

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.

April 26, 2016

CENTRAL ELEMENTARY SCHOOL-FORREST CITY NCES - 50627001425

Forrest City 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 **Objective Met** 2/25/2016

Assess	Level of Development:	Initial: Limited Development 12/05/2012	
		Objective Met - 02/25/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our Leadership team which consists of classroom teachers, instructional facilitators, administrators, and encore teachers has been established and plans to meet bi-monthly for an hour. We also have Instructional teams by grade level.	
Plan	Assigned to:	DeAngela Graham	
	How it will look when fully met:	The leadership team will have documentation of bi-monthly meeting agendas, sign-in sheets, and minutes as evidence of full implementation. Grade level teams will have documentation such as agendas and sign-in sheets as evidence of full implementation.	
	Target Date:	08/17/2015	

Tasks:

	1. Sharon Council was appointed as principal July 2015		
	Assigned to:	Tiffany Hardrick	
	Added date:	12/07/2015	
	Target Completion Date:	07/01/2015	
	Comments:		
	Task Completed:	8/17/2015 12:00:00 AM	
	2. Assistant principal was appointed July 2015		
	Assigned to:	Tiffany Hardrick	
	Added date:	12/07/2015	

		Target Completion Date:	07/21/2015
		Comments:	
		Task Completed:	8/17/2015 12:00:00 AM
	3. The leadership team members were identified and contacted		
		Assigned to:	DeAngela Graham
		Added date:	12/07/2015
		Target Completion Date:	07/27/2015
		Comments:	The leadership team members consist of Michael Hawkins-school improvement specialist, Sharon Council-principal, DeAngela Graham-assistant principal, Susan Hughes-instructional facilitator, Virginia Stepp-guidance counselor, Ennie Hardrick-K team leader, Joyce Cottrell-1st grade team leader, Bertha Rogers-2nd grade team leader.
		Task Completed:	7/27/2015 12:00:00 AM
	4. The leadership team begin to analyze data from the previous year create norms, focus areas, and schedules for leadership team meetings		
		Assigned to:	DeAngela Graham
		Added date:	12/07/2015
		Target Completion Date:	08/05/2015
		Comments:	
		Task Completed:	8/5/2015 12:00:00 AM
	5. Grade level instructional team leaders were identified		
		Assigned to:	Sharon Council
		Added date:	12/07/2015
		Target Completion Date:	08/10/2015
		Comments:	Grade level leaders include: Ennie Hardrick-kindergarten, Joyce Cottrell-1st grade, and Bertha Rogers-2nd grade
		Task Completed:	8/10/2015 12:00:00 AM
	6. Grade level team norms were created, meeting times were established, and last year's data was reviewed		
		Assigned to:	Sharon Council
		Added date:	12/07/2015
		Target Completion Date:	08/24/2015
		Comments:	
		Task Completed:	8/24/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		2/25/2016
	Experience:		2/25/2016 Central Elementary has new leadership for the 2015-2016 school year. We feel that re-visiting the school's vision and mission helped us to revisit the school's effectiveness.
	Sustain:		2/25/2016 We will continue our efforts with regular leadership team meetings to evaluate progress towards the school's vision and mission.

	Evidence:	2/25/2016 A school-wide vision and mission statement has been created and displayed throughout the building. The school has agendas and minutes as documentation of professional development presented in this area. Additionally, each teacher has created a personal vision and mission statement for their classrooms, which are displayed outside of each classroom.	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Objective Met 4/22/2015		
Assess	Level of Development:	Initial: Limited Development 12/05/2012	
		Objective Met - 04/22/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Agendas are made for each meeting for the Leadership and Instructional teams. The School Community Council does not currently make agendas.	
Plan	Assigned to:	Sharon Council	
	How it will look when fully met:	Each team will create an agenda for each meeting. The chair person for each team will be responsible for placing the agendas in a notebook for documentation. The notebook will be placed in the Principal's office for all agendas.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Grade level teams were established for the 2015-2016 school year		
	Assigned to:	Sharon Council	
	Added date:	05/16/2013	
	Target Completion Date:	07/13/2015	
	Comments:		
	Task Completed:	7/13/2015 12:00:00 AM	
	2. The new chair person will be charged with creating a meeting schedule, agendas, and placing agendas in the binder located in the principal's office.		
	Assigned to:	Sharon Council	
	Added date:	05/16/2013	
	Target Completion Date:	08/24/2015	
	Frequency:	weekly	
	Comments:	Chair person will be required to turn in agendas and minutes 24 hours before and after all meetings.	
	Task Completed:	8/24/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	4/22/2015	

	Experience:	4/22/2015 Agendas are made for each meeting.
	Sustain:	4/22/2015 Agendas will continue to be made and submitted to the office.
	Evidence:	4/22/2015 Agendas for PLC, Grade Meetings, and other meetings on file
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	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 01/15/2016
	Evidence:	The leadership team has agendas and minutes as evidence of bi-monthly leadership team meetins
	Added date:	
School Leadership and Decision Making		
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
Indicator	IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) (Focus)	
Status	Objective Met 2/25/2016	
Assess	Level of Development:	Initial: Limited Development 12/07/2015
		Objective Met - 02/25/2016
	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:	The issues related to the instructional program in the building are in place. Staff members are given opportunities to voice their concerns during staff meetings, professional development activities, and common planning times. Additionally, the principal provides on-going feedback of teacher performance and opportunities from observation/evaluation conferences. Parents are encouraged to express their opinions and concerns about school operations and instructional programs.
Plan	Assigned to:	Sharon Council
	How it will look when fully met:	All stakeholders (teachers, parents, and community members) will show ownership of school operations.
	Target Date:	05/27/2016
	Tasks:	
	1. The principal will introduce her "open door" policy to all stakeholders (faculty, staff, students, and parents).	
	Assigned to:	Sharon Council

		Added date:	12/07/2015
		Target Completion Date:	08/12/2015
		Comments:	During the initial faculty meeting with staff, the principal stated that she wanted everyone to feel comfortable approaching her with ideas, suggestions, and/or concerns.
		Task Completed:	10/1/2015 12:00:00 AM
	2. During the Report to Public and Title I meetings parents were introduced to the principal's "open door" policy philosophy and encouraged to share their views on school operations.		
		Assigned to:	Sharon Council
		Added date:	12/07/2015
		Target Completion Date:	10/01/2015
		Comments:	
		Task Completed:	10/1/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		2/25/2016
	Experience:		2/25/2016 A meeting was held with parents in attendance, where it was stated that the school would have an "open door" policy along with frequent communication streams to the community.
	Sustain:		2/25/2016 We will continue to solicit input from stakeholders on ways that we can improve two-way communication in our school.
	Evidence:		2/25/2016 Sign-in sheets and agendas from various meetings/visits such as: Title I Parent Meeting Parent/teacher conferences School programs Parent requested meetings Lunch/breakfast

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	Objective Met 3/3/2016		
Assess	Level of Development:	Initial: Limited Development 10/01/2013	
		Objective Met - 03/03/2016	
	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:	We are currently using two sources (TESS-Bloomboard Marketplace as well as observation feedback tool) to guide individual professional development plans. The leadership team creates data via a monthly monitoring tool that includes observation "look fors". This data is then used to develop professional development.
Plan	Assigned to:	Sharon Council
	How it will look when fully met:	The leadership team will engage in a continuous practice of conducting classroom observations and evaluations followed by feedback back sessions to address areas of strength, and areas of growth. The leadership team will utilize observation and evaluation data to identify focus areas for professional development based on individual and/or group needs. All teachers will develop professional growth plans to address individual growth needs identified through TESS evaluations and classroom observation feedback.
	Target Date:	12/16/2016
	Tasks:	
	1. Review Bloomboard evaluation data from 2014-2015 school year	
	Assigned to:	Sharon Council
	Added date:	03/03/2016
	Target Completion Date:	10/26/2015
	Comments:	
	Task Completed:	10/26/2015 12:00:00 AM
	2. Develop a school-wide professional development plan to address areas of need identified in the Bloomboard evaluation report	
	Assigned to:	Sharon Council
	Added date:	03/03/2016
	Target Completion Date:	10/26/2015
	Comments:	
	Task Completed:	10/26/2015 12:00:00 AM
	3. Present professional development on the process of creating individual professional growth plans, uploading artifacts to support evaluation ratings	
	Assigned to:	Sharon Council
	Added date:	03/03/2016
	Target Completion Date:	10/06/2015
	Frequency:	once a year
	Comments:	
	Task Completed:	10/6/2015 12:00:00 AM
	4. Present professional development based on need identified by teachers and the school leadership team	
	Assigned to:	Sharon Council
	Added date:	03/03/2016
	Target Completion Date:	10/26/2015
	Frequency:	once a year

		Comments:	
		Task Completed:	10/26/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/3/2016
	Experience:		3/3/2016 Based on the fact that the school has new leadership, the experience of analyzing the data was a key point in helping to decide what type of professional development was needed for this school year.
	Sustain:		3/3/2016 We will continue to review and update professional growth plans based on observation/evaluations. We will continue implementation of professional development based on identified areas for individuals and the school. These decisions will be data driven.
	Evidence:		3/3/2016 The school has agendas and sign-in sheets from professional develop sessions. The leadership team has copies of individual teacher professional growth plans. The leadership team also has Bloomboard evaluation data reports used to inform professional development needs. Teachers will submit copies of Shoebox activity reports from Shoebox accounts to confirm professional development activities.
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Tasks completed: 4 of 5 (80%)		
Assess	Level of Development:		Initial: Limited Development 01/20/2016
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Members of the core leadership team conduct classroom observations and provide individual teacher feedback. The members of the core leadership team collaborate on the focus for professional development plan required for those teachers.
Plan	Assigned to:		Sharon Council
	How it will look when fully met:		When fully implemented, individual conferences will be held with teachers. Results from the previous year's classroom observations, as documented in Bloomboard, will be used to identify areas of growth for individual teachers. Teachers will then create professional development plans based on identified areas of growth.
	Target Date:		09/30/2016
	Tasks:		
	1. We will review the process with members of the leadership team		
	Assigned to:		Sharon Council
	Added date:		01/20/2016

		Target Completion Date:	01/20/2016
		Comments:	
		Task Completed:	9/30/2015 12:00:00 AM
	2. The leadership team will share the process during a faculty meeting		
		Assigned to:	Sharon Council
		Added date:	01/20/2016
		Target Completion Date:	01/26/2016
		Comments:	
		Task Completed:	9/30/2015 12:00:00 AM
	3. The leadership team will continue the process of gathering observation/feedback data to develop teacher professional development plans		
		Assigned to:	Sharon Council
		Added date:	01/20/2016
		Target Completion Date:	05/31/2016
		Frequency:	daily
		Comments:	
	4. Observation/feedback data will be compiled and analyzed to identify areas in need of growth for individual teachers		
		Assigned to:	Sharon Council
		Added date:	01/20/2016
		Target Completion Date:	09/30/2016
		Comments:	
		Task Completed:	9/30/2015 12:00:00 AM
	5. Collaborate with teachers to help them develop and implement individual professional development plan		
		Assigned to:	Sharon Council
		Added date:	01/20/2016
		Target Completion Date:	09/30/2016
		Comments:	
		Task Completed:	9/30/2015 12:00:00 AM
Implement	Percent Task Complete:		80%
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:		Initial: Limited Development 09/24/2014
			Objective Met - 05/13/2015
	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:	Our current level of district and school support related professional development is high. For example, Forrest City School District's 2015-2016 calendar was developed to support additional professional development opportunities for teachers throughout the year. Additionally, at the local school level observation feedback process creates school-wide professional development focus areas.	
Plan	Assigned to:	Tiffany Hardrick	
	How it will look when fully met:	Assessment data, TESS evaluations, review of monthly progress monitoring document, and observation feedback data will be used to assess the needs of individual staff members. Professional development will be job embedded and differentiated to meet the needs of our school. Observations will focus on strategies introduced during professional development by the district, school, and Co-op. Great Rivers Educational Co-op, resource consultants, instructional facilitators, and peer observations will be used to provide high quality professional development. Evidence will include: data, observation feedback data, TESS evaluations.	
	Target Date:	01/31/2018	
	Tasks:		
	5. The faculty collaborated to develop a school-wide and individual teacher vision and mission statements		
	Assigned to:	DeAngela Graham	
	Added date:	01/20/2016	
	Target Completion Date:	08/12/2015	
	Comments:		
	Task Completed:	8/12/2015 12:00:00 AM	
	6. The superintendent introduced her theory of action, which focused on the professional needs of the district		
	Assigned to:	Tiffany Hardrick	
	Added date:	01/20/2016	
	Target Completion Date:	08/10/2015	
	Comments:		
	Task Completed:	8/14/2014 12:00:00 AM	
	7. We adopted standards from Learning Forward (formally the Professional Learning, National Staff Development Council) -Learning Communities -Leadership -Resources -Data -Learning Designs -Implementation -Outcomes		
	Assigned to:	DeAngela Graham	
	Added date:	01/20/2016	
	Target Completion Date:	05/31/2016	
	Comments:		
Implement	Percent Task Complete:	67%	

Objective Met:	5/13/2015
Experience:	5/13/2015 Monitoring and addressing each issue has been very enlightening and helps us to provide targeted professional development.
Sustain:	5/13/2015 This will be an ongoing process to help us improve instruction.
Evidence:	5/13/2015 PLC documentation, teacher plans, agendas, sign-ins

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	Objective Met 5/13/20153/31/2016		
Assess	Level of Development:	Initial: Limited Development 10/08/2014	
		Objective Met - 05/13/2015 03/31/2016	
	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:	CES offered a summer school program during June-July 2015 for students entering 1st and 2nd grade. CES also offers an after school program for K-2 students during the school year. The after school program increases instructional time spent on core subjects such as reading and mathematics. Monitoring of both programs consists of daily attendance, observation of classroom instruction, standards development, and analysis of assessments given during each program. The district's key focus areas are standards shifts, the Skillful Teacher, and observation/feedback process.	
Plan	Assigned to:	Sharon Council	
	How it will look when fully met:	The leadership team will disaggregate data from the summer extended learning program to determine effectiveness toward student achievement. The leadership team will consistently monitor the after school program through classroom observations, monitoring attendance, and student achievement. The leadership team members will implement an observation feedback process (Leverage Leadership), which focuses on providing immediate feedback to teachers (instruction, classroom management, time on task, etc).	
	Target Date:	01/29/2016	
	Tasks:		
	1. Analyze time on task for regular school day and after school time.		
	Assigned to:	Sharesa White	
	Added date:	10/08/2014	
	Target Completion Date:	05/22/2014	

		Frequency:	monthly
		Comments:	Data for time on task was collected when the administrators targeted the levels of engagement. The extended day supervisor monitored classrooms closely to ensure that teachers and students were maximizing instructional time.
		Task Completed:	3/31/2015 12:00:00 AM
	2. Address issues that are creating disruptions and keeping students and teachers off task.		
		Assigned to:	Sharesa White
		Added date:	10/08/2014
		Target Completion Date:	05/22/2014
		Frequency:	monthly
		Comments:	ISSUES: Classroom management, teachers not arriving at school at time, lack of class supervision, and planning issues ADDRESSED: teacher write-ups, teacher conferences
		Task Completed:	4/27/2015 12:00:00 AM
	3. Reevaluate time on task. Continue until all teachers and students are on task.		
		Assigned to:	Sharesa White
		Added date:	10/08/2014
		Target Completion Date:	05/22/2014
		Comments:	
		Task Completed:	5/8/2015 12:00:00 AM
	4. Analyze the data from the 2015 summer program		
		Assigned to:	Ennie Hardrick
		Added date:	12/07/2015
		Target Completion Date:	08/03/2015
		Comments:	
		Task Completed:	8/17/2015 12:00:00 AM
	5. Identify coordinator, teachers, and students for participation in the 2015-2016 extended day program		
		Assigned to:	Sharon Council
		Added date:	12/07/2015
		Target Completion Date:	09/08/2015
		Comments:	
		Task Completed:	9/8/2015 12:00:00 AM
	6. Orientation was provided for coordinator and teachers participating in the after school program		
		Assigned to:	Michael Hawkins
		Added date:	12/07/2015
		Target Completion Date:	09/30/2015
		Comments:	
		Task Completed:	9/30/2015 12:00:00 AM

		7. Begin implementation of the extended day program	
		Assigned to:	Sharon Council
		Added date:	12/07/2015
		Target Completion Date:	10/05/2015
		Comments:	
		Task Completed:	10/5/2015 12:00:00 AM
		8. Faculty/leadership teams will attend a series of district provided training on the concept of the book Skillful Teacher	
		Assigned to:	Michael Hawkins
		Added date:	12/07/2015
		Target Completion Date:	08/12/2015
		Comments:	
		Task Completed:	8/12/2015 12:00:00 AM
		9. Teachers attended differentiated professional development standards shifts	
		Assigned to:	Michael Hawkins
		Added date:	12/07/2015
		Target Completion Date:	10/09/2015
		Comments:	
		Task Completed:	10/9/2015 12:00:00 AM
		10. The leadership team implemented an observation/feedback process using the book Leverage Leadership	
		Assigned to:	Michael Hawkins
		Added date:	12/07/2015
		Target Completion Date:	10/19/2015
		Comments:	
		Task Completed:	10/19/2015 12:00:00 AM
		11. The leadership team participated in several norming observation sessions to ensure cohesiveness of observation look fors.	
		Assigned to:	Michael Hawkins
		Added date:	12/07/2015
		Target Completion Date:	10/19/2015
		Comments:	
		Task Completed:	10/19/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	5/13/2015 3/31/2016	
	Experience:	5/13/2015 Focus walks and observations during regular and after school focused on time on task for students and teachers. 3/31/2016 The process used by the leadership team is a research based technique proven to yield results if implemented with fidelity.	

Sustain:	5/13/2015 Time on task is an issue that is a daily occurrence and struggle for teachers. We will need to continue to help teachers focus their instruction to make time on task effective. 3/31/2016 The leadership team will continue the same process and respond based upon multiple data sources.
Evidence:	5/13/2015 Focus walk and observation data 3/31/2016 The leadership team has minutes and multiple documents to support this implementation by Central Elementary School

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	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 10/15/2014
	Evidence:	The principal of the school attends college and/or area job fairs to recruit highly-qualified, innovative teachers. Applicants fill out applications online and are submitted to the district office. The district office then screens the applications and passes them on to the principal. An interview committee is then formed to interview potential staff members. Committee members provide feedback to the principal. The final decision on hiring innovative and highly qualified staff is reached by the principal after the interview. Other: Website upkeep with information concerning school events, Career Fair, or Flyer to post at Chamber of Commerce
	Added date:	

Opportunity to Learn

Post-Secondary School Options

Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 12/14/2015
	Evidence:	The school currently has career day to expose students to a variety of career options. Teachers also take opportunities to engage students in career related activities and tasks
	Added date:	

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)	
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Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/14/2015	
	Evidence:	The school has adopted a school-wide curriculum consisting Core Knowledge Language Arts (ELA) and Go Math (Math). Teachers meet weekly during PLC meetings to discuss upcoming skills and strategies to implement to align with curriculum	
	Added date:		
Curriculum, Assessment, and Instructional Planning			
Engaging teachers in assessing and monitoring student mastery			
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)		
Status	Tasks completed: 4 of 4 (100%)		
Assess	Level of Development:	Initial: Limited Development 12/14/2015	
	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 currently have access to pre-assessments provided through Core Knowledge Language Arts (CKLA) and Go Math curriculums. Teachers are currently administering pre-tests at the beginning of the year and at the beginning of each unit.	
Plan	Assigned to:	Susan Hughes	
	How it will look when fully met:	When fully implemented, teachers will administer pre-assessments weekly and/or beginning each skill. Teachers will use a data tracking template to record student performance on the pre-assessment, and subsequent post-assessment. Teachers will analyze this data to monitor student growth and provide enrichment/intervention as needed.	
	Target Date:	05/27/2016	
	Tasks:		
	1. The leadership team will present training on the data tracking forms that will be used to chart student pre- and post-assessment scores		
	Assigned to:	Susan Hughes	
	Added date:	12/14/2015	
	Target Completion Date:	10/09/2015	
	Comments:		
	Task Completed:	10/9/2015 12:00:00 AM	
	2. The leadership team will meet with grade level chair persons to establish norms for administering pre- and post-assessments		
	Assigned to:	Susan Hughes	

		Added date:	12/14/2015
		Target Completion Date:	11/03/2015
		Comments:	
		Task Completed:	11/3/2015 12:00:00 AM
	3. The grade level chair persons will meet with grade level colleagues to introduce the pre/post assessment structure. Grade levels will then create norms identify roles for administering assessments		
		Assigned to:	Susan Hughes
		Added date:	12/14/2015
		Target Completion Date:	11/09/2015
		Comments:	
		Task Completed:	11/9/2015 12:00:00 AM
	4. The leadership team will facilitate data/plc meetings to guide the process of analyzing student data monitor growth, identify effective instructional strategies, and identify students in need of intervention/remediation.		
		Assigned to:	Susan Hughes
		Added date:	12/14/2015
		Target Completion Date:	11/09/2015
		Comments:	
		Task Completed:	11/9/2015 12:00:00 AM
Implement	Percent Task Complete:		100%

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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/15/2013	
	Evidence:	<ol style="list-style-type: none"> 1. DIBELS is a benchmarked assessment that is given to all students at the beginning, middle, end of the year. Students who do not meet the benchmark are engaged in targeted interventions and then are progressed monitored to determine their progress toward the benchmark. 2. Common weekly assessments are made by the teacher to track progress of mastery for the skills that were taught for that week. 3. Focus checks (every other week)and end of unit assesments for literacy and math are administed to all of the students. 4. First and Second grade childrem are assessed using the IOWA exam. Kindergarteners are assessed using QUALLS. 	
		Added date:	
Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)		

Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/31/2016	
	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:	The leadership team creates a school improvement plan to include careful assessment and improvement of professional practice. The leadership team also reviews student learning data during quarterly district data days to make adjustments in instructional and assessment practices.	
Plan	Assigned to:	Sharon Council	
	How it will look when fully met:	The leadership team creates a school improvement plan that includes yearly reading and math goals aligned with state mandated objectives. Data results will be used to create a "safety net" for students in need of further intervention. Data points will be used from the following: *Weekly common assessments *Dibels assessments *DRA assessments *Iowa Test of Basic Skills (ITBS) *ANET (2nd grade)	
	Target Date:	10/09/2015	
	Tasks:		
	1. The leadership/instructional team will review data from multiple data points		
	Assigned to:	Sharon Council	
	Added date:	03/31/2016	
	Target Completion Date:	08/17/2015	
	Comments:		
	2. The leadership/instructional team sets reading and math goals using state mandated benchmarks		
	Assigned to:	Sharon Council	
	Added date:	03/31/2016	
	Target Completion Date:	08/17/2015	
	Comments:		
	3. The leadership/instructional team creates a school improvement plan to meet the established reading and math goals		
	Assigned to:	Sharon Council	
	Added date:	03/31/2016	
	Target Completion Date:	08/17/2015	
	Comments:		
	4. The leadership/instructional team utilizes data from multiple sources to monitor and adjust the school improvement plan throughout the year		
	Assigned to:	Sharon Council	
	Added date:	03/31/2016	

		Target Completion Date:	08/17/2015
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)		
Status	Tasks completed: 3 of 3 (100%)		
Assess	Level of Development:	Initial: Limited Development 10/15/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have a system in place to review pre- and post-test data. Teachers identify students in need of intervention based upon test results. The district has included "data day" professional development opportunities that allow teachers to review data, develop intervention plans, reassessment plans, and deliver professional development.	
Plan	Assigned to:	Susan Hughes	
	How it will look when fully met:	All classrooms will offer differentiated instruction to meet the needs of all students. Small intervention groups will be organized for remediation. Ongoing professional development will be provided for teachers to support data analysis and disaggregation. ANET will continue to be used to monitor growth of all students in second grade. Kindergarten and first grade students will continue to be assessed using Go Math, Core Knowledge, DRA, DIBELS, weekly teacher made assessments, and unit assessments.	
	Target Date:	10/09/2015	
	Tasks:		
	1. Administer assessments and review data		
	Assigned to:	Susan Hughes	
	Added date:	02/25/2016	
	Target Completion Date:	10/09/2015	
	Frequency:	four times a year	
	Comments:		
	Task Completed:	10/9/2015 12:00:00 AM	
	2. Teachers will develop individual action plans based on assessment results		
	Assigned to:	Susan Hughes	
	Added date:	02/25/2016	

		Target Completion Date:	10/09/2015
		Frequency:	four times a year
		Comments:	
		Task Completed:	10/9/2015 12:00:00 AM
	3. Teachers will implement action plan for re-teaching and re-assessing		
		Assigned to:	Susan Hughes
		Added date:	02/25/2016
		Target Completion Date:	10/30/2015
		Frequency:	four times a year
		Comments:	
		Task Completed:	10/9/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
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	Objective Met 4/29/20153/3/2016		
Assess	Level of Development:	Initial: Limited Development 02/11/2015	
		Objective Met - 04/29/2015 03/03/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we send home a district compact at the beginning of the school year. The compact outlines the responsibilities of the student, parent, teacher, and principal. The compact is signed by all parties and kept on file at the school.	
Plan	Assigned to:	Sharon Council	
	How it will look when fully met:	A written compact is given to each student at the beginning of each school year and signed by the parent or guardian that communicates what parents can do to support their student's learning at home. Evidence will include the signed compacts which are filed in each teacher's classroom.	
	Target Date:	09/30/2015	
	Tasks:		
	1. Determine if all students have returned and signed their compacts.		
		Assigned to:	Kathy Rains

		Added date:	04/29/2015
		Target Completion Date:	10/16/2014
		Comments:	This will be a yearly need.
		Task Completed:	10/31/2014 12:00:00 AM
	2. Review the compact at Annual Title I Parent and Report to the public meetings		
		Assigned to:	Sharon Council
		Added date:	12/14/2015
		Target Completion Date:	10/05/2015
		Comments:	
		Task Completed:	10/5/2015 12:00:00 AM
	3. Teachers will review compact during open house and parent/teacher conference meetings with parents		
		Assigned to:	Sharon Council
		Added date:	12/14/2015
		Target Completion Date:	10/05/2015
		Comments:	
		Task Completed:	10/5/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		4/29/2015 3/3/2016
	Experience:		4/29/2015 Students, teachers, parents, and administrators all have to sign the compact. Compacts will be kept of file. 3/3/2016 The leadership team members were able to explain the purpose and contents of the compact and collect signatures from 100% of the parents
	Sustain:		4/29/2015 Compacts will be send home each year and will outline the responsibilities of all parties. 3/3/2016 Each year the school will hold a Title I parent meeting to review the details of the compact, allow for questions and answers, and have parents to sign the document indicating that they have received the information.
	Evidence:		4/29/2015 Compacts are kept of file in teachers rooms. 3/3/2016 Agendas and sign-in sheets from Title I parent meetings, as well as signed compacts.