Tasks:</b>		
	1. Person monitoring will keep a record of the dates the team meets and provide written minutes of previous meetings to all members. The person will also be in charge of emailing all members of the meeting.		
		Assigned to:	Cyndy Stigall
		Added date:	11/20/2015
		Target Completion Date:	11/02/2015
		Frequency:	twice monthly
		Comments:	
	2. Team will seek input from other faculty members concerning school improvement. Items will be placed on the agenda.		
		Assigned to:	Stephanie Labert
		Added date:	12/01/2015
		Target Completion Date:	03/30/2016
		Frequency:	monthly
		Comments:	
	3. Agenda and time for the meeting will be distributed to all faculty members and the community.		

		Assigned to:	Stephanie Labert
		Added date:	12/01/2015
		Target Completion Date:	03/30/2016
		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)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of creating a plan for implementation. Leadership team is in place and with modifications to team when necessary.	
<b>Plan</b>	Assigned to:	Cyndy Stigall	
	How it will look when fully met:	The team will meet 5th period twice monthly for an hour. Members will be reminded of the meetings the Monday in advance via email.	
	Target Date:	11/04/2015	
	<b>Tasks:</b>		
	1. Person monitoring will schedule meeting with input from team members.		
		Assigned to:	Cyndy Stigall
		Added date:	11/20/2015
		Target Completion Date:	11/02/2015
		Frequency:	twice monthly
		Comments:	
	2. Records of the meetings will be kept in accordance with the plan		
		Assigned to:	Cyndy Stigall
		Added date:	12/01/2015
		Target Completion Date:	03/30/2016
		Frequency:	monthly
		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>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of creating a plan for implementation.	
<b>Plan</b>	Assigned to:	Jimmy Lowery	
	How it will look when fully met:	The principal will create a statistic report based on teacher evaluations showing the weaknesses as a whole and showing areas to work on. The committee will then plan professional development.	
	Target Date:	03/30/2016	
	<b>Tasks:</b>		
	1. The committee will then act to locate professional development that will fit the needs or create professional development that will fit the needs of the faculty.		
	Assigned to:	Stephanie Labert	
	Added date:	01/25/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	once a year	
	Comments:		
	2. During the spring semester, the committee will meet to look at weaknesses and determine areas that need work in the form of professional development.		
	Assigned to:	Cyndy Stigall	
	Added date:	01/25/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	once a year	
	Comments:		
	3. The committee will also create a form for evaluation of each professional development activity to determine if it met the needs of the faculty weakness areas, i.e. if improvement is shown within the next year in weak areas and if faculty feel they have learned information beneficial to their teaching.		
	Assigned to:	Cyndy Stigall	
	Added date:	01/25/2016	
	Target Completion Date:	03/30/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	

<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of creating a plan for implementation.	
<b>Plan</b>	Assigned to:	Cyndy Stigall	
	How it will look when fully met:	Teachers use TESS rubrics to rate themselves after observations; these ratings are discussed with the principal. Areas of concerns are addressed through goals in accordance with the TESS domains. A Professional Growth Plan is then developed on BloomBoard from this. A mid-year review of goals between teacher and principal is also included.	
	Target Date:	03/30/2016	
	<b>Tasks:</b>		
	1. The principal will set dates for meetings with each individual teacher to discuss their performance ratings according to TESS. Teacher reflections will be discussed. In May of each school year teachers will seek out professional development according weakness from TESS observations, student data, and teacher reflections. Prior to the May meeting the principal and each individual teacher will meet for a midyear review of their PGP and goals. If necessary professional development may be needed for improvement in instruction.		
	Assigned to:	Jimmy Lowery	
	Added date:	11/20/2015	
	Target Completion Date:	03/30/2016	
	Frequency:	twice a year	
	Comments:		
	2. Teacher and the principal will assess the effectiveness of each individual professional development plan utilizing data from student assessment, discipline records, and observations.		
	Assigned to:	Jimmy Lowery	
	Added date:	12/01/2015	
	Target Completion Date:	03/30/2016	
	Frequency:	once a year	
	Comments:		
	3. Leadership team will meet to collaborate the effectiveness of the professional development of each teacher as a whole to determine the effectiveness based on student assessment and reflective practices of individual teachers.		
	Assigned to:	Lane Berg	
	Added date:	12/01/2015	
	Target Completion Date:	03/30/2016	

		Frequency:	once a year
		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)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	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:	In the process of creating a plan for implementation.	
<b>Plan</b>	Assigned to:	Jimmy Lowery	
	How it will look when fully met:	The district will provide professional development based on each teacher's Professional Growth Plan that will provide differentiated instruction that meet student needs. Each teacher will be required to submit professional development needs prior to the end of the school year to be authorized by the principal.	
	Target Date:	03/30/2016	
	<b>Tasks:</b>		
	1. The administration and staff will meet at least 6 times a year for one hour after school for professional development needs based on classroom observations. Prior to the beginning of the school year the administration and teachers will meet to analyze student data from Standardized testing to determine professional development for achievement growth of each individual students. Gaps in the curriculum will be identified and professional development will be planned to help close gaps identified.		
		Assigned to:	Stephanie Labert
		Added date:	11/20/2015
		Target Completion Date:	03/30/2016
		Frequency:	four times a year
		Comments:	
	2. Teachers will evaluate the effectiveness of all professional development offered.		
		Assigned to:	Stephanie Labert
		Added date:	12/01/2015
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
	3. Based on the evaluation of the professional development and the effectiveness of differentiated instruction on student achievement the faculty as a whole will determine what instructional strategies will benefit students.		
		Assigned to:	Lane Berg

		Added date:	12/01/2015
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		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>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of creating a plan for implementation.	
<b>Plan</b>	Assigned to:	Lane Berg	
	How it will look when fully met:	Extended learning time programs are offered to help students improve grades, enable getting work done in a timely manner, and allow for additional help to be given as needed.	
	Target Date:	03/30/2016	
	<b>Tasks:</b>		
	1. Study halls are assigned as needed for students in grades 9 through 12 who show a need for additional intervention and guided time to do work.		
	Assigned to:	Lane Berg	
	Added date:	01/12/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	once a year	
	Comments:		
	2. Classroom assessments and state assessments will be used to monitor effectiveness of tutoring programs, extended learning times, and remediation programs.		
	Assigned to:	Lane Berg	
	Added date:	01/12/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	once a year	
	Comments:		
	3. After-school tutoring is offered twice weekly for any students needing help in any classes.		

		Assigned to:	Lane Berg
		Added date:	01/12/2016
		Target Completion Date:	03/30/2016
		Frequency:	twice weekly
		Comments:	
	4. Information concerning tutoring is published on the school website so that both parents and students are aware of availability.		
		Assigned to:	Stephanie Labert
		Added date:	01/12/2016
		Target Completion Date:	03/30/2016
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of creating a plan for implementation.	
<b>Plan</b>	Assigned to:	Jimmy Lowery	
	How it will look when fully met:	When openings exist within the district, they will be advertised in various locales and every attempt will be made to hire the most qualified person for each position.	
	Target Date:	03/30/2016	
	<b>Tasks:</b>		
	1. The principal will notify the superintendent of any openings as soon as possible.		
		Assigned to:	Jimmy Lowery
		Added date:	01/12/2016
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
	2. Any openings will immediately be posted within district, in state newspapers, and in online avenues.		



		Assigned to:	Jimmy Lowery
		Added date:	01/12/2016
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
	3. Principals will interview qualified applicants and work collaboratively with the superintendent in choosing the best candidate for the school and students.		
		Assigned to:	Jimmy Lowery
		Added date:	01/12/2016
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
	4. Teachers are encouraged to give input about possible candidates that might be good for the school, students, and community and be a good fit for the school's mission.		
		Assigned to:	Jimmy Lowery
		Added date:	01/12/2016
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Opportunity to Learn</b>			
<b>Post-Secondary School Options</b>			
<b>Indicator</b>	<b>VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 6 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	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:	In the process of creating a plan for implementation.	
<b>Plan</b>	Assigned to:	Nancy Lowery	
	How it will look when fully met:	The school counselor will provide students with necessary guidance and support to prepare for college and career beyond high school graduation in a variety of stages.	
	Target Date:	03/30/2016	
	<a href="#">Tasks:</a>		

		0. The school will take students on a trip to a university to experience college life via college tours providing information about the requirements and expectations of college and career readiness.
		Assigned to: Jimmy Lowery
		Added date: 01/26/2016
		Target Completion Date: 03/30/2016
		Frequency: once a year
		Comments:
		1. Entering high school students choose a plan for high school graduation focusing on college or career readiness.
		Assigned to: Nancy Lowery
		Added date: 01/12/2016
		Target Completion Date: 03/30/2016
		Frequency: once a year
		Comments:
		2. Both juniors and seniors are taken on college preparatory days to visit area colleges and learn about various choices of degrees; students have several options concerning which types of discussions to go to get information.
		Assigned to: Nancy Lowery
		Added date: 01/12/2016
		Target Completion Date: 03/30/2016
		Frequency: once a year
		Comments:
		3. Juniors will take the ACT college prep test to prepare for admission to college and see how ready they are for college; this is currently a required state test.
		Assigned to: Nancy Lowery
		Added date: 01/12/2016
		Target Completion Date: 03/30/2016
		Frequency: once a year
		Comments:
		4. The counselor will offer a Senior Scholarship Night during the spring semester of each year so that seniors may get help, along with parents, after school hours in filling out FAFSA information and college scholarships.
		Assigned to: Nancy Lowery
		Added date: 01/12/2016
		Target Completion Date: 03/30/2016
		Frequency: once a year
		Comments:
		5. School website maintains list of ACT testing dates and deadlines and available scholarships
		Assigned to: Stephanie Labert
		Added date: 01/12/2016
		Target Completion Date: 03/30/2016

		Frequency:	daily
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<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)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of creating a plan for implementation.	
<b>Plan</b>	Assigned to:	Lane Berg	
	How it will look when fully met:	The curriculum coordinator develops a pacing guide for district teachers to utilize during the school year. The website is updated yearly and teachers have access to this site. Teachers will keep a hard copy of the standards check list for each subject taught. The teachers will write lesson plans in accordance with the check list. Once the skill is taught and students master the skill the teachers will check off on that skill as being mastered. Assessments will be utilized to evaluate student achievement and teachers will build upon those skills.	
	Target Date:	03/30/2015	
	<b>Tasks:</b>		
	1. Team member assigned to monitor task will update teachers when changes are made to the website via school email. He/she will assist new teachers with information about the checklist and how it will be used to assist them with development of lesson plans.		
	Assigned to:	Lane Berg	
	Added date:	11/17/2015	
	Target Completion Date:	03/30/2016	
	Frequency:	four times a year	
	Comments:		
	2. Team member will work collaboratively with curriculum coordinator in development of checklist and will assist in keeping the faculty updated with any changes.		
	Assigned to:	Lane Berg	
	Added date:	11/17/2015	
	Target Completion Date:	03/30/2016	
	Frequency:	once a year	

		Comments:	
		3. Lesson plans will be written in accordance with the pacing guides. Teacher will include the frame work number and learning objective for each lesson taught. Teacher will submit lesson plans at the beginning of each week.	
		Assigned to:	Jimmy Lowery
		Added date:	12/01/2015
		Target Completion Date:	03/30/2016
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Assessing student learning frequently with standards-based assessments</b>			
<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	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:	In the process of creating a plan for implementation.	
<b>Plan</b>	Assigned to:	Nancy Lowery	
	How it will look when fully met:	The school will administer two comprehensive finals each school year. The test will be given at the end of the Fall semester and at the end of the Spring semester. The school will also administer the yearly Arkansas State Assessments in accordance with Arkansas Law and by rules administered by the Arkansas Department of Education. The faculty will analyze data to determine individualized achievement by all students. The data will be used to plan professional development and differentiated instruction.	
	Target Date:	12/16/2015	
	<b>Tasks:</b>		
		1. Teachers will give semester test in accordance with school district policy. The person monitoring this will make sure teachers are giving test in accordance with a schedule he/she established. This person will also be responsible for the training of teachers for the State test and on the dates established by the Department of Education.	
		Assigned to:	Nancy Lowery
		Added date:	11/17/2015
		Target Completion Date:	03/30/2016
		Frequency:	three times a year

		Comments:	
		2. Person responsible will distribute test results from State Testing in accordance with the Department of Education. The person will collaborate with faculty in assessment of the data and help plan professional development.	
		Assigned to:	Nancy Lowery
		Added date:	11/17/2015
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
		3. The leadership team will ask members of the faculty to submit a copy of semester exams from each subject taught to determine the rigor of the test.	
		Assigned to:	Cyndy Stigall
		Added date:	12/01/2015
		Target Completion Date:	03/30/2016
		Frequency:	twice a year
		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)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of creating a plan for implementation.	
<b>Plan</b>	Assigned to:	Jimmy Lowery	
	How it will look when fully met:	The district is implementing Common Core standards and curriculum framework documents as adopted by the state of Arkansas. Teachers will demonstrate following these via lesson plans and pacing guides. Assessment will be demonstrated by the use of rubrics and the state required ACT and ACT Aspire.	
	Target Date:	03/30/2016	
	<b>Tasks:</b>		
		1. Lesson plans that reflect and identify curriculum standards and objectives will be turned in by Monday for each week for each teacher.	
		Assigned to:	Jimmy Lowery

		Added date:	12/10/2015
		Target Completion Date:	03/30/2016
		Frequency:	weekly
		Comments:	
	2. Teachers will use a pacing guide to reflect what has been taught and to help plan what will be taught so that standards can be covered in a timely manner.		
		Assigned to:	Jimmy Lowery
		Added date:	12/10/2015
		Target Completion Date:	03/30/2016
		Frequency:	twice a year
		Comments:	For our campus, a pacing guide is really not beneficial because we do not have multiple classes in the same course; we have a single teacher who teaches each single subject class. All a pacing guide really serves to do is make sure standards are being covered, but lesson plans should already be doing that.
	3. All teachers will use rubrics to grade open response and essay activities. The rubrics need to be content specific and need to be specific about the difference between grading, reflecting how the grading will be done on the ACT Aspire state test.		
		Assigned to:	Jimmy Lowery
		Added date:	12/10/2015
		Target Completion Date:	03/30/2016
		Comments:	Teachers need some professional development on how to create some specific rubrics versus the general, non-specific rubrics that can be accessed online. One example is the argumentative essay and the comparison/contrast essay.
<b>Implement</b>	Percent Task Complete:		0%

## Family Community Engagement

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

<b>Indicator</b>	<b>IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 7 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/20/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of creating a plan for implementation.	

<b>Plan</b>	Assigned to:	Stephanie Labert
	How it will look when fully met:	Parents and families can support students' learning at home in a variety of ways detailed through the Timbo School's access points.
	Target Date:	03/30/2016
	<b>Tasks:</b>	
	1. A Parent Involvement Center will be maintained within the high school library providing materials parents can access about helping students in a variety of ways--academically, socially, etc.	
	Assigned to:	Stephanie Labert
	Added date:	01/25/2016
	Target Completion Date:	03/30/2016
	Frequency:	daily
	Comments:	
	2. The Parent Involvement Center in the high school library will maintain a computer with Internet access for parent use. Parents can research articles concerning student issues and check student grades from this computer.	
	Assigned to:	Stephanie Labert
	Added date:	01/25/2016
	Target Completion Date:	03/30/2016
	Frequency:	daily
	Comments:	
	3. Students are offered after school tutoring to help with their educational goals.	
	Assigned to:	Jimmy Lowery
	Added date:	01/25/2016
	Target Completion Date:	03/30/2016
	Frequency:	twice weekly
	Comments:	
	4. Title One monies are used to provide an Aid to helps students by providing extra time as pull outs for extra reading and math instruction.	
	Assigned to:	Jimmy Lowery
	Added date:	01/25/2016
	Target Completion Date:	03/30/2016
	Frequency:	daily
	Comments:	
	5. Teachers will participate in Parent/Teacher conferences twice a year to keep parents involved and updated on student progress in all classes	
	Assigned to:	Jimmy Lowery
	Added date:	01/26/2016
	Target Completion Date:	03/30/2016
	Frequency:	twice a year
	Comments:	

		6. Teachers provide interventions for non-achieving students by calling, emailing, or arranging meetings with parents to discuss students' behaviors.	
		Assigned to:	Jimmy Lowery
		Added date:	01/26/2016
		Target Completion Date:	03/30/2016
		Frequency:	weekly
		Comments:	
		7. Teachers send home mid-term grade reports each nine week grading period to update parents on student progress.	
		Assigned to:	Jimmy Lowery
		Added date:	01/26/2016
		Target Completion Date:	03/30/2016
		Frequency:	four times a year
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%