

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 28, 2016

Cabot Junior High South NCES - 50375001182

Cabot 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 1 (0%)

Assess Level of Development: Initial: **Limited Development** 10/01/2015

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: CJHS Leadership Team is comprised of principals, lead teachers,counselor, media specialist and parent volunteers. We will meet twice per month throughout the school year to monitor and assess district selected indicators and goals. Team member collaboration on tasks and goals will ensure building wide success.

Plan Assigned to: Ericka Hill

How it will look when fully met: A leadership team comprised of administration, team leaders, counselors, media specialists, and parent volunteers will work together to develop and oversee policies to ensure success at building level. Agendas, sign-in sheets and meeting minutes will be recorded as documentation.

Target Date: 06/01/2017

Tasks:

1. Leadership team will meet twice monthly to monitor and assess selected indicators.

Assigned to: Ericka Hill

Added date: 11/14/2015

Target Completion Date: 06/01/2017

Frequency: twice monthly

Comments:

Implement Percent Task Complete: 0%

Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

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|---------------|---|---|--|
| Status | Tasks completed: 2 of 4 (50%) | | |
| Assess | Level of Development: | Initial: Limited Development 10/21/2014 | |
| | | Objective Met - 04/22/2015 10/27/2015 | |
| | 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: | Instructional team leaders plan and prepare agendas stating the meeting objectives. Meetings are held twice per month. Minutes are recorded and uploaded to Indistar. | |
| Plan | Assigned to: | Lisa York | |
| | How it will look when fully met: | Effective teams operate with agendas for their meetings and keep minutes of the proceedings. Copies of agendas and minutes will be used as evidence. | |
| | Target Date: | 06/01/2016 | |
| | Tasks: | | |
| | 1. Instructional team leaders will plan & create an agenda stating the meeting's obj./s | | |
| | Assigned to: | Lisa York | |
| | Added date: | 03/15/2015 | |
| | Target Completion Date: | 03/18/2015 | |
| | Frequency: | twice monthly | |
| | Comments: | | |
| | Task Completed: | 3/18/2015 12:00:00 AM | |
| | 2. Keep meeting minutes of discussions & decisions to be shared with attendees and building administrators. | | |
| | Assigned to: | Lisa York | |
| | Added date: | 03/15/2015 | |
| | Target Completion Date: | 10/01/2015 | |
| | Frequency: | twice monthly | |
| | Comments: | | |
| | Task Completed: | 10/1/2015 12:00:00 AM | |
| | 3. Instructional team leaders will plan & create an agenda stating the meeting's obj.'s. | | |
| | Assigned to: | Lisa York | |
| | Added date: | 10/27/2015 | |
| | Target Completion Date: | 06/01/2016 | |
| | Frequency: | twice monthly | |
| | Comments: | | |
| | 4. Keep meeting minutes of discussions & decisions to be shared with attendees and building administrators. | | |
| | Assigned to: | Lisa York | |

| | | | |
|------------------|--|-------------------------|---|
| | | Added date: | 10/27/2015 |
| | | Target Completion Date: | 06/01/2016 |
| | | Frequency: | twice monthly |
| | | Comments: | |
| Implement | Percent Task Complete: | | 50% |
| | Objective Met: | | 4/22/2015 10/27/2015 |
| | Experience: | | 4/22/2015 Team leaders were asked to provide copies of meeting agendas and sign in sheets. 4/22/2015 Team leaders were asked to provide copies of meeting agendas and sign in sheets. 10/19/2015 An administrative meeting with all department heads was held and preparation of agendas and recorded minutes was determined to be essential throughout the year for each meeting held. |
| | Sustain: | | 4/22/2015 Team leaders will continue to schedule regular meetings and provide documentation. 4/22/2015 Team leaders will continue to schedule regular meetings and provide documentation. 10/19/2015 Department heads will continue to prepare agendas and keep meeting minutes to be shared with administration. |
| | Evidence: | | 4/22/2015 Documentation of agendas and sign in sheets have been provided. 4/22/2015 Documentation of agendas and sign in sheets have been provided. 10/19/2015 Previous years agendas and meeting minutes have been documented. |
| Indicator | ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority) | | |
| Status | Tasks completed: 2 of 4 (50%) | | |
| Assess | Level of Development: | | Initial: Limited Development 10/21/2014 |
| | 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: | | A leadership team consisting of the principal, teachers and other key professional staff has been established. Due to scheduling conflicts, bimonthly meetings are being held for a time period of 30 minutes per meeting. |
| Plan | Assigned to: | | Ericka Hill |
| | How it will look when fully met: | | Meetings will be held on regular bimonthly basis. Meeting minutes will be used as documentation. |
| | Target Date: | | 06/01/2016 |
| | Tasks: | | |
| | 1. Bimonthly meetings will be scheduled on a regular basis. | | |
| | | Assigned to: | Ericka Hill |
| | | Added date: | 03/04/2015 |
| | | Target Completion Date: | 05/31/2015 |

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| | | Frequency: | twice monthly |
| | | Comments: | Leadership meetings are scheduled to occur twice per month. |
| | | Task Completed: | 3/11/2015 12:00:00 AM |
| | 2. Uploading meeting agendas and minutes to Indistar. | | |
| | | Assigned to: | Ericka Hill |
| | | Added date: | 03/04/2015 |
| | | Target Completion Date: | 05/31/2015 |
| | | Frequency: | twice monthly |
| | | Comments: | Meeting agendas and minutes are being uploaded to indistar and will continue to be uploaded. |
| | | Task Completed: | 3/11/2015 12:00:00 AM |
| | 3. Meetings will be scheduled on a bimonthly basis. | | |
| | | Assigned to: | Ericka Hill |
| | | Added date: | 10/27/2015 |
| | | Target Completion Date: | 06/01/2016 |
| | | Frequency: | twice monthly |
| | | Comments: | |
| | 4. Meeting agendas and minutes will be uploaded to indistar to show evidence. | | |
| | | Assigned to: | Ericka Hill |
| | | Added date: | 10/27/2015 |
| | | Target Completion Date: | 06/01/2016 |
| | | Comments: | |
| Implement | Percent Task Complete: | | 50% |

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator IE07 - The principal monitors curriculum and classroom instruction regularly.(58)

Status Full Implementation

| | | |
|---------------|-----------------------|--|
| Assess | Level of Development: | Initial: Full Implementation 10/31/2014 |
| | Evidence: | The Principal makes observations weekly of various faculty members. TESS requires a certain number of observations depending upon the track that a faculty member has been placed upon. Detailed observations are made and reports are generated for feedback to the faculty member. Faculty members meet face to face with administration both before and after observations. This is an ongoing process that will continue throughout the school year. |
| | Added date: | |

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) (All Schools,Focus,Priority) | | |
| Status | Tasks completed: 0 of 2 (0%) | | |
| Assess | Level of Development: | Initial: Limited Development 10/22/2015 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Building administrators conduct classroom observations based on TESS protocols. Data gathered is used to support teachers in developing their skills to their highest level, to increase the capacity of all teachers, and to enhance student learning. | |
| Plan | Assigned to: | Lisa York | |
| | How it will look when fully met: | Building administrators conduct observations to gather data to identify what skills need shoring up. Observations are based on those skills and practices which have proven to be effective for improving student performance. Professional development for individual teachers or building-wide (through embedded sessions) will be determined and planned based on data gathered. Administrators can also note strengths of one teacher and assign him/her as a mentor to assist another teachers struggling with the same skill. TESS ratings and planned embedded professional development sessions will serve as evidence. | |
| | Target Date: | 03/31/2016 | |
| | Tasks: | | |
| | 1. Building administrators conduct classroom observations using the TESS model. | | |
| | Assigned to: | Lisa York | |
| | Added date: | 10/22/2015 | |
| | Target Completion Date: | 03/31/2016 | |
| | Comments: | | |
| | 2. Professional development will be planned and implemented through embedded sessions throughout the year based on data gathered through observations. | | |
| | Assigned to: | Lisa York | |
| | Added date: | 10/22/2015 | |
| | Target Completion Date: | 03/31/2016 | |
| | Comments: | | |
| Implement | Percent Task Complete: | 0% | |
| Indicator | IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority) | | |

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| Status | Tasks completed: 0 of 1 (0%) | | |
| Assess | Level of Development: | Initial: Limited Development 10/22/2015 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Teachers use the performance ratings from TESS observations and individual objectives to set goals for professional growth for the year. Teachers choose professional development offerings that support the growth goals they developed. Evidence is teachers' growth goals they developed and their professional development documentation. | |
| Plan | Assigned to: | Mandee Carmical | |
| | How it will look when fully met: | Teachers will use observation data and feedback from face to face conferences with admin to write professional growth goals. Goals are documented on Bloomboard. | |
| | Target Date: | 05/20/2016 | |
| | Tasks: | | |
| | 1. Teachers will choose professional development offerings and create a plan to PD training. Evidence is documented on a district Professional Development Personal Planning Sheet. | | |
| | Assigned to: | Mandee Carmical | |
| | Added date: | 10/22/2015 | |
| | Target Completion Date: | 05/20/2016 | |
| | Comments: | | |
| Implement | Percent Task Complete: | 0% | |
| Indicator | IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assess | Level of Development: | Initial: Limited Development 11/14/2015 | |
| | 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) |

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| | Describe current level of development: | Cabot Junior High South is committed to providing staff with high quality professional learning with the intent to increase educator effectiveness and results for all students. Professional learning provided by CJHS takes place within learning communities committed to continuous improvement and goal alignment led by skillful advocates. A variety of sources are used to plan and assess professional learning within the district. Intended outcomes are aligned with educator performance and student achievement. Sources used for professional development this year include: "Implementing the Framework for Teaching in Enhancing Professional Practice" by Charlotte Danielson, various articles from "Educational Leadership" from ASCD and ADE documents related to ACT Aspire. |
| Plan | Assigned to: | Lisa York |
| | How it will look when fully met: | Cabot Junior High South will provide staff with high quality professional learning that increases educator effectiveness and results for all students. Professional learning provided by CJHS will take place within learning communities committed to continuous improvement and goal alignment led by skillful advocates. A variety of sources will be used to plan and assess professional learning within the district. Theories, research, and models of human learning will be used to achieve intended outcomes, and will be aligned with educator performance and student achievement. Sources used for professional development this year include: "Implementing the Framework for Teaching in Enhancing Professional Practice: by Charlotte Danielson, various articles from "Educational Leadership" from ASCD and ADE documents related to ACT Aspire. Sign-in sheets for professional learning sessions and copies of articles and ASCD/ADE documents will be used as evidence. |
| | Target Date: | 06/01/2017 |
| | Tasks: | |
| | 1. CJHS will continue to plan and assess the effectiveness of professional learning provided throughout the year. | |
| | Assigned to: | John West |
| | Added date: | 11/14/2015 |
| | Target Completion Date: | 07/01/2016 |
| | Frequency: | monthly |
| | Comments: | |
| Implement | Percent Task Complete: | 0% |
| School Leadership and Decision Making | | |
| Expanded time for student learning and teacher collaboration | | |
| Indicator | IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority) | |
| Status | Not a priority or interest | |
| Assess | Level of Development: | Initial: No development or Implementation 02/23/2016 |

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| | | Not a priority or interest |
| | Explain why not a Priority or Interest: | In Cabot Public Schools, the schools that have extended school days are Title I K-6 campuses. Cabot Junior High South is a 7th-8th campus that is not a Title I school. CJHS does offer a tutoring lab each morning before school from 7:30 - 7:58 for students who need extra help. Students may attend on a voluntary basis. |
| | Added date: | |

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

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| Indicator | IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority) | |
| Status | Not a priority or interest | |
| Assess | Level of Development: | Initial: No development or Implementation 02/23/2016 |
| | | Not a priority or interest |
| | Explain why not a Priority or Interest: | Administrators in each building work closely with the Director of Personnel to ensure that all certified personnel meet HQT requirements for the position. If the candidate is not HQT but is still the best candidate for the position, the Director of Personnel works with the Director of Professional Development to create a plan for the teacher. The building administrator and the personnel department work together to monitor the teacher's progress on his/her plan. |
| | Added date: | |

Opportunity to Learn

Post-Secondary School Options

| | | |
|------------------|---|--|
| Indicator | VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority) | |
| Status | Tasks completed: 0 of 3 (0%) | |
| Assess | Level of Development: | Initial: Limited Development 03/15/2016 |
| | 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) |

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|------------------|---|---|
| | Describe current level of development: | Cabot Junior High South provides hands-on opportunities for students to explore different careers, and assists them in aligning post secondary plans with their career aspirations. Career and interest inventories are used during career development classes to help students identify the type of work or career that interests them. We also invite local professionals from these career fields to speak about their education and career paths during our career fair. Students are required to perform job-shadowing opportunities that allow them to follow an adult throughout the day and experience the day-to-day work of a professional that matches their area of interest. |
| Plan | Assigned to: | Jared Walters |
| | How it will look when fully met: | Cabot Junior High South will continue to provide hands-on opportunities for students to explore different careers, and will assist them in aligning post secondary plans with their career aspirations. Career and interest inventories will continue to be used during career development classes to help students identify the type of work or career that interests them. Based on the career and interest inventories, we will invite local professionals from these career fields to speak about their education and career paths during our career fair. Students will be required to perform job-shadowing opportunities that allow them to follow an adult throughout the day and experience the day-to-day work of a professional that matches their area of interest. Copies of career/interest inventories, fliers from career fair, sign-in sheets, and job-shadowing packets will serve as evidence. |
| | Target Date: | 06/01/2016 |
| | Tasks: | |
| | 1. Students will take career/inventory interests during their career development classes, | |
| | Assigned to: | Jared Walters |
| | Added date: | 03/15/2016 |
| | Target Completion Date: | 06/01/2016 |
| | Comments: | |
| | 2. Students will set up a day to job shadow an adult from a chosen career path. | |
| | Assigned to: | Jared Walters |
| | Added date: | 03/15/2016 |
| | Target Completion Date: | 06/01/2016 |
| | Comments: | |
| | 3. Professionals from varying fields will be invited to participate in our career fair. | |
| | Assigned to: | Jared Walters |
| | Added date: | 03/15/2016 |
| | Target Completion Date: | 06/01/2016 |
| | Comments: | |
| Implement | Percent Task Complete: | 0% |

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 1 (0%)

| | | |
|------------------|--|---|
| Assess | Level of Development: | Initial: Limited Development 10/26/2015 |
| | 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 plan their instruction with the guidance of pacing guides, which are based on the Common Core Standards adopted by the state of Arkansas. Grade level committees created the pacing guides from these standards. Pacing guides are revised at the end of each school year and are posted on the district website for teacher access. Teachers are monitored by school administrators on the use of the pacing guides through lesson plan documentation and classroom observations. |
| Plan | Assigned to: | Lisa York |
| | How it will look when fully met: | All teachers will plan instruction based on current pacing guides created by grade level committees. Administrators will monitor the implementation of pacing guides within all classrooms. Pacing guides will be used as documentation. |
| | Target Date: | 07/01/2016 |
| | Tasks: | |
| | 1. Administration will routinely monitor pacing of each classroom to ensure all teachers are following correct guidelines. | |
| | Assigned to: | Lisa York |
| | Added date: | 11/14/2015 |
| | Target Completion Date: | 07/01/2016 |
| | Frequency: | weekly |
| | Comments: | |
| Implement | Percent Task Complete: | 0% |

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 3 (0%)

| | | |
|---------------|-----------------------|---|
| Assess | Level of Development: | Initial: No development or Implementation 02/16/2016 |
| | | 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: | Benchmark testing is no longer being administered in the state. Grade level departments do work together to plan common formative assessments. However, data has not been collected for review. | |
| Plan | Assigned to: | Mandee Carmical | |
| | How it will look when fully met: | Periodic assessments developed by each department will be used to gauge student mastery of standards based objectives at several points throughout the school year. Data will be collected and reviewed by each department along with administration. The data will serve as a way to identify students in need of additional assistance. Those students will be assigned either to morning Target Lab or the teacher's classroom for reinforcement of standards. Collected data and assignment of students for reinforcements will be used as evidence. | |
| | Target Date: | 06/01/2017 | |
| | Tasks: | | |
| | 1. Departments will need to develop common formative assessments to be given periodically throughout the school year. Assessments should be able to identify those students not meeting mastery of standards based objectives. | | |
| | Assigned to: | Lisa York | |
| | Added date: | 03/03/2016 | |
| | Target Completion Date: | 06/01/2017 | |
| | Frequency: | monthly | |
| | Comments: | | |
| | 2. Data from formative assessments will need to be collected and reviewed by departments and administration. Data will also be copied as evidence the indicator is being addressed. | | |
| | Assigned to: | Lisa York | |
| | Added date: | 03/03/2016 | |
| | Target Completion Date: | 06/01/2017 | |
| | Frequency: | monthly | |
| | Comments: | | |
| | 3. Teachers will identify those students needing reinforcement of standards and assign them to the appropriate location. | | |
| | Assigned to: | Lisa York | |
| | Added date: | 03/03/2016 | |
| | Target Completion Date: | 06/01/2017 | |
| | Frequency: | monthly | |
| | Comments: | | |
| Implement | Percent Task Complete: | 0% | |

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

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

Status **In Plan / No Tasks Created**

| | | | |
|---------------|--|---|--|
| Assess | Level of Development: | Initial: Limited Development 02/08/2016 | |
| | 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: | Teachers plan their instruction with the guidance of pacing guides, which are based on the Common Core Standards adopted by the state of Arkansas. Grade level committees created the pacing guides from these standards. Pacing guides are revised at the end of each school year and are posted on the district website for teacher access. Teachers are monitored by school administrators on the use of the pacing guides through lesson plan documentation and classroom observations. | |
| Plan | Assigned to: | Lisa York | |
| | How it will look when fully met: | The district will continue to provide pacing guides for teachers to utilize in the process of aligning standards, curriculum, instruction and assessment. Administration will monitor classrooms to ensure all teachers are using the provided pacing in aligning their units. Pacing guides will be used as documentation. | |
| | Target Date: | 06/01/2017 | |
| | Added date: | | |

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator **IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)**

Status **Full Implementation**

| | | | |
|---------------|-----------------------|--|--|
| Assess | Level of Development: | Initial: Full Implementation 02/04/2015 | |
| | Evidence: | In supporting the learning environment, teachers will assess student mastery of skills in a variety of ways, including computer-assisted instruction programs and computer-based assessments. (Classworks by Curriculum Advantage, Inc. and PARCC Assessments) | |
| | Added date: | | |

Indicator **IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)**

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|---------------|---|---|--|
| Status | Tasks completed: 3 of 4 (75%) | | |
| Assess | Level of Development: | Initial: Limited Development 02/04/2015 | |
| | 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: | Through our school-wide PRIDE program, teachers are able to recognize and reinforce rules, procedures and desirable characteristics we are seeking from our students. | |
| Plan | Assigned to: | Ericka Hill | |
| | How it will look when fully met: | The PRIDE program will ensure all faculty members establish, teach and reinforce school wide rules of conduct, procedures and expectations. Desired student behavior will consistently be recognized and rewarded throughout the year. Record keeping of recognitions will be maintained within spreadsheets, video and pictures. | |
| | Target Date: | 05/01/2015 | |
| | Tasks: | | |
| | 1. As a beginning step, school wide expectations will be posted in every classroom. | | |
| | Assigned to: | Ericka Hill | |
| | Added date: | 03/20/2015 | |
| | Target Completion Date: | 05/01/2015 | |
| | Comments: | | |
| | 2. PRIDE cards will be distributed to students each quarter. Students will receive signatures from faculty for the behavior and characteristics the PRIDE program is promoting. Full signature cards will result in various rewards and privileges. | | |
| | Assigned to: | Lisa York | |
| | Added date: | 03/20/2015 | |
| | Target Completion Date: | 05/01/2015 | |
| | Comments: | | |
| | Task Completed: | 5/1/2015 12:00:00 AM | |
| | 3. Assemblies will be held quarterly to recognize student achievement and participation in various activities. | | |
| | Assigned to: | Ericka Hill | |
| | Added date: | 03/20/2015 | |
| | Target Completion Date: | 05/01/2015 | |
| | Comments: | | |
| | Task Completed: | 5/1/2015 12:00:00 AM | |
| | 4. Academic drawings will be held each quarter for students earning A's on their report cards. Prizes will be presented during the quarterly assemblies. | | |
| | Assigned to: | Ericka Hill | |
| | Added date: | 03/20/2015 | |

| | | | |
|--|---|---|--|
| | | Target Completion Date: | 05/01/2015 |
| | | Comments: | |
| | | Task Completed: | 5/1/2015 12:00:00 AM |
| Implement | Percent Task Complete: | | 75% |
| Family Community Engagement | | | |
| Defining the purpose, policies, and practices of a school community | | | |
| Indicator | IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority) | | |
| Status | Tasks completed: 0 of 3 (0%) | | |
| Assess | Level of Development: | Initial: Limited Development 02/08/2016 | |
| | 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: | CJHS's parental involvement plan includes expectations that communicate what parents and families can do to support their students' learning at home. We also provide open lines of communication between staff and home. Opportunities for parents to meet with teachers are available through open house and parent/teacher conferences. Teachers collaborated to provide additional information for student success via handouts and we have also made this information available through our website. | |
| Plan | Assigned to: | Holly Shannon | |
| | How it will look when fully met: | CJHS's parental involvement plan will continue to include expectations that communicate what parents and families can do to support their students' learning at home. The parental involvement team will be comprised of teachers, staff and parents. Opportunities such as open house and parent teacher conferences will provide opportunities for parents to meet with teachers and staff. Additional parental informational meetings will be held to keep parents involved. Teachers will continue to collaborate and update additional information for student success via handouts and will continue to be made available through our website. Evidence will be kept in the form of parent sign-in sheets, flyers, parental involvement plan and copies of information made available online. | |
| | Target Date: | 06/01/2017 | |
| | Tasks: | | |
| | 1. Open house, p/t conferences and parental informational meetings will be scheduled throughout the year. | | |
| | Assigned to: | Holly Shannon | |

| | | | |
|------------------|--|-------------------------|---------------|
| | | Added date: | 03/15/2016 |
| | | Target Completion Date: | 06/01/2016 |
| | | Comments: | |
| | 2. Each year a parental involvement team will be established and will be comprised of teachers, staff and parents. | | |
| | | Assigned to: | Holly Shannon |
| | | Added date: | 03/15/2016 |
| | | Target Completion Date: | 06/01/2016 |
| | | Comments: | |
| | 3. Information on student success will be made available to parents through the CJHS website. Department heads will work together to provide important tips, websites and strategies for enhanced student success. | | |
| | | Assigned to: | Holly Shannon |
| | | Added date: | 03/15/2016 |
| | | Target Completion Date: | 06/01/2016 |
| | | Comments: | |
| Implement | Percent Task Complete: | | 0% |