

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

RURAL SPECIAL ELEM SCHOOL NCES - 51020000964

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 6 (0%)

Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	Some teams are created and work diligently to address school issues (handbook committee, parent involvement teams, RTI, leadership team, etc.); however, an assessment of each of the teams and their roles will show strengths and weaknesses along with other opportunities that may be included with future school governance issues.	
Plan	Assigned to:	Shelia Mitchell	
	How it will look when fully met:	When this objective is fully met, a leadership team will be fully functional and comprised of the school principal, teachers, community members, and parents. The team will meet regularly to discuss strengths and weaknesses within the school, keep minutes of meetings, set goals based on school/student need, prioritize goals, and monitor the progress toward goal achievement. Evidence needed to monitor team will include minutes of meetings, agenda for subsequent meetings, needs determined by meeting discussion and other data accessible to team members, and goal monitoring.	
	Target Date:	05/30/2016	
	Tasks:		
	1. A leadership team will be established and comprised of the school principal, teachers, community members, and parents.		
	Assigned to:	Shelia Mitchell	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	

		Comments:	
	2. The leadership team will meet regularly to set and monitor goals.		
	Assigned to:	Shelia Mitchell	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	monthly	
	Comments:		
	3. The leadership team will set goals and prioritize them as determined by school/student need.		
	Assigned to:	Shelia Mitchell	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	monthly	
	Comments:		
	4. The leadership team will keep accurate minutes of which will be documented at each meeting for use in the future when scheduling meetings and for goal monitoring.		
	Assigned to:	Heather Berry	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	monthly	
	Comments:		
	5. A detailed agenda will be created before each team meeting and distributed to members in a timely manner so that members have time to review the agenda before scheduled meeting takes place.		
	Assigned to:	Shelia Mitchell	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	monthly	
	Comments:		
	6. The leadership team will assess the path to goal achievement.		
	Assigned to:	Shelia Mitchell	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	monthly	
	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 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Agendas are prepared for most meetings (parent involvement team, RTI team, leadership team, etc.) but not all teams prepare agendas for all meetings. We are in the process of developing a plan to ensure full implementation.	
Plan	Assigned to:	Dewyn Avey	
	How it will look when fully met:	This objective will have documented agendas for all team meetings (Parent Involvement Team, RTI Team, Leadership Team, etc.) when fully implemented. Team agendas will be kept to determine full implementation.	
	Target Date:	05/30/2016	
	Tasks:		
	1. Agenda given prior to meeting with an objective established.		
	Assigned to:	Shelia Mitchell	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	monthly	
	Comments:		
	2. Achieve the meetings objective shown through notes taken during meetings.		
	Assigned to:	Dewyn Avey	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	monthly	
	Comments:		
	3. Meeting takes a minimum amount of time documented by time meeting starts and ends.		
	Assigned to:	Dewyn Avey	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	monthly	
	Comments:		
	4. Keeping detailed notes will show process being followed for all team meetings.		
	Assigned to:	Dewyn Avey	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	Currently, the leadership team meets once a month in order to learn navigation of Indistar and to delegate duties. As evaluation of our current plan continues, the team will meet more regularly in order to implement the plan. These meetings will be a high priority with adoption of the new system.	
Plan	Assigned to:	Shelia Mitchell	
	How it will look when fully met:	This objective will be met when the leadership team has regularly scheduled meetings at least twice a month. Agendas for the meetings will be drafted in advance and will be shared with staff members in order for them to have the opportunity to add items to the agenda for discussion. Evidence will include minutes and agendas for all meetings	
	Target Date:	05/30/2016	
	Tasks:		
	1. After the administrator forms the leadership team, the leadership team will assign members to a) make a schedule of meeting times and dates b) invite the right team members to all meetings c) draft agendas for all meetings d) keep minutes of all meetings		
	Assigned to:	Shelia Mitchell	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	twice monthly	
	Comments:	Heather Berry agreed to be responsible for keeping minutes for all meetings, while Shelia Mitchell will make agendas and a schedule for all meetings.	
	2. The leadership team will share a common vision for learning in the school.		
	Assigned to:	Jennifer Amos	
	Added date:	11/23/2015	
	Target Completion Date:	05/30/2016	
	Frequency:	twice monthly	
	Comments:	The vision of the team will be guided by the school and district missions.	
	3. The leadership team will meet regularly to keep projects moving forward and to plan instruction and improvement.		
	Assigned to:	Shelia Mitchell	
	Added date:	11/23/2015	

		Target Completion Date:	05/30/2016
		Frequency:	twice monthly
		Comments:	The team will utilize a common vision as a guide for all decision making. The team will follow an agenda that is available in advance to all staff members who may want to make a proposal for consideration by the team.
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 10/28/2015	
	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:	Principal's summary reports of classroom observations have been taken into account when planning professional development in previous years as individual and small group. Starting this school year and continuing into future school years, classroom observations will be taken into account by the Leadership Team when planning professional development. This will be revisited several times during the school year in the Leadership Team meetings.	
Plan	Assigned to:	Shelia Mitchell	
	How it will look when fully met:	A variety of data based on classroom walk throughs and periodic observations will be available for the Leadership Team to review. The Leadership Team will analyze the data, make recommendations and help organize professional development opportunities that will increase teacher skills along with best practices proven to be affective for improving student performance.	
	Target Date:	04/28/2017	
	Tasks:		
	1. The principal and leadership team members will do classroom observations and collect data based on observed strengths and weaknesses.		
	Assigned to:	Shelia Mitchell	
	Added date:	03/15/2016	
	Target Completion Date:	05/02/2016	
	Frequency:	monthly	
	Comments:		

		2. Data will be organized and reviewed by the Leadership team.	
		Assigned to:	Shelia Mitchell
		Added date:	03/15/2016
		Target Completion Date:	05/20/2016
		Frequency:	three times a year
		Comments:	
		3. The Leadership Team will develop a strategic plan for recommended areas of professional development that will improve best practice in the classroom	
		Assigned to:	Shelia Mitchell
		Added date:	03/15/2016
		Target Completion Date:	05/20/2016
		Frequency:	three times a year
		Comments:	
		4. Professional development opportunities will be researched and provided for the staff.	
		Assigned to:	Shelia Mitchell
		Added date:	03/15/2016
		Target Completion Date:	05/20/2016
		Frequency:	three times a year
		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)		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	Currently, teachers make individual professional development plans based on classroom observations; however, plans need to be revisited throughout the school year in order to monitor progress in meeting goals. Furthermore, teachers need to research and attend professional development opportunities that will assist them in reaching goals set after classroom observations.	
Plan	Assigned to:	Shelia Mitchell	

	How it will look when fully met:	Formal and informal observations will be documented in Bloomboard with follow up notes recorded in Bloomboard. The system will also log ratings as determined by the individual teacher and administrator with final ratings determined by the administrator. Based on formal/informal observations and formative/summative evaluations (along with all follow up meetings), teachers will work cooperatively with the building level administrator to create an individualized professional development plan that will be kept in Bloomboard and updated throughout the school year.
	Target Date:	05/20/2016
Tasks:		
	1. Administration will perform informal and formal observations that will be recorded in Bloomboard	
	Assigned to:	Shelia Mitchell
	Added date:	11/22/2015
	Target Completion Date:	12/01/2015
	Frequency:	weekly
	Comments:	
	2. Discussion of each observation with high quality feedback will occur between teacher and administrator	
	Assigned to:	Shelia Mitchell
	Added date:	11/22/2015
	Target Completion Date:	12/01/2015
	Frequency:	weekly
	Comments:	
	3. Conduct meeting(s) throughout the year between teacher and administrator to review progress toward professional development goals	
	Assigned to:	Shelia Mitchell
	Added date:	11/22/2015
	Target Completion Date:	12/01/2015
	Frequency:	three times a year
	Comments:	
	4. Conduct meeting(s) in May to determine/set goals for the upcoming school year based on data collected throughout the year.	
	Assigned to:	Shelia Mitchell
	Added date:	11/22/2015
	Target Completion Date:	05/27/2016
	Frequency:	once a year
	Comments:	
	5. Explore individualized professional development opportunities and require/support teacher attendance in those decided upon	
	Assigned to:	Shelia Mitchell
	Added date:	11/22/2015

		Target Completion Date:	05/27/2016
		Frequency:	three times a year
		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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	The school does provide all staff high quality, ongoing, job-embedded and differentiated professional development through the district education cooperative. Professional development is based on the state mandated courses and classroom observations by the principal. Providing ongoing and differentiated professional development is limited by budget conditions. Professional development will be addressed by the Leadership Team based on classroom observations.	
Plan	Assigned to:	Dewyn Avey	
	How it will look when fully met:	Upon full implementation, this objective will have documented professional development. All professional development attended will have proof kept to show high quality, ongoing, job related, and differentiation for each professional teacher.	
	Target Date:	08/12/2016	
	Tasks:		
	1. Professional development descriptions will be monitored and kept for each individual teacher.		
	Assigned to:	Dewyn Avey	
	Added date:	02/17/2016	
	Target Completion Date:	08/12/2016	
	Comments:		
	2. Professional development will be based on each individual teacher PGP (Professional Growth Plan).		
	Assigned to:	Dewyn Avey	
	Added date:	02/17/2016	
	Target Completion Date:	08/12/2016	
	Comments:		
	3. Professional development that is required by the state department of education will be kept and documented.		

		Assigned to:	Dewyn Avey
		Added date:	02/17/2016
		Target Completion Date:	08/12/2016
		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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	While extensive monitoring takes place of those students receiving Title 1 interventions, the progress monitoring of after school tutoring has limited development. We are in the process for creating a plan for implementation.	
Plan	Assigned to:	Kayla Knapp	
	How it will look when fully met:	When this objective is fully met, we will provide services to students that exceed the regular classroom instruction. We will monitor the progress of after school tutoring, title one enrichment, and computer assisted instruction to ensure that the students are improving on the skills needed. A list of students in after school tutoring will be submitted. Quarterly grades along with progress or lack thereof will be discussed.	
	Target Date:	05/27/2016	
	Tasks:		
	1. The school will continue after school tutoring programs which will meet the needs of students who are struggling in the regular classroom setting. Teachers will monitor students during the school year to recruit at risk students who are in need, based on classroom grades, test scores, parent recommendation, or teacher observation. Parents will be contacted and consent must be given for students to participate. A list of names will be obtained and provided to needed personnel.		
		Assigned to:	Kayla Knapp
		Added date:	02/17/2016
		Target Completion Date:	08/31/2015
		Frequency:	twice weekly
		Comments:	

		2. The school will provide at risk students with title one enrichment which will provide students with additional reading time in a small group setting. This extra time will allow students to work on skills which are weak, as identified by their classroom teachers. Progress will be monitored routinely in order to ensure students are improving.	
		Assigned to:	Kayla Knapp
		Added date:	02/17/2016
		Target Completion Date:	08/31/2015
		Frequency:	daily
		Comments:	
		3. The school will use Study Island during their computer assisted instruction. During this time, students will use the application to engage in activities which the teacher has assigned. The activities will work on the student's weak skill areas.	
		Assigned to:	Kayla Knapp
		Added date:	02/17/2016
		Target Completion Date:	08/31/2015
		Frequency:	weekly
		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 7 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	The district uses teachers-teachers.com along with the AAEA website to recruit highly qualified teachers. However, even with these websites some areas are still difficult to fill (music, GT, math). A written plan for retaining highly qualified teachers does not exist, and the school is in the process of creating a plan for implementation of this standard.	
Plan	Assigned to:	Shelia Mitchell	

	How it will look when fully met:	The school works cooperatively with the district to recruit, train, support and place teachers in the optimal position for student growth and development. Teachers will be assigned to classes/subject areas that are appropriately aligned with their competencies. The superintendent advertises vacancies in numerous media sources. The principal will review applications, extensively interview applicants, and check references to identify the best candidate for the position. Quality professional development is offered to all teachers. Administration encourages teachers to seek out professional development in specific areas of need and/or interest as related to their content area. A competitive benefits package is offered to all staff.
	Target Date:	12/01/2015
Tasks:		
	1. The Superintendent will advertise vacancies using the following methods to recruit staff from all areas of the United States: district email, the local newspaper, and Arkansas Association of Educational Administrators (AAEA) job website.	
	Assigned to:	Rowdy Ross
	Added date:	11/24/2015
	Target Completion Date:	12/01/2015
	Frequency:	four times a year
	Comments:	
	2. Principals will thoroughly review all applications and conduct interviews to ensure that potential employees are identified as HQT and that the best applicant for the position is found.	
	Assigned to:	Shelia Mitchell
	Added date:	11/24/2015
	Target Completion Date:	12/01/2015
	Frequency:	three times a year
	Comments:	
	3. The school will work with not only the district but also the Northcentral Education Service Cooperative, the ADE, and other sources to provide quality professional development for all teachers.	
	Assigned to:	Shelia Mitchell
	Added date:	11/24/2015
	Target Completion Date:	12/01/2015
	Frequency:	monthly
	Comments:	
	4. Teachers will be assigned to classes and/or subject areas so that their professional competencies align with job requirements and/or student/school needs.	
	Assigned to:	Shelia Mitchell
	Added date:	11/24/2015
	Target Completion Date:	12/01/2015
	Frequency:	once a year
	Comments:	

	5. Beginning teachers will be assigned a mentor to direct them through all requirements as identified by the school, the district, and ADE. Mentors will also model lessons and coach the beginning teachers.
	Assigned to: Shelia Mitchell
	Added date: 11/24/2015
	Target Completion Date: 11/02/2015
	Frequency: once a year
	Comments:
	6. Teachers will have the opportunity to work with other colleagues (not only within the school and district but across the region) to determine best practice, gather ideas, and network.
	Assigned to: Shelia Mitchell
	Added date: 11/24/2015
	Target Completion Date: 12/01/2015
	Frequency: three times a year
	Comments:
	7. Accomplished teachers will be recognized and have the opportunity to grow professionally by serving in leadership roles: serving as mentors, developing/facilitating professional development for staff, serving as textbook adoption chairs, serving on the leadership team, becoming a peer coach, and helping design and implement induction and mentor training programs.
	Assigned to: Shelia Mitchell
	Added date: 11/24/2015
	Target Completion Date: 05/02/2016
	Frequency: four times a year
	Comments:
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 4 (0%)
Assess	Level of Development: Initial: Limited Development 10/28/2015
	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:	The school provides the students with supports and guidance in order to prepare them for college and careers. We provide the students knowledge about different colleges by participating in the GoCollege week. We also introduce the students to different career paths by having a Career Night. Currently, minimal efforts are being made to provide the students with guidance concerning financial aid opportunities.
Plan	Assigned to:	Kayla Knapp
	How it will look when fully met:	The students will have knowledge of various career and college opportunities. They will have a basic understanding of the college and/ or job specific requirements for careers which interest them. They will have knowledge of the high school and financial requirements for college or trade school.
	Target Date:	05/27/2016
	Tasks:	
	1. Students will engage in career exploration activities in order to discover possible career options during a career night at the school where alumni will present information about their profession to the students.	
	Assigned to:	Kayla Knapp
	Added date:	11/24/2015
	Target Completion Date:	03/01/2016
	Comments:	
	2. The school will participate in "GO-college" week to introduce the students to various colleges around the state and country.	
	Assigned to:	Kayla Knapp
	Added date:	11/24/2015
	Target Completion Date:	05/01/2016
	Comments:	
	3. The students will engage in presentations with guest speakers which allow them to explore specific career in depth.	
	Assigned to:	Kayla Knapp
	Added date:	11/24/2015
	Target Completion Date:	05/27/2016
	Comments:	
	4. The school will provide information to address concerns or questions related to the financial side of college, especially for first generation college students.	
	Assigned to:	Kayla Knapp
	Added date:	11/24/2015
	Target Completion Date:	05/27/2016
	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 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	Currently, instructional teams do not meet regularly; however, when a situation arises (adopting new textbooks or series, coordinating integrated curriculum units, etc.) the team meets to discuss and make decisions on what would be best for each grade level. All grades are considered in these decisions. Some teams also work together to develop pacing guides for multiple subject areas.	
Plan	Assigned to:	Shelia Mitchell	
	How it will look when fully met:	The curriculum will be vertically and horizontally aligned. Teachers will collaborate district wide with other grade level and subject level colleagues to plan instruction based on curriculum checklists developed from ADE curriculum frameworks. Weekly lesson plans will be submitted to the building level principal for inspection and follow up with informal observations.	
	Target Date:	08/12/2016	
	Tasks:		
	1. Teachers will create lesson plans based on curriculum frameworks and submit them to the building level principal for review.		
	Assigned to:	Shelia Mitchell	
	Added date:	02/17/2016	
	Target Completion Date:	08/17/2015	
	Frequency:	weekly	
	Comments:		
	2. Teachers will meet (across subject and grade levels) to plan units of instruction that are guided by curriculum checklists based on the ADE frameworks. Units will include differentiated instruction and assessment pieces to meet the required standards.		
	Assigned to:	Shelia Mitchell	
	Added date:	02/17/2016	
	Target Completion Date:	08/12/2016	
	Frequency:	twice a year	
	Comments:		
	3. Teachers and principals will meet with the district Curriculum and Assessment Coordinator to review and plan for future instruction as a means to improve units of instruction.		
	Assigned to:	Shelia Mitchell	

		Added date:	02/17/2016
		Target Completion Date:	08/12/2016
		Frequency:	once a year
		Comments:	
	4. The building level principal will conduct informal and formal observations to monitor the implementation of the required ADE curriculum frameworks.		
		Assigned to:	Shelia Mitchell
		Added date:	02/17/2016
		Target Completion Date:	11/02/2015
		Frequency:	monthly
		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 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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 currently assess the students regularly in order to determine their progress toward the standards-based assessment. We use Dibels, DRA, etc. to progress monitor the students to determine their growth in reading. We administer the state mandated tests at all grade levels. As current testing tools are updated and more tools are created, we will update our testing procedures to fit into the changing world of education.	
Plan	Assigned to:	Jennifer Amos	
	How it will look when fully met:	When this goal is fully met, we will not only test each student at least 3 times a year, but we will also use data from testing to progress monitor each student for each subject area tested. The evidence needed to show that this objective is met includes data from each test, a spreadsheet or equivalent tool that aids in organizing the data for comparison, and any notes regarding findings from the data.	
	Target Date:	08/15/2016	
	Tasks:		
	1. Teachers will give various assessments in order to progress monitor reading. Assessments may include, but are not limited to: STAR assessments, Dibels, DRA, DSA, and fluency testing.		

		Assigned to:	Jennifer Amos
		Added date:	02/17/2016
		Target Completion Date:	02/17/2016
		Frequency:	twice monthly
		Comments:	-STAR tests every 9 weeks -fluency every 2 weeks
2. Teachers will utilize ACT Aspire classroom and interim tests in order to progress monitor.			
		Assigned to:	Jennifer Amos
		Added date:	02/17/2016
		Target Completion Date:	02/15/2016
		Comments:	-5 classroom tests for each subject area (math, reading, English, science, writing) -3 interim tests for each subject area (math, reading, English, science, writing)
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 10/28/2015	
	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:	Teachers are guided by the Common Core State Standards, which align standards, curriculum, and instruction; however, the document does not currently align a particular state wide assessment with the curriculum. The state of Arkansas has contracted with ACT Aspire; however, ACT Aspire has not aligned the test with the state standards. At this time, the state is in the process of aligning a particular assessment with the curriculum.	
Plan	Assigned to:	Heather Berry	
	How it will look when fully met:	The school district curriculum and instruction coordinator has created a document that has been placed on the district website that serves as a curriculum checklist and as a pacing guide. Teachers are expected to plan and teach lessons in accordance with the Arkansas Department of Education curriculum frameworks. Both documents provide accessibility and opportunity for all schools and teachers to the same expectations and requirements for aligning their curriculum, instructions, and assessments to the state or common core standards.	
	Target Date:	08/31/2016	

	Tasks:		
	1. Teachers will create and submit lesson plans weekly in accordance with ADE frameworks to the building level principal on a weekly basis..		
	Assigned to:	Shelia Mitchell	
	Added date:	02/17/2016	
	Target Completion Date:	08/31/2016	
	Frequency:	weekly	
	Comments:		
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 10/28/2015	
	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:	The school sends the Title I compact home at the beginning of each year. Parents and students sign the compact and return it to the school. The responsibilities of the parents, students, and school are listed on the compact. It provides parents with suggestions on what to do at home to help their child succeed in school. It also provides the students with what they are expected to do in order to be successful in school. The compact will be evaluated and changed to meet the changing responsibilities of the parents, students, and school.	
Plan	Assigned to:	Kayla Knapp	
	How it will look when fully met:	The parents will become of ways they can support their students to increase learning opportunities. Parents will have a variety of resources available for them to use in order to help their child. Communication between the school and parents will be ongoing. A written compact will be created, reviewed, and signed each year to ensure that all parties know their responsibilities.	
	Target Date:	05/27/2016	
	Tasks:		
	1. The school will create grade level compacts at parental involvement meetings that communicate the values, expectations, and roles of each party involved.		

		Assigned to:	Kayla Knapp
		Added date:	11/24/2015
		Target Completion Date:	05/27/2016
		Frequency:	once a year
		Comments:	
	2. The school will work to build rapport with the school community in order to strengthen the relationship which is built on purpose, communication, education, and association.		
		Assigned to:	Kayla Knapp
		Added date:	11/24/2015
		Target Completion Date:	05/27/2016
		Frequency:	daily
		Comments:	
	3. The parental involvement committee will work to create a compact that will make evident the roles and responsibilities of each stakeholder for the purpose of educating our students.		
		Assigned to:	Kayla Knapp
		Added date:	11/24/2015
		Target Completion Date:	05/27/2016
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:		0%