

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

RURAL SPECIAL HIGH SCHOOL NCES - 51020000965

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 11/24/2015	
	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:	There is limited development in process of creating a plan for implementation.	
Plan	Assigned to:	Junior Barham	
	How it will look when fully met:	When this objective is met, the leadership team will be meeting regularly to make informed decisions. This will be evidenced by student performance and discipline and attendance records.	
	Target Date:	01/15/2015	
	Tasks:		
	1. A leadership team led by the principal is established at Rural Special High School. It is comprised of various teachers (to represent their departments) and parents and students (to represent the community).		
	Assigned to:	Junior Barham	
	Added date:	11/24/2015	
	Target Completion Date:	01/15/2016	
	Frequency:	once a year	
	Comments:		
	2. The leadership team will regularly review student performance to recommend any needed changes that need to be implemented to the staff.		
	Assigned to:	Junior Barham	
	Added date:	11/24/2015	
	Target Completion Date:	01/15/2016	

		Frequency:	monthly
		Comments:	
	3. The leadership team will collect, analyze, and use data from attendance reports, discipline reports, test results, and teacher records to make decision regarding student instruction and professional development.		
		Assigned to:	Junior Barham
		Added date:	11/24/2015
		Target Completion Date:	04/22/2016
		Frequency:	monthly
		Comments:	
	4. The leadership team will make decisions regarding homework policies, school safety, and school-home communication. They will have follow up meetings to ensure implementation and success of the policy.		
		Assigned to:	Junior Barham
		Added date:	11/24/2015
		Target Completion Date:	05/27/2016
		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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/24/2015	
	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:	There is limited development in process of creating a plan for implementation.	
Plan	Assigned to:	Roger Hipp	
	How it will look when fully met:	When this objective is met, the leadership team will have an agenda in place to guide the meetings. This will be evidenced by the agenda created from the members' input.	
	Target Date:	04/15/2016	
	Tasks:		
	1. The leadership team will devise an appropriate agenda to guide the meeting.		
		Assigned to:	Roger Hipp
		Added date:	11/24/2015
		Target Completion Date:	01/22/2016
		Frequency:	twice monthly
		Comments:	
	2. Each team member's input will be considered when devising the agenda.		

		Assigned to:	Roger Hipp
		Added date:	11/24/2015
		Target Completion Date:	03/18/2016
		Frequency:	twice monthly
		Comments:	
	3. The agenda will be revised as needed if new issues and situations are presented.		
		Assigned to:	Roger Hipp
		Added date:	11/24/2015
		Target Completion Date:	02/20/2015
		Frequency:	twice 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 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/27/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is limited development in process of creating a plan for implementation.	
Plan	Assigned to:	Susan Evans	
	How it will look when fully met:	The leadership team regularly views school performance data, curriculum, instruction, and classroom performance each month. The evidence used to determine full implementation will be agendas, minutes, and a meeting calendar that will be recorded on Indistar for this indicator.	
	Target Date:	05/27/2016	
	Tasks:		
	1. The Rural Special Leadership Team has selected the second and fourth Wednesday of each month to assess and create a plan for the different indicators that have been prescribed by the Department of Education. After the plan has been established and fully implemented, the leadership team will review at a later date to determine if the needs have been met.		
		Assigned to:	Susan Evans
		Added date:	03/27/2016
		Target Completion Date:	05/27/2016
		Frequency:	twice monthly
		Comments:	
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 3 (0%)

Assess	Level of Development:	Initial: Limited Development 02/25/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: There is limited development in process of creating a plan for implementation.

Plan Assigned to: Junior Barham

How it will look when fully met: The principal will share all data summary on teacher evaluation with the leadership team, and they will suggest professional development that would be most beneficial for Rural Special teachers. The leadership team and building administrator will meet with the curriculum coordinator on the availability of professional development offered at the district level. The meeting agenda, minutes, and summary data will provide evidence for the meeting of the objective.

Target Date: 05/20/2016

Tasks:

1. The principal will evaluate all teachers at the high school level using Daniel's Model of Effective Teaching. The principal will give feedback upon teaching performance to help improve instruction.

Assigned to: Junior Barham

Added date: 02/25/2016

Target Completion Date: 05/20/2016

Frequency: three times a year

Comments:

2. The principal will perform classroom walk throughs twice each month and collect data to determine classroom management issues that can be addressed and corrected in the classroom.

Assigned to: Junior Barham

Added date: 02/25/2016

Target Completion Date: 05/20/2016

Frequency: twice monthly

Comments:

		3. The principal will aggregate data and create a summary report of observations to share with the leadership team. The principal and the leadership will determine weakness that could be addressed with adequate professional development to improve classroom performance.	
		Assigned to:	Junior Barham
		Added date:	02/25/2016
		Target Completion Date:	05/20/2016
		Frequency:	monthly
		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 3 (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:	After review of research, we feel that professional development is a big part of teaching students today. We are in the process of creating a plan to implement for our school. This plan would improve classroom observation, improve test scores, and improve quality of instruction.	
Plan	Assigned to:	Ty Pitcock	
	How it will look when fully met:	When this objective is met, the teachers will have met their goals on their professional growth plan. We will use the workshop certificates, principal evaluations, and the professional growth plans to determine if the objective is met.	
	Target Date:	05/10/2016	
	Tasks:		
	1. The Rural Special School will partner with the Northcentral Arkansas Education Cooperative, IDEAs, and other sources to provide high quality profession development. Each teacher will participate in the professional development needs survey given by the COOP to determine what profession development is most needed by the staff.		
		Assigned to:	Ty Pitcock
		Added date:	11/23/2015
		Target Completion Date:	05/10/2016
		Frequency:	once a year
		Comments:	
	2. The principal will require teachers to review their professional growth plan to evaluate and self-access their profession development.		
		Assigned to:	Ty Pitcock
		Added date:	11/23/2015

		Target Completion Date:	04/15/2016
		Frequency:	monthly
		Comments:	
	3. The principal will observe teachers to ensure that they are working toward the goals on their professional growth plans and that they are achieving their professional development.		
		Assigned to:	Ty Pitcock
		Added date:	11/23/2015
		Target Completion Date:	03/18/2016
		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 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/24/2015	
	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:	There is limited development in process of creating a plan for implementation.	
Plan	Assigned to:	Susan Evans	
	How it will look when fully met:	When this objective is met, professional development will be chosen based on teacher needs and student achievement. This will be evidenced by test data and teacher professional development records.	
	Target Date:	04/29/2016	
	Tasks:		
	1. Professional development for all teachers will focus on areas of improvement in the classroom, on preparing students for standard based testing, and on classroom management skills that will increase content knowledge.		
		Assigned to:	Susan Evans
		Added date:	11/24/2015
		Target Completion Date:	04/22/2016
		Frequency:	monthly
		Comments:	
	2. The principal will approve and guide all teachers to ensure that teachers have met the required amount of professional development required by the district and state.		
		Assigned to:	Susan Evans
		Added date:	11/24/2015
		Target Completion Date:	04/22/2016

		Comments:	
		3. Professional development for all high school staff will be based on new skills that the staff is required to utilize and implement in his/her classroom. Teachers will share skills learned in professional development with their colleagues.	
		Assigned to:	Susan Evans
		Added date:	11/24/2015
		Target Completion Date:	04/22/2016
		Frequency:	monthly
		Comments:	
		4. Professional development will focus on specific curriculum content and pedagogies needed to teach curriculum and frameworks effectively at each grade level which will be evaluated formally and informally as classroom walk through.	
		Assigned to:	Susan Evans
		Added date:	11/24/2015
		Target Completion Date:	04/22/2016
		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	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/04/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is limited development in process of creating a plan for implementation.	
Plan	Assigned to:	Kayla knapp	
	How it will look when fully met:	Students regularly participating in the after school program will show improvement in school attendance and overall literacy and math achievements. School attendance reports, and math and literacy scores will provide the evidence needed to assess the success of this program	
	Target Date:	05/27/2016	
	Tasks:		
		1. The Rural Special School offers an after school tutoring program for students in grades 7th through 12th in Math, Science, Social Studies, and English classes.	
		Assigned to:	Kayla knapp

		Added date:	03/04/2016
		Target Completion Date:	05/27/2016
		Frequency:	weekly
		Comments:	
	2. All teachers demonstrate sound homework practices and offer informal opportunities for extended learning time for students. The teachers will communicate with parents on a regular basis.		
		Assigned to:	Kayla knapp
		Added date:	03/04/2016
		Target Completion Date:	05/27/2016
		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 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:	The Rural Special High School is part of the Mountain View School District. We are currently devising a plan that will be implemented to ensure employment of teachers and support staff who will exhibit high standards.	
Plan	Assigned to:	Junior Barham	
	How it will look when fully met:	The Principal of the high school will implement the Rural Special High School Hiring Rubric when interviewing prospective faculty. He/she will make recommendations to the district board based on the criteria from the rubric. The school district, as well as the school, provides good working conditions, above average pay, bonuses, and strong support to its teachers. Therefore, retention of highly-qualified teachers is a minimal problem. This is evidenced by the Rubric, salary schedule, and teacher satisfaction survey.	
	Target Date:	05/13/2016	
	Tasks:		
	1. The Rural Special High School is part of the Mountain View School District. We are currently devising a plan that will establish the optimum task that could be implemented to ensure our staff with high standards for employment of teachers and support staff of our school.		

		Assigned to:	Junior Barham
		Added date:	11/23/2015
		Target Completion Date:	05/13/2016
		Frequency:	monthly
		Comments:	
	<p>2. The principal will review all applications and will conduct an extensive search for the best individual to employ for our high school position. Each candidate will be given equal opportunity for employment through the process of an interview, reference check, and checking for appropriate state licensure and Highly Qualified Status. A rubric that has been devised by the principal will be used to separate the top three candidates'. A second interview with the principal and district administration will be offered to the top three candidates. The choice will be narrowed down to the most highly qualified person for employment.</p>		
		Assigned to:	Junior Barham
		Added date:	11/23/2015
		Target Completion Date:	05/13/2016
		Frequency:	once a year
		Comments:	
	<p>3. The principal will review all employees to determine if they met the state mandated Highly Qualified Status. Each teacher employed by Rural Special High School will work toward being Highly Qualified. If the individual does not meet Highly Qualified Status, the teacher will develop a plan with a time line toward meeting the required status.</p>		
		Assigned to:	Junior Barham
		Added date:	11/23/2015
		Target Completion Date:	05/13/2016
		Frequency:	twice a year
		Comments:	
	<p>4. Each individual teacher will have a meeting with the High School Principal and develop a professional growth plan and professional development plan that will ensure the best qualified teachers for our campus.</p>		
		Assigned to:	Junior Barham
		Added date:	11/23/2015
		Target Completion Date:	04/15/2016
		Frequency:	three times a year
		Comments:	
	<p>5. The administration will provide working conditions that will help retain highly qualified teachers through effective classroom management.</p>		
		Assigned to:	Junior Barham
		Added date:	11/23/2015
		Target Completion Date:	05/13/2016
		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 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:	There is limited development in process of creating a plan for implementation.	
Plan	Assigned to:	Kayla knapp	
	How it will look when fully met:	When this objective is met, the students will have a four year academic plan in place, which will push them to be college and career ready. We will use the academic plan, senior exit interviews, and senior ACT scores to determine if the objective is met.	
	Target Date:	02/19/2016	
	Tasks:		
	1. The school provides the students with an opportunity to choose their college and career ready classes by providing them with a 4 year academic plan in which the students create with their academic advisor. The students then follow the plan throughout their high school career. If the plan needs to be revised, they must meet with their academic advisor and changes will be discussed in detail. The school provides the students with options on classes as it fits into the master schedule.		
	Assigned to:	Kayla knapp	
	Added date:	11/20/2015	
	Target Completion Date:	02/19/2016	
	Frequency:	twice a year	
	Comments:		
	2. The school assists students throughout the college and career decisions by providing them with opportunities to visit various college campuses and experience different career options. The school allows the students two college days, where the students visit college campuses without getting counted absent from school. Job shadowing is also allowed and strongly recommended. The school encourages the students to investigate different college and career options.		
	Assigned to:	Kayla knapp	
	Added date:	11/20/2015	
	Target Completion Date:	05/13/2016	
	Frequency:	monthly	
	Comments:		

		3. The school hosts a career night in order for the students to learn about different career options. The career night allows the students to hear from occupations that they might not know about or consider otherwise. The speakers are given three minutes to discuss their job duties and requirements and booths are set up for the students to receive information in a one on one setting.
	Assigned to:	Kayla knapp
	Added date:	11/20/2015
	Target Completion Date:	04/08/2016
	Comments:	
		4. The school is proactive in assisting the students with financial aid and scholarship concerns. In the spring, we have financial aid experts meet with the students and parents and discuss financial aid options. During this time, we also help the students and parents fill out the FASFA. Scholarships are provided to students and assistance to fill out the scholarships is offered. Reminders are frequently given on due dates and deadlines.
	Assigned to:	Kayla knapp
	Added date:	11/20/2015
	Target Completion Date:	04/22/2016
	Frequency:	four times a year
	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 2 (0%)	
Assess	Level of Development:	Initial: Limited Development 03/04/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is limited development in process of creating a plan for implementation.
Plan	Assigned to:	Junior Barham
	How it will look when fully met:	The lesson plans will be created based on the required standards implemented by the Arkansas Department of Education. These plans will be used by all teachers of each subject area.
	Target Date:	05/27/2016
	Tasks:	
	1. Instructional teams will design units to achieve objectives based on the Arkansas required frameworks.	
	Assigned to:	Junior Barham

		Added date:	03/04/2016
		Target Completion Date:	05/27/2016
		Frequency:	weekly
		Comments:	
	2. The weekly lesson plans designed by teachers and submitted to the principal will follow the main objectives of the unit.		
		Assigned to:	Junior Barham
		Added date:	03/04/2016
		Target Completion Date:	05/27/2016
		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: 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:	Teachers and administration will collect and review data to determine if student learning occurred. Data will be used to determine if students fully comprehended the material needed to master the objective. Teachers will adjust lesson plans and class material, as needed, in order to ensure that students fully understand the standards which are assessed. This indicator is in the process of being created for implementation at our school.	
Plan	Assigned to:	Rachelle Stewart	
	How it will look when fully met:	We will know this objective is met because teachers will review assessment data in order to know which standards need to be reiterated. The teachers will use the state assessments, periodic assessments, classroom assessments, and curriculum framework checklists as data for each grade.	
	Target Date:	05/27/2016	
	Tasks:		
	1. The staff will analyze data from benchmark and standardized test to determine if students are learning the objectives set by the district. Assessments will be implemented in the learning process of the curriculum to obtain the highest outcome in learning.		
		Assigned to:	Rachelle Stewart

		Added date:	11/20/2015
		Target Completion Date:	05/27/2016
		Comments:	
		2. The classroom teacher will give individual assessment of unit pre/post tests to determine the learning and degree of knowledge to make decisions about curriculum and instructional plans for each class. The staff will address the needs and adjust the curriculum to meet the needs of students.	
		Assigned to:	Susan Evans
		Added date:	11/20/2015
		Target Completion Date:	05/27/2016
		Frequency:	weekly
		Comments:	
		3. The teacher will design and implement lessons that will address the cognitive mental skills of each student. Each teacher will demonstrate the model Bloom's taxonomy synthesis and evaluation styles in the classroom.	
		Assigned to:	Ty Pitcock
		Added date:	11/20/2015
		Target Completion Date:	05/27/2016
		Frequency:	daily
		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	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/04/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is limited development in process of creating a plan for implementation.	
Plan	Assigned to:	Rachelle Stewart	
	How it will look when fully met:	All teachers will use the frameworks required by the Arkansas Department of Education to create lesson plans that align with the frameworks in order to complete checklists designed by the district.	
	Target Date:	05/27/2016	
	Tasks:		

	1. Teachers will match the objectives on the lesson plans created to the Arkansas frameworks and will email the lesson plans to the principal weekly for approval.
	Assigned to: Rachelle Stewart
	Added date: 03/04/2016
	Target Completion Date: 05/27/2016
	Frequency: weekly
	Comments:
	2. Teachers will use the subject specific checklists, which the district created and provided, as a guide for teaching the required frameworks for each subject at each grade level.
	Assigned to: Rachelle Stewart
	Added date: 03/04/2016
	Target Completion Date: 05/27/2016
	Frequency: weekly
	Comments:
	3. Teachers will work with their cohorts to implement lessons that use the cross curriculum theory, so that students are using the same skill and idea in multiple classes.
	Assigned to: Rachelle Stewart
	Added date: 03/04/2016
	Target Completion Date: 05/27/2016
	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 03/27/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is limited development n process of creating a plan for implementation	
Plan	Assigned to:	Kayla knapp	

	How it will look when fully met:	The Rural Special Staff will encourage parent and community involvement in the education of each student that attend our school. The evidence that will be used to determine that this indicator has fully been created are parent/teacher sign in sheets, student academic reports of students not meeting school expectations, and copy of parent compact form from parent center at the school.
	Target Date:	05/27/2016
	Tasks:	
	1. The parent facilitator will encourage parent involvement and also provide opportunity to get information on how parents can become more involved with their child's education.	
	Assigned to:	Kayla knapp
	Added date:	03/27/2016
	Target Completion Date:	05/27/2016
	Frequency:	monthly
	Comments:	
	2. Student progress reports of those students that have a D or F average in a class will be sent out each week to the parents to help keep them informed on their academic progress. The parents will be informed about after school tutoring programs and be given suggestions that might help improve academic success.	
	Assigned to:	Kayla knapp
	Added date:	03/27/2016
	Target Completion Date:	05/27/2016
	Frequency:	weekly
	Comments:	
	3. Parents will be given the opportunity and encouraged by the staff to attend parent/teacher conferences at the school.	
	Assigned to:	Kayla knapp
	Added date:	03/27/2016
	Target Completion Date:	05/27/2016
	Frequency:	twice a year
	Comments:	
Implement	Percent Task Complete:	0%