

## Comprehensive Progress Report

**Mission:**

Westside Elementary is making a difference one child at a time by striving for success in education as we provide opportunities to interact with families and meet the individual, social, emotional, physical, and academic needs of our students.

Westside students are unstoppable!

**Goals:**



| ! = Past Due Actions       |             | KEY = Key Indicator  |                                   |                    |                    |  |
|----------------------------|-------------|--|-----------------------------------|--------------------|--------------------|--|
| <b>Core Function:</b>      |             | <b>School Leadership and Decision Making</b>   |                                   |                    |                    |  |
| <b>Effective Practice:</b> |             | <b>Establishing a team structure with specific duties and time for instructional planning</b>  |                                   |                    |                    |  |
|                            | <b>ID01</b> | <b>A team structure is officially incorporated into the school governance policy.(36)</b>  | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |  |
| <i>Initial Assessment:</i> |             | Grade level leaders and support staff create a leadership team where decisions are made for the building. The whole team meets in the summer to plan the calendar for the year, student activities and programs, and other building initiatives. Smaller parts of the team meet throughout the year to plan grade level events and other things such as the parental involvement leadership team, one book one school team, and other small leadership groups. The group also plans way to implement district goals in our building as well. | Full Implementation<br>09/30/2015 |                    |                    |  |
|                            | <b>ID04</b> | <b>All teams prepare agendas for their meetings.(39)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |  |
| <i>Initial Assessment:</i> |             | All teams planning has agendas to make sure that priorities are met. Grade level teams also fill out a weekly planning sheet and agenda at each of their team meetings. All embedded sessions and leadership teams have an agenda and sign in sheet as well.   | Full Implementation<br>09/30/2015 |                    |                    |  |

|                            |  |             |   |                                   |                    |                    |
|----------------------------|--|-------------|---|-----------------------------------|--------------------|--------------------|
|                            |  | <b>ID07</b> | <b>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>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i> |  |             | Our Indistar leadership team meets twice a month to address issues of the school and assess indicators that we are currently working on.  | Full Implementation<br>09/30/2015 |                    |                    |

|                       |  |
|-----------------------|--|
| <b>Core Function:</b> | <b>School Leadership and Decision Making</b> |
|-----------------------|--|

|                            |  |
|----------------------------|--|
| <b>Effective Practice:</b> | <b>Aligning classroom observations with evaluation criteria and professional development</b> |
|----------------------------|--|

|  |  |             |   |                              |                    |                    |
|--|--|-------------|---|------------------------------|--------------------|--------------------|
|  |  | <b>IF01</b> | <b>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>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|--|--|-------------|---|------------------------------|--------------------|--------------------|

|                            |  |  |  |                                   |  |  |
|----------------------------|--|--|--|-----------------------------------|--|--|
| <i>Initial Assessment:</i> |  |  | The principal uses information gathered through TESS (Teacher Excellence and Support System) to create an overarching theme used to drive professional development and develop building goals. We are currently exploring new evaluation tools to enhance the information gathered through TESS. | Limited Development<br>03/30/2016 |  |  |
|----------------------------|--|--|--|-----------------------------------|--|--|

|   |  |  |  |  |                        |                   |
|---|--|--|--|--|------------------------|-------------------|
| <i>How it will look when fully met:</i> |  |  | Work with staff to establish a schedule of teacher - peer observations that can be implemented throughout the school year. |  | <b>Sherri Jennings</b> | <b>08/31/2016</b> |
|---|--|--|--|--|------------------------|-------------------|

|                  |                     |  |  |  |  |  |
|------------------|---------------------|--|--|--|--|--|
| <i>Action(s)</i> | <i>Created Date</i> |  |  |  |  |  |
|                  |                     |  |  |  |  |  |

*Notes:*

|  |  |             |  |                              |                    |                    |
|--|--|-------------|--|------------------------------|--------------------|--------------------|
|  |  | <b>IF02</b> | <b>The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|--|--|-------------|--|------------------------------|--------------------|--------------------|

|                            |  |  |  |                                   |  |  |
|----------------------------|--|--|--|-----------------------------------|--|--|
| <i>Initial Assessment:</i> |  |  | A survey given at the beginning of the year indicated that the staff wanted to participate in peer observations. The teachers filled out peer observation forms, and a few teachers have presented to the staff. | Limited Development<br>03/30/2016 |  |  |
|----------------------------|--|--|--|-----------------------------------|--|--|

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <i>How it will look when fully met:</i> |  |  |  |  |  |  |
|---|--|--|--|--|--|--|

|                  |                     |  |  |  |  |  |
|------------------|---------------------|--|--|--|--|--|
| <i>Action(s)</i> | <i>Created Date</i> |  |  |  |  |  |
|                  |                     |  |  |  |  |  |

*Notes:*

|  |  |             |   |                              |                    |                    |
|--|--|-------------|---|------------------------------|--------------------|--------------------|
|  |  | <b>IF06</b> | <b>Teachers are required to make individual professional development plans based on classroom observations.(70)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
|--|--|-------------|---|------------------------------|--------------------|--------------------|

|   |                     |  |  |                                   |                        |                    |
|---|---------------------|--|--|-----------------------------------|------------------------|--------------------|
| <b>Initial Assessment:</b>              |                     |  | Based upon scores and observation feedback provided to teachers through Bloomboard and the TESS components, teachers plan to attend pd based on areas of need. This evidence is also used for teachers to plan their Professional Growth Goals as well.  | Full Implementation<br>09/30/2015 |                        |                    |
| <b>!</b>                                | <b>IF10</b>         | <b>The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b>                      |  | <b>Implementation Status</b>      | <b>Assigned To</b>     | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |                     |  | To build capacity for leadership in the building, teachers are encouraged to present on areas of curriculum where they have strengths. This will help teachers have buy in to implement strategies and programs.   | Limited Development<br>12/04/2015 |                        |                    |
| <b>How it will look when fully met:</b> |                     |  | The leadership team was encouraged to find an area to present on at our back to school meetings as well as different PLC's and meetings throughout the year. This will be an ongoing goal. We will plan for full implementation for the spring, but will start with teacher presentations in August.                     |                                   | <b>Sherri Jennings</b> | <b>05/13/2016</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  |  | <b>0 of 3 (0%)</b>                |                        |                    |
| 1                                       | 12/4/15             | 6 teacher presentations are planned for back to school agenda on areas of our curriculum                                     |  |                                   | Sherri Jennings        | 08/14/2015         |
| <i>Notes:</i>                           |                     |  |  |                                   |                        |                    |
| 2                                       | 12/4/15             | Cindy Wilson- math coach will present to teachers on math programs during PLC times.   |  |                                   | Sherri Jennings        | 09/23/2015         |
| <i>Notes:</i>                           |                     |  |  |                                   |                        |                    |
| 3                                       | 12/4/15             | Literacy teachers will help present on reading and scoring DRA's and group placement for reading groups during PLC time.     |  |                                   | Sherri Jennings        | 10/07/2015         |
| <i>Notes:</i>                           |                     |  |  |                                   |                        |                    |
| <b>!</b>                                | <b>IF11</b>         | <b>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b> |  | <b>Implementation Status</b>      | <b>Assigned To</b>     | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |                     |  | Teachers will receive quality professional learning that will increase student achievement and teacher effectiveness. Teachers will collaborate together to build learning communities where everyone can grow together.<br>Teachers will turn in Shoebox forms showing that they met their required number of pd hours. | Limited Development<br>03/30/2015 |                        |                    |
| <b>How it will look when fully met:</b> |                     |  | Teachers will attend embedded sessions throughout the year as well as attend weekly professional learning community and team meetings.   |                                   | <b>Sherri Jennings</b> | <b>05/29/2015</b>  |
| <b>Action(s)</b>                        | <b>Created Date</b> |  |  | <b>0 of 3 (0%)</b>                |                        |                    |
| 1                                       | 3/30/15             | Lead teachers turn in agenda and meeting notes from weekly meetings.   |  |                                   | Sherri Jennings        | 05/29/2015         |

|  |         |  |  |                   |            |
|--|---------|--|--|-------------------|------------|
| <i>Notes:</i> Grade level leaders were informed of task and given documentation to fill out at each meeting. Notes/form will be turned in weekly to Sherri Jennings and kept in grade level leader binder. |         |  |  |                   |            |
| 2  | 3/31/15 | All teachers turn in documentation form from shoebox showing detailed information of professional development hours.   |  | Sherri Jennings   | 06/03/2015 |
| <i>Notes:</i> Sherri Jennings will collect data from each teacher and keep documentation in PD notebook.   |         |  |  |                   |            |
| 3  | 12/4/15 | Teachers will have completed 6 embedded sessions throughout the year focused on our building priority. They will still continue to work on areas of the curriculum that need to grow during their weekly team meetings as well as PLC's. |  | Michelle Atherton | 03/03/2015 |
| <i>Notes:</i>  |         |  |  |                   |            |

|   |                     |  |                                   |                    |                    |
|---|---------------------|--|-----------------------------------|--------------------|--------------------|
| <b>Core Function:</b>   |                     | <b>School Leadership and Decision Making</b>   |                                   |                    |                    |
| <b>Effective Practice:</b>  |                     | <b>Expanded time for student learning and teacher collaboration</b>  |                                   |                    |                    |
| !   | IH01                | <b>The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i>  |                     | We are currently holding an extended learning opportunity called ELO at our school for students. The extended day allows students to focus on an area of academic concern. ELO is held from November to March for grades 2-4.  | Limited Development<br>10/30/2014 |                    |                    |
| <b>How it will look when fully met:</b>   |                     | *2016-17 description: Students will begin attending ELO on November 1st. Students will receive small group instruction in math and/or literacy. Students have been invited to attend based on assessments. Data will be collected based beginning of the year test data and spring reading DRA scores and compared at the end of program for growth. |                                   | <b>Kathy Hill</b>  | <b>05/19/2017</b>  |
| <b>Action(s)</b>  | <b>Created Date</b> |  | <b>6 of 8 (75%)</b>               |                    |                    |
| 1   | 11/30/16            | ELO student placement/registration   | Complete 10/20/2016               | Kathy Hill         | 10/20/2016         |
| <i>Notes:</i> Kathy will look at assessment data including guided reading level data to determine placement for each student based on need. She will collect all forms from teachers and parents. |                     |  |                                   |                    |                    |
| 2   | 11/30/16            | First day of ELO   | Complete 11/01/2016               | Kathy Hill         | 11/01/2016         |
| <i>Notes:</i> Lead teaches and all other teachers will help with snack and transportation home at the end of day.   |                     |  |                                   |                    |                    |
| 3   | 11/30/16            | Create a needs assessment  | Complete 11/29/2016               | Sherri Jennings    | 11/30/2016         |

|   |             |  |                                   |                    |                    |
|---|-------------|--|-----------------------------------|--------------------|--------------------|
| <i>Notes:</i> Create a needs assessment to be given to the parents of ELO students to use in order to plan for the second semester.   |             |  |                                   |                    |                    |
| 4   | 11/30/16    | Implement ZEAL   |                                   | Kathy Hill         | 12/07/2017         |
| <i>Notes:</i> Implement ZEAL, an online math program that gives students real time help.  |             |  |                                   |                    |                    |
| 5   | 3/31/15     | ELO teachers will turn in ending DRA/ guided reading level to Mrs. Hill.   |                                   | Kathy Hill         | 05/17/2017         |
| <i>Notes:</i> Mrs. Hill will collect data for leadership team to determine if students grew in the area of literacy as part of our ELO program.   |             |  |                                   |                    |                    |
| 6   | 3/30/15     | Teachers create lists of struggling students to turn into office and Kathy Hill for ELO registration. Packets were given to parents to sign up children for the ELO program.                                   | Complete 11/07/2014               | Kathy Hill         | 10/20/2014         |
| <i>Notes:</i> Kathy is going to collect all forms from teachers and parents. She will then look at guided reading level data to determine which class/teacher is needed for each student based on need. |             |  |                                   |                    |                    |
| 7   | 3/30/15     | First Official Day of ELO.   | Complete 12/02/2014               | Kathy Hill         | 11/04/2014         |
| <i>Notes:</i> Lead teaches and all other teachers will help with snack and transportation home at the end of day.   |             |  |                                   |                    |                    |
| 8   | 3/30/15     | Teachers will gather to plan curriculum for the ELO program. Materials and class lists were distributed.   | Complete 09/14/2016               | Kathy Hill         | 09/14/2016         |
| <i>Notes:</i> Teachers will plan according to registration data provided by the classroom teacher.<br>Class lists and placement will be passed out by Mrs. Hill.  |             |  |                                   |                    |                    |
| <b>Core Function:</b>   |             | <b>School Leadership and Decision Making</b>   |                                   |                    |                    |
| <b>Effective Practice:</b>  |             | <b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>  |                                   |                    |                    |
|   | <b>II01</b> | <b>The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i>  |             | Mrs. Jennings works with Lisa Baker, Director of Personnel, to determine that all Title 1 teachers are HQT. Every year Mrs. Baker provides Mrs. Jennings with a list of teachers who have achieved HQT status. | Full Implementation<br>03/04/2015 |                    |                    |

| Core Function:                          |              | Curriculum, Assessment, and Instructional Planning   |                                   |             |             |
|---|--------------|--|-----------------------------------|-------------|-------------|
| Effective Practice:                     |              | Engaging teachers in aligning instruction with standards and benchmarks  |                                   |             |             |
|   | IIA01        | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)   | Implementation Status             | Assigned To | Target Date |
| <i>Initial Assessment:</i>              |              | The district has a grade level team that helps with the development of grade level curriculum based on common core standards. Our challenge at our building is to implement the curriculum but to continue to differentiate for the learning levels of our students. Teachers meet during team time to discuss ways they are differentiating and interventions that are working for their classroom students. Our goal is to keep the target of main rock of the curriculum, but to find different ways to teach it to ensure all students are successful. | Limited Development<br>09/30/2015 |             |             |
| <i>How it will look when fully met:</i> |              |  |                                   |             |             |
| Action(s)                               | Created Date |  |                                   |             |             |
| <i>Notes:</i>                           |              |  |                                   |             |             |

| Core Function:             |       | Curriculum, Assessment, and Instructional Planning  |                                   |             |             |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| Effective Practice:        |       | Assessing student learning frequently with standards-based assessments  |                                   |             |             |
|                            | IID02 | The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)  | Implementation Status             | Assigned To | Target Date |
| <i>Initial Assessment:</i> |       | DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments are given at the beginning, middle, and the end of the school year. Also, monthly accuracy checks are administered for every student to assess student progress. | Full Implementation<br>03/30/2016 |             |             |

| !                                       |              | 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) | Implementation Status             | Assigned To     | Target Date |
|---|--------------|---|--|-----------------------------------|-----------------|-------------|
| <i>Initial Assessment:</i>              |              | Currently we review and progress monitor DIBELS testing data for all students. In the area of mathematics, we do a post test and analyze data, but not a pre-test.  |  | Limited Development<br>11/20/2014 |                 |             |
| <i>How it will look when fully met:</i> |              | We will implement a screener on the computer from FrontRow education in which we monitor the progress of students who are not achieving at or above grade level. Based on teacher observation in class, class work, and previous year test data, students will be identified and Mrs. Wilson (math interventionist) will begin pre-testing on FrontRow to determine if further intervention is required. Based upon those results, an intervention plan will be created for each student based on need. |  |                                   | Sherri Jennings | 11/24/2014  |
| Action(s)                               | Created Date |   |  | 2 of 3 (67%)                      |                 |             |
| 1                                       | 2/24/15      | Screen third and fourth grade students using Front Row Ed to see who scores basic or below basic.   |  | Complete 09/05/2014               | Cindy Wilson    | 09/05/2014  |
| <i>Notes:</i>                           |              |   |  |                                   |                 |             |
| 2                                       | 2/24/15      | Assess students in third and fourth grades who scored basic or below basic using the Battista interview assessments. Small groups will be formed based on areas of weakness and levels of student performance.  |  | Complete 09/12/2014               | Cindy Wilson    | 09/12/2014  |
| <i>Notes:</i>                           |              |   |  |                                   |                 |             |
| 3                                       | 2/24/15      | Perform progress monitoring assessments to determine if group changes need to be made.  |  |                                   | Cindy Wilson    | 10/10/2014  |
| <i>Notes:</i>                           |              |   |  |                                   |                 |             |
| <b>Core Function:</b>                   |              | <b>Classroom Instruction</b>  |  |                                   |                 |             |
| <b>Effective Practice:</b>              |              | <b>Expecting and monitoring sound instruction in a variety of modes</b>   |  |                                   |                 |             |
|   |              | IIIA01  | All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)   | Implementation Status             | Assigned To     | Target Date |

|   |                     |   |                                   |                    |                    |
|---|---------------------|---|-----------------------------------|--------------------|--------------------|
| <b>Initial Assessment:</b>              |                     | Teachers in our building/district are provided with materials and lessons on our district wiki pages. The materials and books to carry out lesson are also provided. They are created with a leadership team of grade level teachers using backward planning to make sure all report card and common core standards are met.<br>Assessments and exit tickets have also been created to monitor student learning and need for interventions as the pacing of the lessons move forward.<br>Our district regardless of building, stays at the same pace so that students who are transferring from building to building will not miss out on important curriculum and instruction. | Full Implementation<br>09/30/2015 |                    |                    |
|   | <b>IIIA02</b>       | <b>All teachers develop weekly lesson plans based on aligned units of instruction.(111)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |                     | All teachers are required to have weekly lesson plans based on their curriculum and pacing guides provided by the district and common core standards. The principal an assistant principal check plans every Monday morning to make sure they are up to date and completed.   | Full Implementation<br>12/04/2015 |                    |                    |
|   | <b>IIIA06</b>       | <b>All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)</b>  | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |                     | Our building goal is working with assessments that are given to students. Teachers are required to give specific assessments such as DRA, DSA, Dibbles, Math tickets, and other classroom assessments. Our grade level teams are looking at summative and formative assessments and making sure we stay on target with progress. Mrs. Atherton will also monitor our data base to make sure all teachers are uploading student scores.  | Limited Development<br>12/04/2015 |                    |                    |
| <b>How it will look when fully met:</b> |                     |   |                                   |                    |                    |
| <b>Action(s)</b>                        | <b>Created Date</b> |   |                                   |                    |                    |
| <i>Notes:</i>                           |                     |   |                                   |                    |                    |



| Core Function:                          |                     | Classroom Instruction  |                                   |                        |                   |
|---|---------------------|--|-----------------------------------|------------------------|-------------------|
| Effective Practice:                     |                     | Expecting and monitoring sound classroom management  |                                   |                        |                   |
| !                                       | IIC10               | All teachers reinforce classroom rules and procedures by positively teaching them.(165)  | Implementation Status             | Assigned To            | Target Date       |
| <i>Initial Assessment:</i>              |                     | To increase positive behavior and positive interactions between staff and students, a new rockstar program will be implemented. Teachers will give out rock star cards to students who are making good choices with behavior or other character areas such as responsibility, organization, cooperation, kindness, and attitude. | Limited Development<br>12/04/2015 |                        |                   |
| <i>How it will look when fully met:</i> |                     | Postcards were ordered to pass out to students who are recognized to send to parents.  |                                   | <b>Sherri Jennings</b> | <b>08/21/2015</b> |
| <b>Action(s)</b>                        | <b>Created Date</b> |  | <b>0 of 2 (0%)</b>                |                        |                   |
| 1                                       | 12/4/15             | Leadership team presented to staff on how to use cards and program to increase positive behavior.  |                                   | Sherri Jennings        | 08/13/2015        |
| <i>Notes:</i>                           |                     |  |                                   |                        |                   |
| 2                                       | 12/4/15             | Program was started at school. Names are drawn out of basket for weekly winner, tweeted, and picture hung on wall at school. This will happen every Friday.  |                                   | Sherri Jennings        | 09/04/2015        |
| <i>Notes:</i>                           |                     |  |                                   |                        |                   |

| Core Function:                          |              | Family Engagement in a School Community   |                                   |                   |             |
|---|--------------|---|-----------------------------------|-------------------|-------------|
| Effective Practice:                     |              | Explain and communicate the purpose and practices of the school community   |                                   |                   |             |
| !                                       | 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)  | Implementation Status             | Assigned To       | Target Date |
| <i>Initial Assessment:</i>              |              | Westside currently holds family nights to provide parents with materials and ideas on how to provide academic support at home. We hold a family night each semester. During our math night we are also holding a Math 101- which walks parents through the math block in each grade level. That way they can have a hands on experience with the tools that the students use daily.<br>WE send home a compact with parents to sign at the beginning of the year. Through the data of the survey that went home with it, it was determined that Math 101 was needed. | Limited Development<br>10/30/2014 |                   |             |
| <i>How it will look when fully met:</i> |              | We have met several times with each grade level to plan activities and gather parent information for our fall family night. We will meet again in the spring as we continue to plan our spring family night.<br><br>Our leaders help with the overall vision, but every teacher will pull together to run stations and do presentations.  |                                   | Michelle Atherton | 03/06/2015  |
| Action(s)                               | Created Date |   | 0 of 3 (0%)                       |                   |             |
| 1                                       | 10/30/14     | Fall Family Night and Math 101  |                                   | Michelle Atherton | 10/30/2014  |
|   |              | <i>Notes:</i> Outlined who is responsible for each task and station.-- Grade level reps<br>Cindy Wilson- math interventionist will also aid in parent discussions   |                                   |                   |             |
| 2                                       | 3/31/15      | Look at school percentage of attendance for Math 101 and family night.  |                                   | Michelle Atherton | 04/17/2015  |
|   |              | <i>Notes:</i> Michelle will look at sign in sheets from Math 101 and Family night to see percentage of participation from each activity.  |                                   |                   |             |
| 3                                       | 12/4/15      | This year to create more interaction between teachers and parents we created sneak peak nights where teachers will go over daily expectations and curriculum with parents. This will make them aware of what they are going to be taught this school year and how parents can help at home.   |                                   | Michelle Atherton | 09/10/2015  |

Notes:

| Core Function:                          |              | High School: Opportunity to Learn   |                                   |             |             |
|---|--------------|---|-----------------------------------|-------------|-------------|
| Effective Practice:                     |              | Ensure content mastery and graduation   |                                   |             |             |
|   | HS04         | The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)  | Implementation Status             | Assigned To | Target Date |
| <i>Initial Assessment:</i>              |              | <p>Our elementary celebrates go college week where we talk about colleges in the state each day, share places staff went to college, and other college events such as college t-shirt day. This is all to expose students to options for their future stories.</p> <p>We have students write their hopes and dreams for their future and encourage them to do necessary work to meet those goals.</p> | Limited Development<br>09/30/2015 |             |             |
| <i>How it will look when fully met:</i> |              |   |                                   |             |             |
| Action(s)                               | Created Date |   |                                   |             |             |
|   |              |   |                                   |             |             |
| Notes:                                  |              |   |                                   |             |             |