

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 30, 2016

MOUNTAIN VIEW HIGH SCHOOL NCES - 51020000749

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 4 (0%)

Assess Level of Development: Initial: **Limited Development** 09/21/2015

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: A team was put together for parental involvement last school year. Teams have also, I believe, been in existence prior to that year, but it was my first as principal so the only year I can personally speak to. I'm not aware of other committees in the past; however, we did also begin an RTI committee last year.

Plan Assigned to: Kimberly Cruce

How it will look when fully met: Team structure will consist of a Leadership Team, Instructional Teams, and School Community Council. School policy will specify the guidelines for establishing, monitoring, and evaluating each team.

Target Date: 08/31/2016

Tasks:

1. Develop and incorporate policies that specify the purpose of each team, methods of constituting each team, guidelines for determining the effectiveness of each team, and methods for apprising new leaders of these expectations.

Assigned to: Kimberly Cruce

Added date: 11/23/2015

Target Completion Date: 01/29/2016

Frequency: once a year

Comments: Assigning members to teams and determining the best practices.

		2. Establish a School Leadership Team (comprised of principals, counselor, and teacher leaders), Instructional Teams, and a School Community Council (comprised mostly of parents).
	Assigned to:	Melissa Howard
	Added date:	11/23/2015
	Target Completion Date:	05/31/2016
	Frequency:	once a year
	Comments:	MVHS leadership team: Kim Cruce, Matthew Sullivan, Melissa Howard, Rebecca Dobbins, D'lonra Cochran.
		3. Allow flexibility in scheduling so that teams can find time to meet.
	Assigned to:	Kimberly Cruce
	Added date:	11/23/2015
	Target Completion Date:	05/31/2016
	Frequency:	twice monthly
	Comments:	Possibly teachers classrooms may be covered to allow for special meetings.
		4. Provide professional development on how to function as a team.
	Assigned to:	Melissa Howard
	Added date:	11/23/2015
	Target Completion Date:	08/31/2016
	Frequency:	once a year
	Comments:	
Implement	Percent Task Complete:	0%
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 2 (0%)	
Assess	Level of Development:	Initial: Limited Development 11/23/2015
	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:	We have limited development of this indicator some of the teams have been using agendas, but it has not been consistent.
Plan	Assigned to:	Matthew Sullivan
	How it will look when fully met:	A copy of all team agendas will be compiled along with minutes from meetings.
	Target Date:	05/31/2016
	Tasks:	
		1. Teams will submit a copy of the agenda to a designated coordinator and team members prior to each meeting.
	Assigned to:	Melissa Howard

		Added date:	11/23/2015
		Target Completion Date:	05/31/2016
		Frequency:	monthly
		Comments:	
2. Team will submit a copy of the minutes to a designated coordinator after each meeting.			
		Assigned to:	Melissa Howard
		Added date:	11/23/2015
		Target Completion Date:	05/31/2016
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		0%
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: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/19/2015	
	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:	At the present we have created a indistar assesment and planning team, we aslo have an RTI team from last year that needs to be refined to be more productive. We already have a parent involment team, but are in the process of forming stronger instructional teams.	
Plan	Assigned to:	Matthew Sullivan	
	How it will look when fully met:	A school leadership team will be established that includes principals, teachers, and other key professional staff members. This team will meet a minimum of twice a month for an hour or more each time.	
	Target Date:	02/01/2016	
	Tasks:		
	1. A Leadership team will be established to determine and promote the shared vision of the school to make sure that every student meets his/her potential. Meetings will be held at least twice a month for at least an hour at a time.		
		Assigned to:	Kimberly Cruce
		Added date:	11/19/2015
		Target Completion Date:	01/15/2016
		Frequency:	twice monthly
		Comments:	This team will discuss ways to align teaching and move in a direction that will allow student achievement to be maximized.

		2. Instructional teams made up of teachers who share common students will be formed to provide a shared vision of what areas need to be reworked to provide each student the ability to reach his or her potential. These teams will meet at least once a week for an hour.
	Assigned to:	Matthew Sullivan
	Added date:	11/19/2015
	Target Completion Date:	02/01/2016
	Frequency:	weekly
	Comments:	Grade level teams meet after school to discuss plans/testing etc to help focus student learning on tapping into the full potential of the students.
Implement	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) (All Schools,Focus,Priority)

Status Tasks completed: 0 of 4 (0%)

Assess	Level of Development:	Initial: Limited Development 11/18/2015	
	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:	Limited Development, Plans are being created to incorporate the use of TESS observations.	
Plan	Assigned to:	Melissa Howard	
	How it will look when fully met:	The leadership team will review the principals' summary reports of classroom observations (TESS) and will use this information in planning professional development. The principals (K. Cruce/ M. Sullivan) will use data gathered from TESS end of year scores.	
	Target Date:	10/31/2016	

Tasks:

		1. Assign mentors to novice teachers and possibly to any struggling teachers who would benefit from the mentors' experience.	
	Assigned to:	Kimberly Cruce	
	Added date:	11/18/2015	
	Target Completion Date:	09/21/2015	
	Frequency:	monthly	
	Comments:	This could be from teacher request or direction of the principal. Consider video lessons. Ongoing task	
		2. Develop professional development based on evidence gathered during principals classroom observations to improve instruction.	

		Assigned to:	Matthew Sullivan
		Added date:	11/18/2015
		Target Completion Date:	03/01/2016
		Frequency:	once a year
		Comments:	This is only a piece of the puzzle for determining professional development.
	3. Base professional development for individuals, small group with a common deficit, or building wide when a new skill is needed on observations and communications from teachers.		
		Assigned to:	D'Ionra Cochran
		Added date:	11/18/2015
		Target Completion Date:	05/31/2016
		Frequency:	once a year
		Comments:	These are individualized professional development opportunities.
	4. Evaluate the professional development offerings to determine if positive gains have been made.		
		Assigned to:	Kimberly Cruce
		Added date:	11/18/2015
		Target Completion Date:	10/31/2016
		Comments:	Develop a survey.
Implement	Percent Task Complete:		0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:		Initial: Limited Development 11/22/2015
	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:		Plans are being made to modify the plan for Personal Growth Plans. Personal Growth Plans (PGP) are made by each educator.
Plan	Assigned to:		Matthew Sullivan
	How it will look when fully met:		Teachers will make individual professional development plans based on classroom observation. Teachers and principals will discuss the professional development plan during the teacher's end of year meeting.
	Target Date:		05/31/2016
	Tasks:		
	1. Principals will have to remain trained in the latest use of TESS.		
		Assigned to:	Kimberly Cruce

		Added date:	11/22/2015
		Target Completion Date:	08/10/2015
		Frequency:	once a year
		Comments:	The building principal or designee will have to know what professional development will be required in addition to the teacher's individual professional development plan. Also, the principal or designee will ensure that the teacher has his/her total required professional development hours.
	2. In order for teachers to find the best method for teaching, educators need to be encouraged to experiment in teaching methods. Teachers should be reminded that they know what they have to teach, but how they get there is not mandated. Teachers should also have opportunities to work together within grade level and subject matter.		
		Assigned to:	Matthew Sullivan
		Added date:	11/22/2015
		Target Completion Date:	05/31/2016
		Frequency:	once a year
		Comments:	Note that implementation of this is more productive if the teachers come up with the ideas and methods of instruction verses principals mandating how they teach in the classroom.
	3. The principal or designee will need to be skilled at recognizing good examples of the different styles of classroom effectiveness. Evaluations should be seen as accurate and valid observations by the teachers so they can base which area needs to be addressed by professional development. Principal or designee will have to continue in TESS training.		
		Assigned to:	Matthew Sullivan
		Added date:	11/22/2015
		Target Completion Date:	05/31/2016
		Frequency:	once a year
		Comments:	Principals will have to remain trained in the latest use of TESS.
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 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/20/2015	
	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:	We currently have been providing professional development based on district needs, but are working on coming up with a survey instrument to give the teachers more of a say in what offerings are made so that the current offerings can be enhanced in a way that is useful to the school.	
Plan	Assigned to:	Kimberly Cruce	

	How it will look when fully met:	Teachers will have been provided a variety of professional development opportunities tailored to the building and individual teachers' needs.	
	Target Date:	08/15/2016	
	Tasks:		
	1. Teachers are given opportunities to respond to surveys which seed teacher input for offerings.		
	Assigned to:	Kimberly Cruce	
	Added date:	03/28/2016	
	Target Completion Date:	02/26/2016	
	Frequency:	once a year	
	Comments:	If the co-op does not provide a survey, principal will create one.	
	2. Building will provide in-service based on needs and survey input.		
	Assigned to:	Kimberly Cruce	
	Added date:	03/28/2016	
	Target Completion Date:	05/31/2016	
	Frequency:	once a year	
	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	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/23/2015	
	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:	We began offering credit recovery courses last summer in addition to the tutoring that is already offered after school. So now, we need to gather data to see the amount of improvement that is gained with these programs.	
Plan	Assigned to:	Matthew Sullivan	
	How it will look when fully met:	RTI (Response To Intervention) and BIG Time (Big Instructional Gains) schedules are in place weekly. Teacher tutoring schedules published weekly for students utilization.	
	Target Date:	09/26/2016	
	Tasks:		

	1. Creating a BIG Time schedule to allow for a modified school day with at least 70% of the school year allowing for remediation and RTI with students.
	Assigned to: Kimberly Cruce
	Added date: 03/28/2016
	Target Completion Date: 09/26/2016
	Frequency: weekly
	Comments: This schedule will be followed on each Tuesday, Wednesday, and Thursday.
	2. Working the RTI Program beginning with the use of ZAP.
	Assigned to: Kimberly Cruce
	Added date: 03/28/2016
	Target Completion Date: 10/01/2015
	Frequency: weekly
	Comments: Shared Google Docs allows tracking of students who do not turn in work.
	3. Students are given opportunities to attend after-school tutoring in all core subjects at least once a week.
	Assigned to: Matthew Sullivan
	Added date: 03/28/2016
	Target Completion Date: 10/01/2015
	Frequency: weekly
	Comments:
	4. Students are given the opportunity for credit recovery through Virtual Arkansas.
	Assigned to: Melissa Howard
	Added date: 03/28/2016
	Target Completion Date: 06/01/2016
	Comments:
Implement	Percent Task Complete: 0%

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/20/2015	
	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:	Every effort is made to hire highly qualified teachers, but we have few incentives that are offered to recruit and retain these teachers, so we need to identify possible incentives.
Plan	Assigned to:	Kimberly Cruce
	How it will look when fully met:	All teachers will have highly qualified status.
	Target Date:	04/30/2016
	Tasks:	
	1. Vacancies in the district will be filled with teachers who have licensure in the subject area for which they are being hired, or in the case of hard to fill positions, teachers will be placed on an ALP plan with the state department to get the needed licensure within a specified time frame. Patrons of the district will be notified if their child is placed with a teacher who does not have licensure. The best qualified applicant will be hired to fill the position.	
	Assigned to:	Kimberly Cruce
	Added date:	11/20/2015
	Target Completion Date:	08/31/2015
	Frequency:	once a year
	Comments:	All due diligence will be given to hiring only licensed staff; however, if there are no applicants available who hold the correct licensure; then, the best qualified applicant will be hired and placed on an ALP.
	2. Collect and distribute information about cost of living (including availability of services) so that prospective employees will have an accurate expectation of costs and availability of services in the area.	
	Assigned to:	Melissa Howard
	Added date:	11/20/2015
	Target Completion Date:	02/29/2016
	Frequency:	once a year
	Comments:	Information about costs of living and services available in the area can help give prospective employees an accurate representation of what to expect if they move into the area from another town, county, or state. If we do this as a brochure, it would have some costs to the district, but might be an effective recruiting tool.
	3. Classroom assignments will be made based on experience, skills, knowledge, and career goals. Teachers will also be given a voice in which position (when possible) they will fill.	
	Assigned to:	Kimberly Cruce
	Added date:	11/20/2015
	Target Completion Date:	03/31/2016
	Frequency:	once a year
	Comments:	When possible novice teachers will be given a lighter workload than more experienced team members. We will also give them the option of assuming responsibilities that align with the career goals they hold.
	4. We will have in place a performance based dismissal process to remove teachers from the classroom who consistently fail to help students learn.	
	Assigned to:	Kimberly Cruce
	Added date:	11/20/2015

		Target Completion Date:	04/30/2016
		Frequency:	once a year
		Comments:	While the dismissal process could occur at any time; teachers are evaluated periodically throughout the school year, and are re-hired if found successful in March.
Implement	Percent Task Complete:		0%
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 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/23/2015	
	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:	Currently students are provided with information about scholarship opportunities and information about financial need in college. They are also provided with several opportunities to meet with college recruiters. We also provide concurrent and AP classes to help prepare the students academically. Documentation of these activities needs to become consistent and standardized.	
Plan	Assigned to:	Melissa Howard	
	How it will look when fully met:	All students will be provided the necessary skills to be successful in a post- secondary high school environment.	
	Target Date:	05/31/2016	
	Tasks:		
	1. The counselor provides age-appropriate college and career awareness/employment readiness information to students in the building.		
	Assigned to:	Melissa Howard	
	Added date:	03/28/2016	
	Target Completion Date:	05/16/2016	
	Frequency:	twice monthly	
	Comments:	College Recruiting Visits; Four-Year Academic Plans; Vocational Programs Curriculum enhance this task.	
	2. The school offers a financial aid workshop for students and parents. This provides students and parents information necessary to complete the FASFA.		
	Assigned to:	Melissa Howard	
	Added date:	03/28/2016	
	Target Completion Date:	02/22/2016	

		Frequency:	once a year
		Comments:	All forms of financial aid will be discussed. Financial Aid Officers from Ozarka College lead the workshop.
	3. The school has a system to follow up on high school graduates.		
		Assigned to:	Melissa Howard
		Added date:	03/28/2016
		Target Completion Date:	09/30/2015
		Comments:	This task is done yearly in the fall.
	4. A building-based Student Services Plan (SSP) has been written for the school building.		
		Assigned to:	Melissa Howard
		Added date:	03/28/2016
		Target Completion Date:	09/03/2015
		Frequency:	once a year
		Comments:	The student services plan is a resource for the high school.
	5. School-Based Mental Health services are offered to identified students and families by Health Resources of Arkansas. A Licensed Therapist and Case Managers work with students on the MVHS campus.		
		Assigned to:	Melissa Howard
		Added date:	03/28/2016
		Target Completion Date:	09/03/2015
		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 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/20/2015	
	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:	A schedule is in placed this year that allows for instructional team meetings so that this alignment can begin. This is in the beginning stages and has not been fully implemented.	
Plan	Assigned to:	Kimberly Cruce	
	How it will look when fully met:	Instructional teams will have worked together to form standards-aligned unit plans with instructional plans for all subjects and grade levels.	

	Target Date:	05/31/2016
	Tasks:	
	1. Special education teachers will be included on the instructional team. With the help of the special education teachers, regular education teachers will implement adaptations and accommodations for students with special needs. The teachers will work together to acquire materials that are needed in order to teach to a wide spectrum of ability levels and learning styles.	
	Assigned to:	Matthew Sullivan
	Added date:	11/20/2015
	Target Completion Date:	08/31/2015
	Frequency:	daily
	Comments:	We already have this in place. Our inclusion classes and indirect students have support from both the special education and regular classroom teacher. But, this needs to be expanded to include more inclusion when budget and hiring practices allow.
	2. ELL personnel will be included on instructional teams to develop units of study that will address the needs of English Language learners so that it is aligned to both content and English language proficiency standards.	
	Assigned to:	Melissa Howard
	Added date:	11/20/2015
	Target Completion Date:	09/30/2015
	Frequency:	monthly
	Comments:	At the present time, we have no ELL students in the high school. However, in the event of a student moving into our district, we will include the ELL personnel in the decision making process for instructional methods to best benefit these students with ELL.
	3. Instructional Teams will work together to develop aligned plans for units that are shared by all teachers who teach that subject and grade level. Those plans will include pre/post test items that provide evidence of mastery.	
	Assigned to:	D'Ionra Cochran
	Added date:	11/20/2015
	Target Completion Date:	05/31/2016
	Frequency:	weekly
	Comments:	Team Time will be used for teachers to work on plans that formulate aligned units both vertically and horizontally. The focus should be on development of pre/post tests.
	4. Instructional teams will research different methods/forms of teaching deliveries and activities. Discussion about success/failure and decisions about how to implement or adjust instruction to benefit student learning will be had with the ultimate goal of trying these procedures in the classroom then evaluating the effectiveness so that new methods can be discovered and implemented successfully.	
	Assigned to:	Rebecca Dobbins
	Added date:	11/20/2015
	Target Completion Date:	05/31/2016
	Frequency:	weekly

		Comments:	From resources that teachers have been given or discovered, they will try new methods or activities to engage students in learning.
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 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/23/2015	
	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 the use of our BIG Time schedule and the implementation of the ACT Aspire and ACT standardized testing that we will be using which has built in assessment pieces this should be implemented by the end of the year.	
Plan	Assigned to:	Matthew Sullivan	
	How it will look when fully met:	Evidence found in lesson plans, e-school (teacher grade books), and test results.	
	Target Date:	05/31/2016	
	Tasks:		
	1. Teachers will use prescriptive assessments for each student at least three times a year.		
	Assigned to:	Matthew Sullivan	
	Added date:	03/28/2016	
	Target Completion Date:	05/31/2016	
	Frequency:	three times a year	
	Comments:		
	2. The building will administer state standardized assessments yearly.		
	Assigned to:	Melissa Howard	
	Added date:	03/28/2016	
	Target Completion Date:	05/31/2016	
	Comments:	ACT- students in grade 11; ACT Aspire- students in grades 9 and 10; AP Exams- students in enrolled in AP Language and Composition, AP Literature, and AP World History	
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	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/23/2015	
	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:	Time is now being provided to instructional teams to allow them to work together to come up with plans that align standards, curriculum, instruction, and assessment.	
Plan	Assigned to:	Kimberly Cruce	
	How it will look when fully met:	District provided curriculum guides are followed. Teachers turn in monthly check sheets based on state-mandated standards.	
	Target Date:	10/01/2015	
	Tasks:		
	1. Using the curriculum guides will provide both vertical and horizontal alignment.		
	Assigned to:	Kimberly Cruce	
	Added date:	03/28/2016	
	Target Completion Date:	05/31/2016	
	Frequency:	weekly	
	Comments:	Teachers will meet in teams during BIG Time to discuss curriculum alignment, missing skills, and strategies necessary to improve instruction.	
Implement	Percent Task Complete:	0%	
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 11/22/2015	
	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:	A monthly newsletter has been going to parents along with holding various activities throughout the school year that include the participation of parents and students.
Plan	Assigned to:	Melissa Howard
	How it will look when fully met:	Compacts will have three areas of responsibility: school, parent, and student. Developing partnerships between the family and school will build connections that will help students achieve higher standards of learning.
	Target Date:	05/31/2016
	Tasks:	
	1. Opportunities for students to learn from highly-qualified teachers will be made available for all students. Conferences will also be held each semester to allow parents and students time to discuss educational progress. To feel part of the school community, parents will be encouraged to volunteer and participate in school programs and activities.	
	Assigned to:	Kimberly Cruce
	Added date:	11/22/2015
	Target Completion Date:	05/31/2016
	Frequency:	twice a year
	Comments:	Utilizing a variety of communication tools in order to allow parents to have a greater understanding of the school environment is necessary to engage a greater number of families. Monthly calendars, TAC (Teacher Access Center)/ HAC (Home Access Center), Parent-Teacher Conferences, Remind.com, and Blackboard ALERT NOW are examples of school-to-parent communication.
	2. Parental Needs Survey. Results of the survey would be used to determine areas of most need. Materials and support opportunities would be provided for parents through math and literacy nights as well as financial aid workshops. Utilization of community supports would be a vital part in meeting the needs of both parents and students.	
	Assigned to:	Kimberly Cruce
	Added date:	11/22/2015
	Target Completion Date:	05/31/2016
	Frequency:	once a year
	Comments:	The current parental survey should be updated. Clubs and organizations offer parents a frequent opportunities to seek support from teachers. Local supports come from Ozarka College as well as banks and businesses in the community.
	3. Responsibilities of the family and school are to participate in the learning and development of students' education. Creation of successful communication between the home and school is vital to the success of the school. Encouragement of parents to attend conferences and open house start two-way communication between parent and teacher through the student, parent, and teacher compact.	
	Assigned to:	Kimberly Cruce
	Added date:	11/22/2015
	Target Completion Date:	05/31/2016
	Frequency:	weekly

		Comments:	TAC (Teacher Access Center)/HAC (Home Access Center) offers parents the availability of students grades which are updated regularly. This also offers parents the ability to see date of projects and assignments to promote successful completion.
Implement	Percent Task Complete:		0%