



	3. Create an agenda that facilitates discussion about a district policy, promotes team leadership structure for all campuses, and generates the team's next steps.	
	Assigned to:	Patricia Searight
	Added date:	09/18/2015
	Target Completion Date:	09/03/2015
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>09/03/2015</b>
	4. Initial meeting	
	Assigned to:	Patricia Searight
	Added date:	09/18/2015
	Target Completion Date:	09/03/2015
	Comments:	
	<b>Task Completed:</b>	<b>09/03/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/30/2016
	Experience:	3/30/2016 The district leadership team has been established and has met monthly all school year.
	Sustain:	3/30/2016 Continue to meet during the next school year.
	Evidence:	3/30/2016 See meeting agendas and minutes.
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/12/2015
	Evidence:	Grade-level teams meet weekly and prepare meeting agendas. Minutes and sign-in sheets are kept by the team leaders as well as administration.
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Objective Met</b> 9/7/2016	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/12/2015
		<b>Objective Met</b> - 09/07/2016
	Index:	1 (Priority Score x Opportunity Score)
	Priority Score:	1 (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 do currently have an appropriate leadership team which includes all members mentioned; however, we do not meet twice monthly. We currently meet approximately once every 6 weeks. Meetings may be more or less frequent depending upon need.
<b>Plan</b>	Assigned to:	

<b>Plan</b>	Assigned to:	Heather Bohannon
	How it will look when fully met:	Monthly meetings will be scheduled for the leadership team after school to review school wide data and school improvement goals. Meeting minutes and sign-in sheets will be evidence that this has been implemented.
	Target Date:	05/02/2016
	<b>Tasks:</b>	
	0. Meet with the leadership team to develop a meeting schedule.	
	Assigned to:	Heather Bohannon
	Added date:	09/18/2015
	Target Completion Date:	03/29/2016
	Comments:	The leadership team has met during the school year but we did not address this objective until the March meeting.
	<b>Task Completed:</b>	<b>03/29/2016</b>
	0. Create agendas and facilitate leadership meetings throughout the school year.	
	Assigned to:	Heather Bohannon
	Added date:	09/18/2015
	Target Completion Date:	05/30/2016
	Frequency:	monthly
	Comments:	Meetings have been conducted with the leadership team but not monthly. We meet weekly in data teams and PLCs, monthly in faculty meetings and content meetings and we discuss necessary items in those meetings. The leadership team will meet again in May.
	<b>Task Completed:</b>	<b>05/29/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/7/2016
	Experience:	9/7/2016 Scheduling monthly after-school meetings for the leadership team has proven difficult and it is not possible for the leadership team to meet during the school day as the teachers do not all have planning time at the same time (grade level teams have common planning). The leadership team does meet periodically to review school-wide data and address school-wide problems or issues. Our meetings have become more focused on data and making collective decisions about professional development and improvements to programs.
	Sustain:	9/7/2016 I will need to continue to plan team meetings and organize data so that the team can meet to make decisions that impact the school system.
	Evidence:	9/7/2016 See leadership team meeting minutes.
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/12/2015
	Evidence:	All grade level teachers meet in grade level teams at least once per week. A planned agenda is followed and minutes and sign in sheets are kept.

### School Leadership and Decision Making

<b>Aligning classroom observations with evaluation criteria and professional development</b>		
<b>Indicator</b>	<b>IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/12/2015
	Evidence:	Principal and curriculum team members conduct monthly walk-through observations, collect data and provide feedback to all teachers individually through email.
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>	
<b>Status</b>	<b>Objective Met</b> 9/7/2016	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/28/2015
		<b>Objective Met</b> - 09/07/2016
	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:	The principal summarizes walk-through results as well as classroom observational data and makes recommendations to the curriculum team for professional development; furthermore, the principal leads professional development to improve problem areas that show up during walk-throughs and classroom observations/evaluations. However, the school leadership team comprised of lead classroom teachers do not receive or review a report or have input on the professional development that occurs in the building. Instructional rounds, or peer review and feedback, will begin this school year. The principal does facilitate observations of proficient teachers by teachers who are low in particular areas.
<b>Plan</b>	Assigned to:	Alyssa Farmer
	How it will look when fully met:	Towards the end of each semester, the principal will create a summary of observational data by either grade level or teacher level for the leadership team to review. At this point the leadership team will review the data and determine areas of strengths and weakness at a school level. Once areas of weakness are identified, the leadership team will then categorize them from highest priority to lowest priority. The leadership team will determine 2 areas of growth that we will focus on in the upcoming semester. Once these areas are determined, the team will discuss and decide upon professional development ideas to incorporate into staff meetings, content area meetings, and/or grade level data meetings. The principal and leadership team will collect more observational data on the identified priorities to monitor a change is occurring or whether or not the professional development sparked a change in either instructional strategies used, pedagogy, or increase in student achievement. Once this is fully met, the leadership team will meet biannually to discuss walkthrough results, will aide in determining the school's professional development needs, will work to find appropriate professional development and will assist in monitoring a change as a result of the professional development. The evidence we will collect to prove the objective is fully met is the agenda and minutes

		of all meetings where observational data and professional data was discussed along with summary statements of data at the end of the year that hopefully shows an increase in the results.
	Target Date:	05/06/2016
	<b>Tasks:</b>	
	1. Principal creates a summary of observational data for the leadership team to analyze	
	Assigned to:	Heather Bohannon
	Added date:	09/18/2015
	Target Completion Date:	12/04/2015
	Frequency:	twice a year
	Comments:	Team will use information from the summary statements to determine school's professional development needs. The leadership team did analyze the results of the first semester observations in our January meeting.
	<b>Task Completed:</b>	<b>12/04/2015</b>
	2. Leadership team will meet to review summary statements.	
	Assigned to:	Heather Bohannon
	Added date:	09/18/2015
	Target Completion Date:	01/04/2016
	Comments:	From the summary statements, the team will determine areas of growth to focus on in the upcoming school year. The leadership team met in January to review the evaluations of the first semester.
	<b>Task Completed:</b>	<b>01/04/2016</b>
	3. Leadership team will review 2nd semester observational data to determine effectiveness of professional development.	
	Assigned to:	Alyssa Farmer
	Added date:	09/18/2015
	Target Completion Date:	05/06/2016
	Comments:	The leadership team met to review second semester observational data and determine professional development needs. During the review, it was determined that there were no patterns where teachers were falling low on the rubric and that the professional development provided was effective.
	<b>Task Completed:</b>	<b>05/24/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/7/2016
	Experience:	9/7/2016 This practice helped to facilitate the leadership team's decision making and input regarding professional development.
	Sustain:	9/7/2016 The team and I will need to continue to review observational data and discuss professional development needs and the effectiveness of the professional development program.
	Evidence:	9/7/2016 See team meeting minutes with the TESS rubric scores for the second semester.
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on</b>	

<b>Indicator</b>	<b>classroom observations.(70)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/28/2015	
	Evidence:	The principal and teachers collaborate to develop individualized professional development plans based upon the individual teachers needs as determined by the teachers' self-assessments, classroom observation data, student performance data as well as walk-through data collected throughout the year. Continued conversations between the principal and teachers regarding strengths and weaknesses in instruction will need to occur to keep this practice going.	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/28/2015	
	Evidence:	Faculty and staff receive quality professional development on topics within their content and pedagogy throughout the school year. Monthly professional development sessions occur as a school, based upon teacher needs as determined by observations and student performance data. Monthly content sessions are also facilitated by academic coaches to strengthen teachers' pedagogy and content knowledge. Academic coaches observe classrooms and provide individualized support where needed through coaching cycles. Teachers also collaboratively create professional growth plans based upon their own assessment of teaching, analysis of their student data and feedback from leadership.	

### School Leadership and Decision Making

#### Expanded time for student learning and teacher collaboration

<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	<b>Objective Met</b> 9/7/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/28/2015	
		<b>Objective Met</b> - 09/07/2016	
	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:	Extended learning is provided to struggling students through individualized intervention plans delivered in a pull out setting as well as an after-school program in which we recruit struggling students and provide small group or one on one interventions by classroom teachers. The individualized learning/intervention plans developed for struggling students are monitored closely and adapted as needed. Summative information is gathered to determine the effectiveness of the program overall. However, little analysis of the impact on student achievement has been conducted for the after school intervention program.	
<b>Plan</b>	Assigned to:	Janetta Rizzo	
	How it will look when fully met:	Individual student growth data for math and/or literacy will be collected and analyzed for those students who participate in the after-	

		school program. The data utilized will include DIBELS math and literacy data as well as DRA/Benchmark levels and STAR results. The data analysis on each student will be evidence that this has been implemented.
	Target Date:	05/23/2016
	<b>Tasks:</b>	
	1. Identify students who have consistently participated in our after-school program. (3 days a week or more)	
	Assigned to:	Janetta Rizzo
	Added date:	09/18/2015
	Target Completion Date:	05/16/2016
	Comments:	
	<b>Task Completed:</b>	<b>05/23/2016</b>
	2. Compare the beginning of the year data with the end of year data to determine student growth in the areas of math and literacy.	
	Assigned to:	Janetta Rizzo
	Added date:	09/18/2015
	Target Completion Date:	05/23/2016
	Comments:	
	<b>Task Completed:</b>	<b>05/23/2016</b>
	3. The leadership team will evaluate the overall effectiveness of the after-school program and make recommendations for improvement if needed.	
	Assigned to:	Janetta Rizzo
	Added date:	09/18/2015
	Target Completion Date:	05/30/2016
	Comments:	
	<b>Task Completed:</b>	<b>05/23/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/7/2016
	Experience:	9/7/2016 We found that it is difficult to isolate after-school as a variable as most students participating in after-school also participate in Tier 2 and/or Tier 3 interventions. The team did review the data and discuss how we could improve the overall program as well as how to best collect data to show the impact of after-school on our students.
	Sustain:	9/7/2016 We will need to refine our after-school program so that there is a clear focus along with assessments created to measure the success of the instruction.
	Evidence:	9/7/2016 See meeting minutes from leadership meetings in May and August 2016.

### School Leadership and Decision Making

#### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

**Indicator II01 - The school works collaboratively with the district to recruit and retain highly-qualified**

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<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 08/28/2015	
	Evidence:	Marshall Elementary School does not have a problem with recruiting or retaining high quality teachers. Candidates who are selected for employment are provided with support and training to ensure our instructional standards are met and teachers are equipped to deliver high quality instruction in line with our vision and goals. Principals and central office leadership work together to identify candidates, interview/select candidates for employment, and provide training and support for new teachers.	

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in aligning instruction with standards and benchmarks

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/28/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Grade level teams collaborate to create instructional units and maps that are aligned to assessments in all subjects. Assessments are lacking in the areas of science and social studies as well as a well-defined curriculum in those subject areas as well.	
<b>Plan</b>	Assigned to:	Alyssa Farmer	
	How it will look when fully met:	Science and Social Studies assessments and unit plans will be developed by the grade level teams. Evidence of this implementation will be the units and assessments created by the teams.	
	Target Date:	05/30/2016	
	<b>Tasks:</b>		
	1. Meet with the leadership team to determine the current level of implementation and to identify gaps where assessments or unit plans are missing.		
	Assigned to:	Alyssa Farmer	
	Added date:	09/18/2015	
	Target Completion Date:	12/14/2015	
	Comments:		
	<b>Task Completed:</b>	<b>03/29/2016</b>	
	2. Grade level teams will create common assessments and unit plans for science and social studies in their team meetings.		
	Assigned to:	Alyssa Farmer	
	Added date:	09/18/2015	
	Target Completion Date:	05/19/2017	
	Frequency:	four times a year	
	Comments:	Teams will need to continue this work in the school year 2016-17	
	<b>Task Completed:</b>		



Task Completed: 05/25/2016

3. Grade level teams will continue this work during the school year of 2016-17

Assigned to: Alyssa Farmer

Added date: 09/08/2016

Target Completion Date: 06/05/2017

Comments:

**Implement** Percent Task Complete: Tasks completed: 2 of 3 (67%)

**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)**

**Status Full Implementation**

**Assessment** Level of Development: Initial: Full Implementation 08/28/2015

Evidence: Beginning, middle and end of year testing occurs in both math in literacy through a variety of assessments, some standards-based and some skill-based. The data is utilized to determine which students are in need of interventions as well as make school-wide decisions for improvement. Interim testing (standards-based) occurs every 6-9 weeks in the areas of language, reading, writing and math.

**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)**

**Status** Tasks completed: 2 of 3 (67%)

**Assessment** Level of Development: Initial: Limited Development 08/31/2015

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (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: Such a document exists in literacy and math; however, science and social studies have only pacing guides. There is no interim or classroom assessments tied to the pacing guide nor a set curriculum for science and social science.

**Plan** Assigned to: Alyssa Farmer

How it will look when fully met: When this objective is met, all K-3 teachers will have documents for the 4 core subjects that outline the curriculum map (identifying focus standards), instructional strategies and ideas used to teach the curriculum, and assessments used to determine mastery of focus skills/standards. The evidence we will use to prove the objective is being met will be the document listed above.

Target Date: 08/01/2016

**Tasks:**

1. Create a document that aligns the social studies curriculum, instructional strategies, and assessments used to determine mastery of focus skills/strategies.

Assigned to: Alyssa Farmer

Added date:

	Added date:	09/18/2015
	Target Completion Date:	08/01/2016
	Comments:	Grade level teams have met to determine essential skills and standards in Social Studies. Most of which created instructional units. Some assessments were created, but not all. We are going to continue to work on those assessments this school year.
	Task Completed:	05/25/2016
	2. Create a Science document that fully aligns curriculum, assessments, and instructional strategies in K-3 classrooms.	
	Assigned to:	Kenda Dearing
	Added date:	09/18/2015
	Target Completion Date:	08/01/2016
	Comments:	Grade level teams met on July 26th to create the 1st instructional unit in Science. The teams will continue this work throughout the school year for full alignment with instructional units at the end of the school year.
	Task Completed:	07/26/2016
	3. Grade level teams will continue to work on an alignment in Social Studies. Common assessments will be created and utilized to determine student mastery of those identified essential skills.	
	Assigned to:	Alyssa Farmer
	Added date:	09/08/2016
	Target Completion Date:	06/05/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 3 (67%)
<b>Family Engagement in a School Community</b>		
<b>Explain and communicate the purpose and practices of the school community</b>		
<b>Indicator</b>	<b>FE04 - 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)</b>	
<b>Status</b>	<b>Objective Met</b> 9/7/2016	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/31/2015
		<b>Objective Met</b> - 09/07/2016
	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:	The parent-school compact clearly identifies the roles of parents and the school but does not outline the role of students. Expectations are largely general.
<b>Plan</b>	Assigned to:	Heather Bohannon
	How it will look when fully met:	The school has a parent-school compact for this school year. A team meets to review this compact annually. At the upcoming annual review of this compact the team will discuss the general statements of the

		plan to determine if there is a need in clarifying these statements. The team will also meet to add a section in the plan for the students.
	Target Date:	05/20/2016
	<b>Tasks:</b>	
	1. Annual review of the parent-school compact.	
	Assigned to:	Alyssa Farmer
	Added date:	09/18/2015
	Target Completion Date:	05/20/2016
	Frequency:	once a year
	Comments:	At this annual review of the compact the team will clarify general statements along with adding a section for the student.
	<b>Task Completed:</b>	<b>05/26/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/7/2016
	Experience:	9/7/2016 We were able to review our parent compact with a small group of parents who provided input into the needed student section of our plan. The parents did not feel that the plan needed revision otherwise.
	Sustain:	9/7/2016 We will need to continue to bring in parents to work with us in reviewing and revising our plan when needed.
	Evidence:	9/7/2016 See meeting minutes from parent compact meeting.
<b>High School: Opportunity to Learn</b>		
<b>Ensure content mastery and graduation</b>		
<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 08/31/2015
	Explain why not a Priority or Interest:	We are a kindergarten through third grade campus.