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1 of 1

## Comprehensive Plan Report

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

9/19/2016

Magness Creek Elementary School NCES - 50375000125

Cabot 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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Magness Creek has multiple teams that meet regularly and focus on different priorities (ie. RTI, ). Currently there is not a specific written policy that provides guidelines for these teams in a school governance policy or teacher handbook.	
<b>Plan</b>	Assigned to:	Kelly Bankston	
	How it will look when fully met:	This objective will be fully met when all leadership teams adhere to the school expectations stated in the policy. The policy will be placed in the teacher handbook. All faculty and staff will sign that they have read the policy and will adhere to the team structure guidelines in the policy.	
	Target Date:	10/31/2017	
	<b>Tasks:</b>		
	1. Create a written school policy that will include the following: designated team leader or proctor, differentiated team members, and specific meeting dates. The policy will be placed in the teacher handbook and maintained electronically through a shared Google doc.		
	Assigned to:	Kelly Bankston	
	Added date:	10/22/2015	
	Target Completion Date:	10/30/2017	
	Comments:	Refer to meeting minutes.	
	2. Collect team meeting documentation such as agendas, meeting minutes, and attendance sign in sheets.		
	Assigned to:	Kelly Riggs	
	Added date:	10/26/2015	
	Target Completion Date:	10/26/2017	

	Frequency:	four times a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Objective Met</b> 3/4/2015 2/24/2016	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014
		<b>Objective Met</b> - 03/04/2015 02/24/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The leadership team in conjunction with the grade level and academic team leaders will create a document that can be used at all meetings. This document will be inclusive of feature topic to address, regular business, old business, student academic achievements and assistance, and other business.
<b>Plan</b>	Assigned to:	Sara Adkins
	How it will look when fully met:	Creation of a document that will be used for all meetings. These forms will be inclusive of designated objectives for each team.
	Target Date:	10/08/2015
	<b>Tasks:</b>	
	1. Take suggestions for agendas.	
	Assigned to:	Jennifer Thomas
	Added date:	10/28/2014
	Target Completion Date:	02/27/2015
	Comments:	A standard form agenda has been created with a purpose listed for each weekly meeting. This is consistent for all grade level teams. Grade level team leaders record meeting notes on this form and all members present sign. A copy of grade level team meeting agendas will be collected for evidence.
	<b>Task Completed:</b>	<b>02/27/2015</b>
	2. Create a standard format that can be used by all teams.	
	Assigned to:	Jennifer Thomas
	Added date:	03/29/2015
	Target Completion Date:	02/27/2015
	Comments:	Create a standard agenda format to be used by all teams.
	<b>Task Completed:</b>	<b>02/27/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/4/2015 2/24/2016
	Experience:	3/4/2015 Our feedback has been positive. A standard form agenda with a topic for each weekly meeting was created. Team leaders have indicated that this form keeps the meetings focused and team members come prepared since they know what topics will be each week.  3/29/2015 Reports from team leaders indicates that the common document provides efficiency and focus to meetings. Special teams have expressed that the use of these forms allows them to

		schedule their attendance to team meetings when they are needed and to have information prepared to share with the grade level teams.	
	Sustain:	<p>3/4/2015 This requires monitoring of the meeting notes to make sure the teams are continuing to use the form. A follow-up at the end of each year with staff would be good to keep this current and applicable to needs each year.</p> <p>3/29/2015 These team meeting agenda forms will continue to be used each year. Each year they are open to adjustments, if necessary, to meet the needs of the school.</p>	
	Evidence:	<p>3/4/2015 A file will be uploaded into Indistar with examples of the form and meeting notes using those forms. The file will be named ID04 Agenda.</p> <p>3/29/2015 A file has been created with documentation of these forms and minutes.</p>	
<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)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 10/19/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
		<b>Objective Met</b> - 10/19/2015	
	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 leadership team will create a bi-monthly schedule for meetings. One will be after school and the second will be accomplished through teacher plan times/lunch meetings.	
<b>Plan</b>	Assigned to:	Joni Coats	
	How it will look when fully met:	Bi-monthly meetings will be scheduled and attendance will be taken. Minutes of these meetings will be filed with Indistar.	
	Target Date:	05/29/2015	
	<b>Tasks:</b>		
	1. Create a calendar of meeting times		
	Assigned to:	Sara Adkins	
	Added date:	10/28/2014	
	Target Completion Date:	08/17/2015	
	Frequency:	three times a year	
	Comments:	A meeting calendar is created in Google calendar and shared with the Leadership team including Melanie Duerkop. The calendar of meetings is also sent out to team members via email.	
	<b>Task Completed:</b>	<b>09/23/2014</b>	
	2. Type minutes from leadership team meetings and submit to Indistar.		
	Assigned to:	Sara Adkins	
	Added date:	03/29/2015	
	Target Completion Date:	08/17/2015	
	Frequency:	twice monthly	
	Comments:		

		This process is ongoing until our final meeting in May of 2016. Agendas and meeting minutes are entered into Indistar.
	<b>Task Completed:</b>	06/01/2015
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	10/19/2015
	Experience:	10/19/2015 We have several leadership teams in place with various focuses and goals. These teams meet consistently and frequently.
	Sustain:	10/19/2015 These teams will continue to create agendas, meet, accomplish goals and tasks, and reflect on their effectiveness.
	Evidence:	10/19/2015 We have meeting dates, agendas, and sign in sheets for these leadership teams.

### School Leadership and Decision Making

#### Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>		
<b>Status</b>	<b>Objective Met</b> 10/19/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
		<b>Objective Met</b> - 10/19/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal will keep a file of all observations both formal and informal based upon the Tess guidelines for teacher achievement and improvement.	
<b>Plan</b>	Assigned to:	Kelly Bankston	
	How it will look when fully met:	Through the use of electronic evaluations, both formal and informal, the principal will create a file of observations of all teachers throughout the year.	
	Target Date:	05/29/2015	
	<b>Tasks:</b>		
	1. Keep electronic folder or file of all observations		
	Assigned to:	Kelly Bankston	
	Added date:	10/28/2014	
	Target Completion Date:	05/29/2015	
	Frequency:	weekly	
	Comments:	The principal performs daily observations in a variety of classrooms. These are formal and informal; announced and unannounced.	
	<b>Task Completed:</b>	06/05/2015	
	2. Administrator will hold post observation conferences.		
	Assigned to:	Kelly Bankston	
	Added date:	03/29/2015	
	Target Completion Date:	05/29/2015	
	Frequency:	weekly	
	Comments:	All information gathered during observations is documented electronically. Post observation meetings are held with teachers and the	

		principal.
	<b>Task Completed:</b>	06/05/2015
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	10/19/2015
	Experience:	10/19/2015 Mrs. Bankston has record of her announced and unannounced observations.
	Sustain:	10/19/2015 These observations and post observation meetings will continue.
	Evidence:	10/19/2015 Mrs. Bankston keeps an electronic file and record of her observations and post observation meetings.

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<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)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/15/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	At this time, the principal regularly completes formal and informal classroom observations throughout the school year. The principal collects data and evidences from those observations. The data and evidences are used for TESS evaluations and the development of individual professional growth plans for the following school year.	
<b>Plan</b>	Assigned to:	Kelly Bankston	
	How it will look when fully met:	<p>The principal and administration will use a form, with important key details, to collect data during informal observations. This data will then be compiled and reviewed by the leadership team. The leadership team will use the report summary to develop a school wide professional growth plan, based on the areas that need the most improvement. In addition, the leadership team will plan professional development opportunities that will be provided to the teachers the following school year. The professional development will address the school wide professional growth plan. When this objective is fully met, each school year, teachers will receive professional development that will enhance their skills and performance in those areas that need the most improvement.</p> <p>The evidence that this objective is fully met will include the checklists used by administration during informal observations; reports that summarize the data collected; leadership meeting agendas, sign in sheets, and notes; the school wide professional growth plan; and professional development plans and sign in sheets.</p>	
	Target Date:	05/31/2017	
	<b>Tasks:</b>		
	1. A checklist with key details for informal classroom observations will be created and implemented by administration.		
	Assigned to:	Kelly Bankston	
	Added date:	01/15/2016	
	Target Completion Date:	05/25/2016	
	Comments:		

	2. Informal observations will be conducted by administration using checklists to collect data. The data collected will be summarized and reviewed by the leadership team.	
	Assigned to:	Kelly Bankston
	Added date:	01/15/2016
	Target Completion Date:	05/25/2016
	Frequency:	once a year
	Comments:	
	3. The leadership team will develop a school wide professional growth plan for the following school year and determine the type of professional development needed to address the growth plan.	
	Assigned to:	Kelly Bankston
	Added date:	01/15/2016
	Target Completion Date:	05/25/2016
	Frequency:	once a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/26/2015
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	1 (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 currently a policy in place that requires teachers to develop a professional growth plan and professional development plan based on classroom observations. Administrators frequently observe teachers informally. Some teachers also have formal observations conducted by administration once or twice a year. Many observations are based on the TESS requirements. After some informal and all formal observations, administrators rate teachers according to the 4 TESS Domains. Those ratings are compiled and teachers choose professional development opportunities based on the domain that they need the most growth in. An individualized professional growth plan is also created using this same information. Teachers must attend a minimum of 6 professional development hours based on their individualized professional growth plan. The other 30 hours of professional development, required by the state, are based on the school and district's professional growth plan.
<b>Plan</b>	Assigned to:	Kelly Bankston
	How it will look when fully met:	When this objective is met, all teachers will undergo multiple observations throughout the school year by administrators. Teachers will meet with administrators to review those observations; discuss final TESS ratings; develop professional growth plans based on those ratings; and finally develop professional development plans based on those ratings also. Teachers will attend professional development that will meet their individual needs based on those observations.
	Target Date:	10/26/2017
	<b>Tasks:</b>	
	1. Administrators will review and approve all teachers' professional growth plans to be sure that they are based on formal and informal observations made by administrators and TESS ratings for the previous year.	
	Assigned to:	Kelly Bankston
	Added date:	10/26/2015
	Target Completion Date:	10/26/2017
	Comments:	

	2. Copies of professional growth plans and professional development plans for the following school year will be collected at the end of each current school year.		
	Assigned to:	Kelly Bankston	
	Added date:	10/26/2015	
	Target Completion Date:	10/26/2017	
	Frequency:	once a year	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/26/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	<p>All of our classroom teachers and special education teachers have completed Cabot Literacy Instruction training. The comprehensive literacy schedule is in place for all general education classrooms. The district promotes a monthly literacy focus to provide teachers on-going professional development through newsletter updates and focused classroom walk-throughs by administrators.</p> <p>All classroom and special education teachers have completed or are enrolled in Making Math Meaningful Training. The MMM block has been implemented in the general education classrooms. Last year, the building PGP focused on implementing the Engage New York math curriculum. In August, all teachers attended a district wide math training as part of back-to-school professional development.</p>	
<b>Plan</b>	Assigned to:	Kelly Riggs	
	How it will look when fully met:	Our teachers will have access to and attend professional learning opportunities based on professional growth plans, student curriculum standards, data driven instruction, and research based strategies. The evidence that this objective is met will include professional learning meeting agendas, sign in sheets, etc.	
	Target Date:	10/25/2017	
	<b>Tasks:</b>		
	1. Teachers will attend a minimum of 6 hours of embedded professional development.		
	Assigned to:	Kelly Riggs	
	Added date:	10/26/2015	
	Target Completion Date:	10/25/2017	
	Frequency:	once a year	
	Comments:		
	2. Embedded professional development will be aligned with school and district professional growth plans.		
	Assigned to:	Kelly Riggs	
	Added date:	10/26/2015	
	Target Completion Date:	10/26/2017	
	Frequency:	once a year	
	Comments:		
	3. All new teachers are required to attend Cabot Literacy Instruction and Making Math Meaningful. Experienced teachers are offered professional development refresher courses for math and literacy annually.		
	Assigned to:	Kelly Riggs	

	Added date:	10/26/2015
	Target Completion Date:	10/26/2017
	Frequency:	once a year
	Comments:	
4. All teachers receive professional development on new state frameworks and standards to be implemented including Social Studies and Science.		
	Assigned to:	Kelly Riggs
	Added date:	10/26/2015
	Target Completion Date:	10/26/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/15/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	At this time, our school schedule and instructional time is based on our district policies. Our district determines when our school day begins and ends, and also determines how student instructional time is to be utilized. Teachers are given sample schedules that are to be closely followed according to district policies. We do provide daily, small group time with certified intervention teachers for students who are struggling in the areas of literacy and math.	
<b>Plan</b>	Assigned to:	Kelly Bankston	
	How it will look when fully met:	To meet this objective, in the Spring semester our school will provide after school tutoring sessions for third and fourth grade students based on their educational needs. Teachers will recommend students based on classroom performance for the tutoring sessions. This program will be provided each school year. The focus of the tutoring program will change each year based on the needs of our students for that year.  The evidence provided for this objective will include the tutoring sessions schedule, lesson plans for the sessions, and student attendance.	
	Target Date:	05/25/2016	
	<b>Tasks:</b>		
	1. Teachers will recommend third and fourth grade students for after school tutoring sessions. Sessions will be scheduled and created to address the needs of those students.		
	Assigned to:	Kelly Bankston	
	Added date:	01/15/2016	
	Target Completion Date:	05/25/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>		
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<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/05/2016
	Evidence:	Administration at Magness Creek Elementary works closely with the Cabot Public Schools Director Of Personnel to ensure that all certified faculty meet HQT requirements for the position in which they hold. In addition, the Director of Personnel for the district works with the Director of Professional Development to create plans for those teachers who do not meet HQT requirements. Finally, our building administrators and the personnel department for our district work together to monitor the faculty member's plan to ensure that they will meet the HQT requirements.

### 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)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/05/2016
	Evidence:	Teachers from our school participate in the development of standards-aligned units of instruction. The units are developed by teachers and instructional facilitators in our district. The units and resources are then housed on a google site for teachers in the district to access and utilize for their planning and instruction.

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/05/2016
	Evidence:	Students at Magness Creek Elementary are given multiple standards-aligned, literacy and math assessments throughout the school to monitor student progress. Students are given these literacy assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Development Spelling Assessment, Developmental Reading Assessment, and running records. Students are given these math assessments: Battista Cognition Based Assessments, and Cabot End-of-Module Common Assessments. Student data collected from these assessments is reviewed by grade level teams once a month. The data is also housed on an electronic data wall.

### Classroom Instruction

#### Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Objective Met</b> 10/19/2015	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014
		<b>Objective Met</b> - 10/19/2015
	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:	All teachers currently use a pacing guide established by the district curriculum development leadership. Teachers place standards that are being addressed in lessons on lesson plans either electronically or in a standard plan book. These are turned in weekly to the principal.
<b>Plan</b>	Assigned to:	Sara Adkins

	How it will look when fully met:	Lesson plans are submitted weekly for review and teachers initial next to their name. A check will be made each week for submission of these plans and that the curriculum standards are indicated on the plans.	
	Target Date:	05/29/2015	
	<b>Tasks:</b>		
	1. Create and implement a checklist for teachers involving turning in of lesson plans.		
	Assigned to:	Sara Adkins	
	Added date:	10/28/2014	
	Target Completion Date:	05/31/2017	
	Frequency:	weekly	
	Comments:	A form has been created and a file established for teachers to turn in weekly lesson plans. Each week teachers write their initials next to their name. This is kept in a binder on top of the filing cart for the lesson plans.	
	<b>Task Completed:</b>	<b>06/05/2015</b>	
	2. Lesson plans will include standards for each lesson/skill objective.		
	Assigned to:	Sara Adkins	
	Added date:	03/29/2015	
	Target Completion Date:	05/29/2015	
	Frequency:	weekly	
	Comments:	This is an ongoing process. However, a file has been established of evidence of this process.	
	<b>Task Completed:</b>	<b>06/05/2015</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	10/19/2015	
	Experience:	10/19/2015 We found that many of our teachers were already documenting their standards in their lesson plans. We were able to add the accountability which encouraged all teachers to do so.	
	Sustain:	10/19/2015 The sign in sheet and lesson plans will need to be continually monitored.	
	Evidence:	10/19/2015 We have copies of those sign in sheets and lesson plans.	
<b>Indicator</b>	<b>IIIA35 - Students are engaged and on task.(144)</b>		
<b>Status</b>	<b>Objective Met</b> 10/19/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
		<b>Objective Met - 10/19/2015</b>	
	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 school academic improvement plan is centered upon math curriculum development with the new curriculum being issued to teachers. Our teachers are working on implementation of this plan in relation to parent and student friendliness and achievement. Our core objective with the new plan is to raise the level of academic achievement in all students as well as trying to make a amiable transition for parents to new higher math standards.	
<b>Plan</b>	Assigned to:	Kelly Riggs	
	How it will look when fully met:		

		Through the use of observations, student formal and informal assessment, and student academic improvement using the new math curriculum, we will use this data to establish success in this area of growth.
	Target Date:	05/29/2015
	<b>Tasks:</b>	
	1. Establish a file for gathering data	
	Assigned to:	Kelly Riggs
	Added date:	10/28/2014
	Target Completion Date:	05/29/2015
	Frequency:	twice a year
	Comments:	An electronic file has been established to gather and save all information gathered from various classrooms.
	<b>Task Completed:</b>	<b>06/05/2015</b>
	2. Create data charts to show progress.	
	Assigned to:	Kelly Riggs
	Added date:	03/29/2015
	Target Completion Date:	05/29/2015
	Frequency:	twice a year
	Comments:	Using the data gathered, charts are electronically monitored and added to by each teacher. This task is monitored by administration to keep the information current.
	<b>Task Completed:</b>	<b>06/05/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	10/19/2015
	Experience:	10/19/2015 Teachers and administration were able to collect and analyze data to drive instruction.
	Sustain:	10/19/2015 Teachers will continue enter data into an electronic file that is shared with administration.
	Evidence:	10/19/2015 The electronic file is evidence.

## Family Community Engagement

### Defining the purpose, policies, and practices of a school community

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/12/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 school does not currently have a compact or written definition of roles for our school, students, or teachers.	
<b>Plan</b>	Assigned to:	Kristi Johnson	
	How it will look when fully met:	A written compact will be developed by the leadership team with input from all stakeholders. It will provide all stakeholders with a clear	

		definition of the roles that teachers, parents, and students have in our school. The compact will be signed and implemented by all stakeholders.
	Target Date:	11/01/2017
	<b>Tasks:</b>	
	1. All stakeholders (teachers, parents, students) will be surveyed to develop a compact.	
	Assigned to:	Kristi Johnson
	Added date:	11/12/2015
	Target Completion Date:	11/01/2017
	Comments:	
	2. The school leadership team will develop a compact based on the survey results that will define the roles of the school faculty, parents, and students. Stakeholders will receive a copy and sign the compact.	
	Assigned to:	Kristi Johnson
	Added date:	11/12/2015
	Target Completion Date:	11/01/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Opportunity to Learn</b>		
<b>Post-Secondary School Options</b>		
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/12/2016
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	1 (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 counselor currently teaches classes about career readiness during the month of May. The lessons are focused on career awareness. Other lesson taught by the counselor include skill that will lead to college and career readiness such as communication, academic success, and interpersonal skills; as well as intrapersonal skills.
<b>Plan</b>	Assigned to:	Kristi Johnson
	How it will look when fully met:	When this objective is fully met students in our building will have the awareness and skills needed to be college and career ready. The skills and awareness that is taught in our elementary school will provided a foundation for future learning during their middle and high school years. Evidence that this indicator is being met will include the counselors lesson plans, student observations, and student work samples.
	Target Date:	05/31/2017
	<b>Tasks:</b>	
	1. Counselor will teach lessons with an "Our Future Story" focus for one week. During the lessons, students will complete a story about his or her hopes, dreams, and plans for the future. Teachers will participate during the week by wearing his or her college gear and posting their own diplomas.	
	Assigned to:	Kristi Johnson
	Added date:	02/12/2016
	Target Completion Date:	05/31/2017
	Frequency:	once a year
	Comments:	
	2. A computer-based program titled Paws in Jobland will be purchased and implemented as an online, college and career readiness program for students, parents, teachers, and the counselor.	

	Assigned to:	Kristi Johnson
	Added date:	02/12/2016
	Target Completion Date:	05/31/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)