

Comprehensive Plan Report

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

March 29, 2016

TIMBO ELEMENTARY SCHOOL NCES - 51020001086

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: 1 of 3 (33%)

Assess	Level of Development:	Initial: Limited Development 10/21/2015	
	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:	We are in the process of creating a plan for implementation.	
Plan	Assigned to:	Jamie Moore	
	How it will look when fully met:	This team is comprised of the following members: Jimmy Lowery, Holly Schrock, Jamie Moore, Michelle Hughes, and Kim Treadway. The teams meet twice monthly for at least one hour to discuss school, faculty and student needs. The team will be responsible for implementing the school improvement plan. The team will provide an agenda and written minutes as evidence that this objective is being met.	
	Target Date:	11/02/2015	

Tasks:

	1. Monthly meetings will be monitored by Mrs. Jamie Moore. She will also provide an agenda and minutes of the meetings.		
	Assigned to:	Jamie Moore	
	Added date:	11/12/2015	
	Target Completion Date:	11/02/2015	
	Frequency:	twice monthly	
	Comments:	We have been conducting our monthly meetings and there is an agenda for each meeting.	
	Task Completed:	2/18/2016 12:00:00 AM	
	2. We want to develop and distribute surveys for faculty, students, and parents to complete.		

		Assigned to:	Jamie Moore
		Added date:	11/30/2015
		Target Completion Date:	03/30/2016
		Comments:	
	3. We will analyze data collected for school improvement.		
		Assigned to:	Holly Schrock
		Added date:	11/30/2015
		Target Completion Date:	03/30/2016
		Comments:	
Implement	Percent Task Complete:		33%
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 10/21/2015	
	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:	We are in the process of creating a plan for implementation.	
Plan	Assigned to:	Michelle Hughes	
	How it will look when fully met:	An agenda will be prepared using Indistar agenda template. Agendas will be prepared and distributed at least a week in advance before each meeting.	
	Target Date:	11/02/2015	
	Tasks:		
	1. Agendas will be collected and kept on file.		
		Assigned to:	Michelle Hughes
		Added date:	11/12/2015
		Target Completion Date:	11/02/2015
		Frequency:	twice monthly
		Comments:	Michelle Hughes has on file agendas from all previous meetings.
	2. School community members and faculty suggestions may be included on the agenda.		
		Assigned to:	Kim Treadway
		Added date:	11/30/2015
		Target Completion Date:	03/30/2016
		Frequency:	twice monthly
		Comments:	

		3. Agendas will be created for each meeting at least one week in advance and distributed by email to all employees, including team members.
		Assigned to: Jamie Moore
		Added date: 11/30/2015
		Target Completion Date: 03/30/2016
		Frequency: twice monthly
		Comments: We have created agendas and distributed to members only, but from this day forward, we will seek input from other faculty members.
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: 1 of 2 (50%)	
Assess	Level of Development:	Initial: Limited Development 10/21/2015
	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:	We are in the process of creating a plan for implementation.
Plan	Assigned to:	Michelle Hughes
	How it will look when fully met:	Meeting dates will be established at the end of each meeting for the upcoming meeting. The leadership team will be meeting twice per month. Roll call will determine attending members. Minutes will be kept and posted.
	Target Date:	11/02/2015
	Tasks:	
	1. Mrs. Michelle Hughes will be responsible for notifying all members of meetings and keeping a file of agendas.	
	Assigned to:	Michelle Hughes
	Added date:	11/12/2015
	Target Completion Date:	11/02/2015
	Frequency:	twice monthly
	Comments:	Michelle Hughes has notified all members via email of meetings and has kept on file the agendas.
	Task Completed:	2/18/2016 12:00:00 AM
	2. The leadership team will meet twice or more each month during common planning period for all members.	
	Assigned to:	Michelle Hughes
	Added date:	11/30/2015
	Target Completion Date:	03/30/2016

		Frequency:	twice monthly
		Comments:	Unless weather or extenuating circumstances have hindered meetings, we have met twice monthly according to our task.
Implement	Percent Task Complete:		50%
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 10/21/2015	
	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 are in the process of creating a plan for implementation.	
Plan	Assigned to:	Jimmy Lowery	
	How it will look when fully met:	The team will meet and review the summary report of classroom observations and identify areas of concerns. The team will discuss the concerns and identify professional development that may possible improve the are of concerns that will help improve teaching strategies and instruction that will benefit student achievement.	
	Target Date:	03/30/2016	
	Tasks:		
	1. The principal will observe classroom instruction to evaluate instruction in accordance with TESS. He will develop a summary of domains where teachers received a score of 1, 2, 3, or 4 on average.		
	Assigned to:	Jimmy Lowery	
	Added date:	01/14/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	weekly	
	Comments:		
	2. The leadership team will review the report and identify domains from TESS that as a whole needs improved. An analysis of the information will lead to research of professional development that will improve a teacher's understanding of the domain and strategies to improve instruction as a whole.		
	Assigned to:	Jamie Moore	
	Added date:	01/14/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	once a year	

		Comments:	
		3. The leadership team will survey the teachers for additional information to analyze. The survey will include reflective practices in order to assure teacher have an input in their professional development.	
		Assigned to:	Holly Schrock
		Added date:	01/14/2016
		Target Completion Date:	03/30/2016
		Frequency:	once 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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/21/2015	
	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 are in the process of creating a plan for implementation.	
Plan	Assigned to:	Jimmy Lowery	
	How it will look when fully met:	Each individual teacher will meet with the principal of the school in May to establish professional develop based on each teacher needs. Data from TESS observations and evaluations will be part of the criteria used along with information gathered during the mid-year review of each teacher. The mid-year review will be used to discuss the goals each individual teacher established for themselves along with the principal prior to the beginning of the school year. Information from the review along with data from the State's assessment of students will be utilized.	
	Target Date:	03/30/2016	
	Tasks:		
		1. Each individual teacher and the principal will develop a professional growth plan based on the observations and evaluation of teacher through out the school year using TESS.	
		Assigned to:	Jimmy Lowery
		Added date:	11/12/2015
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
		2. Each individual teacher and the principal will meet for a mid year review of the teacher's profession growth plan to determine the progress of achieving the objectives of each goal and resources necessary for achieving these goals. If necessary goals will be adjusted in accordance with the needs of the teacher.	

		Assigned to:	Jimmy Lowery
		Added date:	11/12/2015
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
	3. During the course of the school year the principal will evaluate each individual teacher in accordance to their level in TESS. Meetings will be held with each individual teacher to discuss their strengths and areas of improvement. A summative evaluation will be provided to only those individuals scheduled to receive a summative that school year.		
		Assigned to:	Jimmy Lowery
		Added date:	11/12/2015
		Target Completion Date:	03/30/2016
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/21/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the process of creating a plan for implementation.	
Plan	Assigned to:	Jamie Moore	
	How it will look when fully met:	Each individual teacher will meet with the principal to discuss professional development for each teacher based on TESS observations and their professional growth plans. The faculty will meet as a whole to discuss professional development that will meet the needs of individual students. Data collected from the State's assessment of students will be utilized, along with classroom assessments, psychological exams of students, 504 plans, I.E.Ps, dibles, and other assessments.	
	Target Date:	03/30/2016	
	Tasks:		
	1. Each individual teacher will meet with the principal to discuss individual professional development opportunities. Observations and the professional growth plan goals will be utilized to determine professional development needs.		
		Assigned to:	Jimmy Lowery
		Added date:	11/12/2015
		Target Completion Date:	03/30/2016
		Frequency:	once a year

		Comments:	
		2. Teachers, classified employees and administration will analyse student data from standardized test, classroom assessments, and student needs to determine professional development that will enhance teaching strategies that will diversify the teaching strategies to improve student achievement.	
		Assigned to:	Jamie Moore
		Added date:	11/12/2015
		Target Completion Date:	03/30/2016
		Comments:	
		3. Teachers and administrators will evaluate the effectiveness of the professional development offered through reflective practice.	
		Assigned to:	Jimmy Lowery
		Added date:	11/30/2015
		Target Completion Date:	03/30/2016
		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 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/21/2015	
	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 are in the process of creating a plan for implementation.	
Plan	Assigned to:	Michelle Hughes	
	How it will look when fully met:	After school tutoring and pull-out intervention times are being implemented. Student sign in sheets will be collected (tutoring), and student work will be assessed with a goal of 70% + proficiency.	
	Target Date:	03/30/2016	
	Tasks:		
	1. A folder will be kept with sign in sheets from after school tutoring.		
		Assigned to:	Jamie Moore
		Added date:	01/13/2016
		Target Completion Date:	03/30/2016
		Frequency:	monthly

		Comments:	
		2. Intervention packets will be monitored weekly for progress.	
		Assigned to:	Holly Schrock
		Added date:	01/13/2016
		Target Completion Date:	03/30/2016
		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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/21/2015	
	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 are in the process of creating a plan for implementation.	
Plan	Assigned to:	Jimmy Lowery	
	How it will look when fully met:	The principal will work with the district in the interview process to select highly qualified teachers. Input will be sought from school employees by the principal on the school level. Faculty will be encouraged to recruit applicants for open positions in the school.	
	Target Date:	03/30/2016	
	Tasks:		
		1. District will post on the district website and other state website open positions in the district. Principal will advise central office of open positions.	
		Assigned to:	Jimmy Lowery
		Added date:	01/25/2016
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
		2. Principal will select candidates for interview and collaborate with the district office to select a highly qualified candidate for the open position. Faculty members input will be sought when they are listed as references by applicants.	
		Assigned to:	Jimmy Lowery
		Added date:	01/25/2016

		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
		3. Faculty members will be encouraged to help recruit highly qualified teachers by encouraging teachers from outside the district to apply through networks established by faculty members.	
		Assigned to:	Holly Schrock
		Added date:	01/25/2016
		Target Completion Date:	03/30/2016
		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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/21/2015	
	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 are in the process of creating a plan for implementation.	
Plan	Assigned to:	Jamie Moore	
	How it will look when fully met:	The school will follow all State Department of Education requirements that inform parents and students of the smart core requirements and academic scholarships offered by the state. The school will provide field trips for students to colleges within the State of Arkansas. This experience is necessary for the cultural experience outside of the student's community.	
	Target Date:	03/30/2016	
	Tasks:		
	1. The counselor will visit with the 6th grade students and their parents and inform them of the smart core requirements and the requirements for the Arkansas Lottery Scholarship in the Spring Semester of the school year.		
		Assigned to:	Holly Schrock
		Added date:	01/25/2016
		Target Completion Date:	03/30/2016
		Frequency:	once a year

		Comments:	
		2. The faculty shall provide a yearly field trip to a college in Arkansas during the Fall Semester. The person in charge shall set up the trip so that students may see the campus and experience what college life may be like. Students should be encouraged to ask questions of college students, professors, and administration.	
		Assigned to:	Jamie Moore
		Added date:	01/25/2016
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		Comments:	
		3. Literature about the importance of college or vocational schools shall be displayed in the elementary library, classrooms, and in the halls. This material should be available for all students during their daily experience. Teachers shall be encouraged to invite graduates of Timbo School that have graduated from a 4 year or 2 year institution to speak to students in a classroom setting.	
		Assigned to:	Kim Treadway
		Added date:	01/25/2016
		Target Completion Date:	03/30/2016
		Frequency:	once 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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/21/2015	
	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 are in the process of creating a plan for implementation.	
Plan	Assigned to:	Jimmy Lowery	
	How it will look when fully met:	Teachers will develop lesson plans and align instruction according to the standards established by the Arkansas Department of Education.	
	Target Date:	03/30/2016	
	Tasks:		
		1. Teachers will utilize pacing guides that are aligned with the district standards and the principal will monitor the use of pacing guides.	

		Assigned to:	Jimmy Lowery
		Added date:	01/14/2016
		Target Completion Date:	03/30/2016
		Frequency:	monthly
		Comments:	
	2. Leadership team members will monitor the district website for changes in pacing guides and provide updates to the entire faculty.		
		Assigned to:	Michelle Hughes
		Added date:	01/14/2016
		Target Completion Date:	03/30/2016
		Frequency:	twice a year
		Comments:	
	3. Team members along with faculty will discuss the pacing guides and how to best utilize them for instruction. Team members will work cooperatively with the district curriculum coordinator in the establishment of the standards and pacing guides.		
		Assigned to:	Jamie Moore
		Added date:	01/14/2016
		Target Completion Date:	03/30/2016
		Frequency:	once a year
		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 10/21/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the process of creating a plan for implementation.	
Plan	Assigned to:	Kim Treadway	
	How it will look when fully met:	The school district will administer two mid-term exams, one in the fall and one in the spring, to assess student achievement. The school will administer the state standardized testing, as identified by the state, on a yearly basis. The school will collect the data from all exams to assess student needs, on a yearly basis.	

	Target Date:	11/02/2015
	Tasks:	
	1. We will administer exams, collect and interpret data.	
	Assigned to:	Kim Treadway
	Added date:	11/12/2015
	Target Completion Date:	11/02/2015
	Frequency:	twice monthly
	Comments:	
	2. Teachers will assess the effectiveness of their 9 weeks exams to determine student achievement and identify gaps in learning. To ensure validity, teachers will score different grade level assessments.	
	Assigned to:	Holly Schrock
	Added date:	11/30/2015
	Target Completion Date:	03/30/2016
	Frequency:	twice a year
	Comments:	
	3. Teachers will develop assessments utilizing pacing guides established by the district and curriculum coordinator.	
	Assigned to:	Michelle Hughes
	Added date:	11/30/2015
	Target Completion Date:	03/30/2016
	Frequency:	twice a year
	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 10/21/2015
	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 are in the process of creating a plan for implementation.
Plan	Assigned to:	Holly Schrock

	How it will look when fully met:	The district has a curriculum specialist in place that develops pacing guides in accordance with Common Core. Teachers will utilize these pacing guides to guide instruction on a daily basis. Teachers will utilize checklists and classroom assessments for full implementation of Common Core.	
	Target Date:	11/02/2015	
	Tasks:		
	1. Person responsible for monitoring this task will provide updates when needed to the curriculum checklist to all teachers.		
	Assigned to:	Holly Schrock	
	Added date:	11/12/2015	
	Target Completion Date:	11/02/2015	
	Frequency:	twice monthly	
	Comments:		
	2. Lesson plans will be written in accordance with district policies. The lesson plans will include Common Core standard framework numbers and will be submitted weekly to the principal.		
	Assigned to:	Jimmy Lowery	
	Added date:	11/30/2015	
	Target Completion Date:	03/30/2016	
	Frequency:	weekly	
	Comments:		
	3. Assessments will be monitored to ensure students are being taught proper skills.		
	Assigned to:	Jimmy Lowery	
	Added date:	11/30/2015	
	Target Completion Date:	03/30/2016	
	Frequency:	monthly	
	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 10/21/2015	
	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 are in the process of creating a plan for implementation.	
Plan	Assigned to:	Jimmy Lowery	
	How it will look when fully met:	A parent center will be established in the school for parents. Literature and technology will be available for parents to utilize to help facilitate their child's education, study habits, and responsibilities. Communication (via phone, email, or folders) between parents and teachers will be utilized to help a child academically, socially, or emotionally. Title 1 para professionals will be utilized in math and literacy to help a child that is not on grade level.	
	Target Date:	03/30/2016	
	Tasks:		
	1. Establish a place for a parent center and provide the technology and literature that will help guide a parent. The resources available will help parents with their child's homework practices, study habits, social and emotional needs, and other resources.		
	Assigned to:	Kim Treadway	
	Added date:	01/25/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	once a year	
	Comments:		
	2. Teachers and administrators will identify low achieving students (math and literacy) according to standardized test results, classroom assessments, and other assessments available. Once they are identified the classroom teacher, principal, and parents of a child will identify the skills a child lacks and will develop strategies to increase the child's academic achievement.		
	Assigned to:	Holly Schrock	
	Added date:	01/25/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	twice a year	
	Comments:		
	3. Teachers shall communicate with parents at least twice a year via parent/teacher conferences. If a child is failing an academic subject the teacher shall communicate immediately with the parent via phone, email, or conference to discuss the child and their performance.		
	Assigned to:	Jimmy Lowery	
	Added date:	01/25/2016	
	Target Completion Date:	03/30/2016	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	0%	