Arkansas ROOT ELEMENTARY SCHOOL
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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.

10/25/2016

ROOT ELEMENTARY SCHOOL NCES - 50612000325

FAYETTEVILLE SCHOOL DISTRICT

School Success Indicators   Key Indicators are shown in RED.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	**ID01 - A team structure is officially incorporated into the school governance policy.(36)**
Status	**Full Implementation**
Assessment	Level of Development:
	Evidence:

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Root Elementary School has designated weekly meetings that include all principals, teachers, and key professional staff.

Indicator	**ID04 - All teams prepare agendas for their meetings.(39)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	The leader of the grade level meeting is the one that is in charge with providing the agenda.

Indicator	**ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Root Elementary School has designated weekly meetings that include all principals, teachers, and key professional staff.

Indicator	**ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	During grade level meetings the leadership team addresses district and school level issues, policies, procedures and the instructional needs of all students.

Indicator	**ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)**
Status	Tasks completed: 0 of 4 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/29/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

Plan	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 will meet each Monday to discuss data in to discuss improvements and professional development needs.	
	Assigned to:	Jennifer Lavender	
	How it will look when fully met:	The students are primarily engaged in tier 1 behaviors. Teachers are fully empowered and students are receiving instruction with fidelity.	
	Target Date:	05/31/2017	
	Tasks:		

1. To establish essential skills writing in PLC process.

Assigned to:	Synetra Morris
Added date:	09/21/2016
Target Completion Date:	05/31/2017
Comments:	

2. Teachers will use Google Docs to keep data updated throughout the school year.

Assigned to:	Synetra Morris
Added date:	09/14/2016
Target Completion Date:	05/31/2017
Comments:	What other data do we need to add to the google docs data page? What data is successful in Google Docs, what data is not successful in Google Docs?

3. To establish essential skills in math through PLC process.

Assigned to:	Synetra Morris
Added date:	09/21/2016
Target Completion Date:	05/31/2017
Comments:	

4. To establish essential skills in behavior through PLC process.

Assigned to:	Jennifer Lavender
Added date:	09/21/2016
Target Completion Date:	05/31/2017
Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Indicator	**ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Our professional learning teams are organized by grade level and support staff.
Indicator	**ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Teachers meet twice a week to develop and refine instruction as well as review student learning.

School Leadership and Decision Making

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

Indicator	**IE05 - The principal participates actively with the school's teams. (56)**

Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	The principals are at each grade level meeting to discuss student data, and current issues and concerns.
Indicator	**IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	The principal conducts grade level meetings twice a month to focus on instructional improvement and student learning outcomes.
Indicator	**IE07 - The principal monitors curriculum and classroom instruction regularly.(58)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Both principals do periodic walk-throughs through implementation of TESS with formal and informal observations in every classroom.
Indicator	**IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Through periodic walk-throughs, observations, and conferencing with teachers, the principal gives suggestions for improving instruction and classroom management.
Indicator	**IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	The principal works with individual teachers and teams to help improve instruction and build balanced instruction to utilize instructional time to the fullest.
Indicator	**IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	During grade level meetings the principals celebrate individual, team and school successes. As a school we have assemblies to recognize student achievement, we also celebrate student behavior.
Indicator	**IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	At grade level meetings and monthly PTO executive board meetings the principal offers opportunities for staff and parents to voice their concerns as well as discuss ideas for improving the school.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	**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)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Through constant observation the principal observes and monitors teachers strengths and weaknesses and shares the results by giving

feedback on how to improve and achieve higher results

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Based on the principals observations, the leadership plans work the weekly grade level meetings and after school staff meetings how to help teachers improve on instruction and classroom management.

Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Through TESS and periodic walk-throughs the principal develops professional development based on trends that are observed.

Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/29/2015	
	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:	Teachers will have district and school based opportunities to observe other teachers to improve on effective teaching and classroom management.	
Plan	Assigned to:	Kristen Scott	
	How it will look when fully met:	Teachers received a new resource in the area of writing for this school year. The resource bought is the Units of Study by Lucy Calkins. Along with receiving this resource, our school has set goals in writing. Teachers will have the opportunity to visit these classrooms to see the writing workshop model in action. The teachers will debrief during grade level meetings. We hope to implement the observation at least 1 time this school year with the intention of doing the observations in more areas in the upcoming years. Another area that we have set goals in is Math. Teachers are continually getting trained the CGI and ECM strategies. The quarter time math coach, along with district personnel, are planning for teachers to visit model classroom for math instruction. This will allow teachers to see what they have learned in their professional development put into practice in the classroom setting.	
	Target Date:	05/31/2017	
	Tasks:		
	1. 1. Training and conversation in writing.		
	Assigned to:	Synetra Morris	
	Added date:	09/16/2016	
	Target Completion Date:	05/31/2017	
	Comments:	1. How do we cover classrooms so that teachers can go and observe one another? 2. What do teachers want to see from one another?	
	2. 2. Training and conversation in math.		
	Assigned to:	Synetra Morris	
	Added date:	09/21/2016	

	Target Completion Date:	05/31/2017
	Comments:	

3. 3. Training and conversation in behavior.

	Assigned to:	Synetra Morris
	Added date:	09/21/2016
	Target Completion Date:	05/31/2017
	Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	**IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Teachers have the opportunity to self-assess and reflect on teaching during grade level meetings and team meetings. Teachers also self-assess and reflect for TESS.
Indicator	**IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Teachers have the opportunity to self reflect and develop a plan to strengthen instructional and classroom management through TESS.
Indicator	**IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	At the beginning of the school year teachers have the opportunity to participate in professional development based on teacher needs.
Indicator	**IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	The faculty and staff work together week to observe and discuss observations and assessments of strengths and areas of improvement for effective teaching.
Indicator	**IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	At grade level meetings teachers are given the opportunity to share strengths with other teachers. Teachers also have the opportunity to lead various professional development meetings.
Indicator	**IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	All staff are provided with high quality, differentiated professional development based on observations, walk-throughs, and staff discussion.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	**IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)**

Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	The school monitors extended learning time programs through progress monitoring students twice a month as well as discussing student growth during team meetings that may include the interventionist.

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 teachers to support school improvement.(3982)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Through the new district wide initiative our school with work to actively recruit and retain high-qualified teachers to support school improvement.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Teachers work together weekly at team meetings to develop and implement standard based instruction in all subject areas.
Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Teachers work together to develop and implement objectives and create formative assessment and rubrics to determine student achievement of the standards.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Teachers use frequent formative and summative assessments to determine areas of student growth and achievement and to guide teacher instruction.
Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	All formative and summative assessments are based on the standards of each unit.
Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	At grade levels teachers discuss pre and post test results with the instructional team to determine further instructional needs and growth of student achievement.
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)	
Status	Full Implementation	

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Based on the pre and post tests teachers individualize instructional for students needs and improvement.

Indicator	**IIB05 - All teachers re-teach based on post-test results.(95)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	All teachers use post-test results to review the standards that have not been mastered to guide their reteach instruction.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator	**IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Teachers plan and develop units of instruction that include specific learning activities aligned to objectives.

Indicator	**IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Teachers create a safe and organized physical environment for all students to utilize the transition and handling of supplies. Teachers also organize, label, and store technology in the most convenient way.

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 10/29/2015
	Evidence:	Students are assessed in both literacy and math to determine individual growth toward standards-based objectives at multiple times of the year.

Indicator	**IID03 - Teachers receive timely reports of results from standardized and objectives-based tests.(101)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	Teachers receive reports, scores, and results from standardized and objectives-based tests in a timely manner.

Indicator	**IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	During preschool inservice, teachers collaborate to determine the learning goals for the current school year by looking at student data. Then throughout the school year, teachers constantly evaluate the effectiveness of the goals and adjust according to need.

Indicator	**IID07 - The Leadership Team monitors school-level student learning data.(105)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 10/29/2015
	Evidence:	During weekly grade level meetings, teachers collaborate with the leadership team to review student learning data and the implications on their teaching.

Indicator	**IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)**

Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/29/2015	
	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:	Teachers along with administration, encore teachers, counselor and other staff meet monthly to discuss student data in order to align instruction and curriculum.	
Plan	Assigned to:	Mallory Alderson	
	How it will look when fully met:	Root teachers and staff will represent Root in all professional development trainings in the content area of placement or choice. This person will be responsiblie for bringing back information to their teams about their content area.	
	Target Date:	05/31/2016	
	Tasks:		

1. 1. Teachers will discuss what is working and what isn't working in curriculum. This includes: writing, content, literacy, and math.

	Assigned to:	Mallory Alderson
	Added date:	09/16/2016
	Target Completion Date:	05/31/2017
	Comments:	1. Which content did each grade level sign up for? 2. What is status of social studies curriculum?

2. 2. Each grade level will have a content specific representative for district trainings and meetings. This person will be responsible for bringing back information to their team about that specific content area.

	Assigned to:	Mallory Alderson
	Added date:	09/21/2016
	Target Completion Date:	05/31/2017
	Comments:	

3. Teachers will become the train-the-trainer for the information accessed.

	Assigned to:	Mallory Alderson
	Added date:	09/21/2016
	Target Completion Date:	05/31/2017
	Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Indicator	**IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)**		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/14/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional teams along with teachers, encore, and other support staff will meet regularly to identify needs of students, as well as monitor.	
Plan	Assigned to:	Emilie Jacobus	
	How it will look when fully met:		

		Instructional Teams are using data from RTI meetings monthly to drive, support and enhance instruction across grade levels. Google documents are shared and consistently updated to show data.
	Target Date:	05/31/2017
	Tasks:	

1. 1. All teachers will use their google document to keep data up to date throughout the school year.

	Assigned to:	Emilie Jacobus
	Added date:	09/16/2016
	Target Completion Date:	05/31/2016
	Comments:	1. Do you want me to send out the google doc data spreadsheet that I created?

2. 1. The Instructional Team along with teachers and support staff will work together to discuss student learning data in order to identify students in need of instructional support and enhancement.

	Assigned to:	Emilie Jacobus
	Added date:	09/21/2016
	Target Completion Date:	05/31/2017
	Comments:	

3. 2. The Instructional Team along with teachers and support staff will work together on Data Days to discuss kids in need at a deeper level. The school will hold data days at the beginning, middle, and end of the year.

	Assigned to:	Emilie Jacobus
	Added date:	09/21/2016
	Target Completion Date:	05/31/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	**IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/29/2015
	Evidence:	Teachers use the common core standards, district scope and sequence, and district created units to create weekly lesson plans.
Indicator	**IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/07/2016
	Evidence:	Teachers use the data that is collected to response to individual students needs.
Indicator	**IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures).(141)**	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/16/2016
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers, Leadership and support staff work together to fully implement Positive Behavior Support System.
Plan	Assigned to:	Jennifer Lavender

	How it will look when fully met:	All staff school wide will use the school wide positive behavior support system at all times. All staff will also maintain consistency of school wide expectations.
	Target Date:	05/31/2017
	Tasks:	
	1. 1. All staff are consistently using behavior tools	
	Assigned to:	Jennifer Lavender
	Added date:	09/16/2016
	Target Completion Date:	05/31/2016
	Comments:	
	2. 2. All staff maintains necessary documentation.	
	Assigned to:	Jennifer Lavender
	Added date:	09/21/2016
	Target Completion Date:	05/31/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator	**IIIA35 - Students are engaged and on task.(144)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 09/16/2016
	Evidence:	Teachers are using behavior tools and PBS to engage all students.

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator	**IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)**
Status	Tasks completed: 0 of 1 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/14/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers, along with instructional teams, encore, and support staff will work together to implement a variety of instructional modes.	
Plan	Assigned to:	Jennifer Sandlin	
	How it will look when fully met:	1. Teachers , along with instructional teams, encore and support will use a variety of instructional modes to best benefit students based on assessment.	
	Target Date:	05/31/2017	
	Tasks:		
	1. 1. Teachers will use district derived math blocks in order to cover a variety of instructional modes.		
	Assigned to:	Jennifer Sandlin	
	Added date:	09/16/2016	
	Target Completion Date:	05/31/2017	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Classroom Instruction

Provide a tiered system of instructional and behavioral supports and interventions

Indicator

IIID02 - The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5194)

Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/16/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	1. Teachers collect data to measure individual student needs but will work at strengthening instruction that is delivered in a tiered instructional system.	
Plan	Assigned to:	Synetra Morris	
	How it will look when fully met:	Teachers are using data to implement a tiered instructional system in their classroom to meet the needs of all students. Instructional Teams are using data from RTI meetings monthly to drive, support and enhance instruction across grade levels. Google documents are shared and consistently updated to show data.	
	Target Date:	05/31/2017	

Tasks:

1. Teachers will discuss how to use data to implement a tiered instructional system to meet the needs of all students in content areas.

Assigned to:	Synetra Morris	
Added date:	09/16/2016	
Target Completion Date:	05/31/2017	
Comments:		

2. Teachers will implement a tiered instructional system to meet the needs of all students in content areas.

Assigned to:	Synetra Morris	
Added date:	09/21/2016	
Target Completion Date:	05/31/2017	
Comments:		

Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator	**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)**		
Status	**Objective Met** 9/16/2016		
Assessment	Level of Development:	Initial: Limited Development 10/29/2015	
		Objective Met - 09/16/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The leadership team will work together to improve parent/school communication to support student learning at home through resources, school meetings, and conferences.	
Plan	Assigned to:	Synetra Morris	

	How it will look when fully met:	The school will focus on the parent resource center by adding more of a variety of resources for parents to keep and/or borrow in order to help their child be more successful. Some of these resources might focus on behavioral strategies, financial resources available, health resources that are available, and various instructional resources and strategies. Along with focusing on the resource center, we may look at providing another curriculum night to communicate with parents expectations of the spring semester. This would include testing information, and instructional strategies that are being taught in the classroom.
	Target Date:	04/01/2016
	Tasks:	

1. 1. The school will work to add new resources to the parent resource center.
2. The school will work to change the information on the TV monitor.
3. The school will discuss implementing another curriculum night.

	Assigned to:	Jennifer Lavender
	Added date:	11/02/2015
	Target Completion Date:	04/01/2016
	Comments:	1. What resources need to be taken out of the resource center? What resources need to be added? 2. What can we put on the TV monitor?
	Task Completed:	05/31/2016

2. 1. The tv screen outside of the office will be used to display current and upcoming events.

	Assigned to:	Kristen Scott
	Added date:	09/14/2016
	Target Completion Date:	05/31/2016
	Comments:	1. How do we update the tv screen? 2. What do we want to be displayed on the screen? 3. How often do we want to update?
	Task Completed:	04/30/2015
Implement	Percent Task Complete:	
	Objective Met:	9/16/2016
	Experience:	9/16/2016 The leadership team was able to create a new and easy way to keep parents informed on upcoming events.
	Sustain:	9/16/2016 We will need to continue to keep the monitor up to date.
	Evidence:	9/16/2016 The tv monitor outside of the office us up to date and running.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator	**HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/29/2015	
	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:	The school will continue to work towards learning how to fully implement digital learning within all curriculum areas and grade levels.	
Plan	Assigned to:	Kristen Scott	
	How it will look when fully met:		

When this objective is FULLY met, all students will have access to either 1:1 or 1:2 technology resources. In the upper grade levels, students will be doing a majority of tasks through the Google Classroom. Teachers will be interacting with students and students will be interacting with other students through this resource as well. Technology resources, both hardware and digital, will be integrated throughout all special classes (encore). Lower grades will be laying the foundational skills that students will need in order to complete digital tasks in the future.

Target Date:	04/07/2017

Tasks:

1. Teachers need more training in Google classroom in order to fully implement. District/School requirements will need created in order for teachers to know what is expected. Teachers will also need access to horizontal and vertical aligned standards for digital literacy.

Assigned to:	Spencer Pineda
Added date:	11/02/2015
Target Completion Date:	04/07/2017

Comments:	1. 3rd grade teachers need google classroom training. 2. Encore teachers could benefit from google classroom training as well.
Implement Percent Task Complete:	Tasks completed: 0 of 1 (0%)