

Comprehensive Plan Report

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

March 30, 2017

H.L. LUBKER ELEMENTARY SCHOOL NCES - 50270000037

Bald Knob Public Schools

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 Tasks completed: 0 of 5 (0%)

Assess	Level of Development:	Initial: Limited Development 01/11/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We currently have various teams setup and active (leadership, technology, curriculum, RtI, PLC,) but we do not have a set policy governing them and their operation. We see the value of working in committees and expect to follow our district's lead in developing polices.

Plan Assigned to: Tammie Cloyes

How it will look when fully met: A district policy will be in place to govern the operation, makeup, and decision making scope of school and district leadership teams. Evidence will be reflected in both the policy and team meeting minutes and agendas.

Target Date: 05/31/2021

Tasks:

1. Review the district committee roles and responsibilities (upon completion) and begin to develop building level equivalents

Assigned to: Tammie Cloyes

Added date: 02/08/2016

Target Completion Date: 05/31/2021

Comments: use district level sheets as a template...should be completed by 5/2016 This goal is not a priority at this time.

2. create draft of building level roles and responsibilities sheet

Assigned to: Tammie Cloyes

Added date: 03/29/2016

Target Completion Date: 05/31/2021

		Comments:	
	3. share draft with each committee to review and provide feedback		
	Assigned to:	Tammie Cloyes	
	Added date:	03/29/2016	
	Target Completion Date:	05/31/2021	
	Comments:		
	4. take feedback and create a working draft to align with district level sheet		
	Assigned to:	Tammie Cloyes	
	Added date:	03/29/2016	
	Target Completion Date:	05/31/2021	
	Comments:		
	5. formally align with district sheet and create a formal roles and responsibilities sheet to govern and guide the committees		
	Assigned to:	Tammie Cloyes	
	Added date:	03/29/2016	
	Target Completion Date:	05/31/2021	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Objective Met 11/30/2016		
Assess	Level of Development:	Initial: Limited Development 10/08/2015	
		Objective Met - 11/30/2016	
	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:	Agendas - all present in all meetings. Notes are kept on kept on an individual basis but Minutes are not formally typed up and shared with stakeholders.	
Plan	Assigned to:	Canessa Jones	
	How it will look when fully met:	All minutes and agendas will be placed in Google Drive folders	
	Target Date:	03/01/2016	
	Tasks:		
	1. 1. Develop folders and binders in Google Drive		
	Assigned to:	Tammie Cloyes	
	Added date:	11/11/2015	
	Target Completion Date:	05/30/2016	
	Comments:		

		Task Completed:	3/1/2016 12:00:00 AM
		2. Grade level leadership members and other team leaders will ensure that agendas are created and followed and minutes are created. These documents will be housed in Google Drive folders.	
		Assigned to:	Tammie Cloyes
		Added date:	03/29/2016
		Target Completion Date:	03/28/2016
		Comments:	
		Task Completed:	3/28/2016 12:00:00 AM
		3. disseminate information to grade level, RtI, curriculum, and leadership teams	
		Assigned to:	Tammie Cloyes
		Added date:	03/29/2016
		Target Completion Date:	04/29/2016
		Comments:	
		Task Completed:	8/15/2016 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	11/30/2016	
	Experience:	11/30/2016 Agendas and minutes are given to interventionist and classroom teachers.	
	Sustain:	11/30/2016 We will continue to provide agendas for meetings. We will also plan days throughout the year to work on youth needs.	
	Evidence:	11/30/2016 Agendas and meeting minutes are documented.	
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	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/09/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We meet once a month for a hour.	
Plan	Assigned to:	Tammie Cloyes	
	How it will look when fully met:	The leadership team will meet twice a month for an hour minimum with fidelity. Evidence will be reflected through agendas and minutes. A calendar of scheduled meetings for the 16-17 school year will also be included. This goal is not a priority at this time	
	Target Date:	05/31/2021	
	Tasks:		

	1. obtain a calendar for the 16-17 school year 2. establish members of leadership team for 16-17 3. set dates for coming year 4. notify all members of the dates that are established
	Assigned to: Tammie Cloyes
	Added date: 11/09/2015
	Target Completion Date: 05/31/2021
	Comments:
Implement	Percent Task Complete: 0%
School Leadership and Decision Making	
Aligning classroom observations with evaluation criteria and professional development	
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)
Status	Tasks completed: 0 of 3 (0%)
Assess	Level of Development: Initial: Limited Development 12/07/2015
	Index: 2 (Priority Score x Opportunity Score)
	Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development: Currently, principals do classroom walk-throughs and collect data. We are not sure that the CWT data could be used to plan PD. However, once formal and informal teacher observations are concluded, reports could possibly be pulled from BloomBoard that would be useful for PD planning purposes.
Plan	Assigned to: Tammie Cloyes
	How it will look when fully met: We will use teacher observation data from BloomBoard as a resource, along with CWT data and teacher perceptual survey to plan professional development. This goal is not a priority at this time.
	Target Date: 05/31/2021
	Tasks:
	1. download bloomboard reports and compile CWT data
	Assigned to: Tammie Cloyes
	Added date: 02/08/2016
	Target Completion Date: 05/31/2021
	Comments:
	2. submit perceptual survey to teachers and compile data
	Assigned to: Tammie Cloyes
	Added date: 02/08/2016
	Target Completion Date: 05/31/2021
	Comments:

	3. compile data from perceptual survey		
	Assigned to:	Tammie Cloyes	
	Added date:	02/08/2016	
	Target Completion Date:	05/31/2021	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/11/2016	
	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:	Currently we use data from bloomboard to formulate teacher PGP's. We also utilize mentoring notes and data to guide new teachers PGP's.	
Plan	Assigned to:	Tammie Cloyes	
	How it will look when fully met:	All teacher's bloomboard data and PGP's will be reflected in their professional development. Evidence will be the PGP's, professional development plans and records.	
	Target Date:	05/31/2021	
	Tasks:		
	1. 1. teachers develop draft of growth plan for 16.17 school year		
	Assigned to:	Tammie Cloyes	
	Added date:	02/08/2016	
	Target Completion Date:	05/31/2021	
	Comments:		
	2. 2. teachers meet with administrator over their evaluation and review and receive feedback on their growth plan draft.		
	Assigned to:	Tammie Cloyes	
	Added date:	02/08/2016	
	Target Completion Date:	05/31/2021	
	Comments:		
	3. Teachers will finalize growth plan and submit professional development plans based on the growth plan created.		
	Assigned to:	Tammie Cloyes	
	Added date:	02/08/2016	
	Target Completion Date:	05/31/2021	
	Comments:		

Implement	Percent Task Complete:	0%
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Tasks completed: 2 of 4 (50%)	
Assess	Level of Development:	Initial: Limited Development 11/09/2015
	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:	We currently differentiate our PD to fit groups of teachers who have like needs.
Plan	Assigned to:	Lisa Moore
	How it will look when fully met:	Each faculty member will have 60 hours of professional development centered around their individual needs. Evidence: Individual PD plans for faculty members
	Target Date:	05/31/2017
	Tasks:	
	1. Gather information concerning strengths and weaknesses of staff.	
	Assigned to:	Lisa Moore
	Added date:	03/29/2016
	Target Completion Date:	05/22/2017
	Comments:	Need: The leadership team has reviewed the "Strengths & Opportunities" report on EdReflect. The report shows the greatest need for staff is 3B -- Using Questioning and Discussion Techniques. We are in the process of planning summer professional development. We host a day that is made up of multiple breakout sessions. We are inviting Wilbur Mills Cooperative staff to host sessions on questioning. School leadership is also working to review micro-credentials to assign to specific staff to complete. Need: We have a literacy team that is working with Wilbur Mills Cooperative staff to develop curriculum map/pacing guide for literacy. Plans are in place to have the document completed by summer 2017.
	Task Completed:	3/30/2017 12:00:00 AM
	2. View professional development offerings at Wilbur Mills Cooperative.	
	Assigned to:	Canessa Jones
	Added date:	03/29/2016
	Target Completion Date:	08/21/2017
	Comments:	The leadership team has reviewed the Wilbur Mills Cooperative professional development offerings. Some staff plans to attend offerings in the summer. The majority of staffs sixty hours of professional development will be offered on the Bald Knob Campus.
	Task Completed:	3/30/2017 12:00:00 AM

		3. Develop building professional development plan based on TESS evaluations, classroom walk through walkthroughs, and teachers needs.	
		Assigned to:	Lisa Moore
		Added date:	03/29/2016
		Target Completion Date:	05/31/2017
		Comments:	
		4. Teachers meet with administrators to finalize their PD and individual growth plans for the 17-18 school year.	
		Assigned to:	Lisa Moore
		Added date:	03/29/2016
		Target Completion Date:	05/19/2017
		Comments:	
Implement	Percent Task Complete:	50%	
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	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/08/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the process of completing a new schedule that fully maximizes the academic school day. We have a partnership for an after school program that services with tutoring and enrichment for a portion of our student population. We operate a two week summer school for 6 academic hours a day.	
Plan	Assigned to:	Tammie Cloyes	
	How it will look when fully met:	The master schedule will be built to maximize the academic day. Extended learning opportunities will be developed and implemented to provide academic opportunities to all students outside the confines of the school walls and school day.	
	Target Date:	05/31/2021	
	Tasks:		
	1. 1. change master schedule to eliminate two additional "block" classes (one computer lab and GT into the classroom)		
		Assigned to:	Tammie Cloyes
		Added date:	02/08/2016

		Target Completion Date:	05/31/2021
		Comments:	
	2. create a survey to measure the effectiveness of summer school along with pre/post tests		
		Assigned to:	Tammie Cloyes
		Added date:	03/29/2016
		Target Completion Date:	05/31/2021
		Comments:	
	3. gather data from the after school program		
		Assigned to:	Tammie Cloyes
		Added date:	03/29/2016
		Target Completion Date:	05/31/2021
		Comments:	
Implement	Percent Task Complete:		0%

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		
Assess	Level of Development:	Initial: Full Implementation 02/08/2016	
	Evidence:	<p>Recruitment - 3 job fairs each year, school website job postings, school spring job postings</p> <p>Retention - see sections 3.8, 3.11, and 3.35 of the personnel policies handbook https://drive.google.com/folderview?id=0B1bKXwLTbqeNfJ4WGdzQzIRMEt3aTN1MnhQYWdjZnh4cm5HRm5kejhtYjIVRXJ1dEs2eVE&usp=drive_web</p> <p>It will continually be necessary to strive to find new ways to incentivize the current staff for retention. It will also be necessary to keep up with current trends as they relate to how people seek and obtain job opening information in the technology age.</p>	
		Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)		
Status	Tasks completed: 1 of 3 (33%)		
Assess	Level of Development:	Initial: Limited Development 12/07/2015	

	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:	We have developed units of study for both math and literacy for each grade level. Science and Social Studies are embedded within the literacy units in grades K-3. In grades 4-5, Science and Social Studies are built into their own units of study.	
Plan	Assigned to:	Tammie Cloyes	
	How it will look when fully met:	Units of study will be fully developed for all 4 core subject areas. Math unit of study follows the Everyday Math program. Literacy units will be aligned to the new literacy standards. All grade levels are in different stages of incorporating science and social studies. In several grades, additional resources will need to be purchased to support science and social studies standards. Completed units of study, including science and social studies, will be evidence of full implementation.	
	Target Date:	08/20/2018	
	Tasks:		
	1. 1. Begin working with Linda Griffith to develop quality math units K-5.		
	Assigned to:	Tammie Cloyes	
	Added date:	02/08/2016	
	Target Completion Date:	06/30/2017	
	Comments:	Linda Griffith and all grade levels worked throughout the 2016 summer to pace and plan the Everyday Math Series. All teachers are using the curriculum daily in classrooms. Dr. Griffith has observed classrooms throughout the year. 2017 Summer professional is planned to review the pacing for the program and make adjustments as needed. We have two days scheduled with Dr. Linda Griffith in June to do a "check up" on the pacing guides.	
	Task Completed:	3/30/2017 12:00:00 AM	
	2. Literacy units will be develop & reviewed during curriculum days and in the summer at each grade level.		
	Assigned to:	Tammie Cloyes	
	Added date:	03/29/2016	
	Target Completion Date:	08/20/2018	
	Comments:	Grade level teachers are working with literacy specialist, Amber Bass and April Rose, to unpack the ELA frameworks and to develop pacing guides for each grade. Meeting dates are planning in March - May and will continue in the summer as needed. The grade level teams along with a literacy specialist will work together to develop units of study that are based on new literacy goals.	
	3. Use a science and social studies specialist to assist with curriculum development.		

		Assigned to:	Julie Stephenson
		Added date:	11/30/2016
		Target Completion Date:	08/20/2018
		Comments:	Contact Wilbur Mills Cooperative to assist with locating specialist. Nannette from the Wilbur Mills Cooperative has worked with Pam Carpenter, 5th grade science teacher throughout the year to pace and review science curriculum. Nannette will continue to work with staff through the science adoption process. We will send a team to the co-op to review state approved science materials. The team will work together to choose materials and supplies for science. The curriculum will be used beginning in the 2017-2018 school year.
Implement	Percent Task Complete:		33%

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 Objective Met 3/29/2017

Assess Level of Development: Initial: **Limited Development** 10/08/2015

Objective Met - 03/29/2017

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We administer the NWEA MAP assessment three times a year with fidelity. Individual teachers analyze their student scores for growth, progression, and grouping purposes. Currently grade level teams spend limited time analyzing these scores. MAP scores are not analyzed by the leadership team.

Plan Assigned to: Tammie Cloyes

How it will look when fully met: Scores will be analyzed immediately following each assessment by both grade levels and individual teachers to determine student growth and student concerns. When this goal is fully met teachers will be able to evaluate and use data to determine needs of individual youth. Staff will be able to meet the needs of youth through interventions and teaching. Youth learning and knowledge will grow until they are on grade level in both math and literacy. Beginning in the 2016-2017 school year we began using ACT Aspire for grades 3-5. Beginning in the 2016-2017 school year we began using the AIMS Web for progress Monitoring in Grades K-5.

Target Date: 05/31/2017

Tasks:

		1. The school changed to ACT Aspire testing and AIMS Web for progress monitoring.
	Assigned to:	Tammie Cloyes
	Added date:	03/28/2016
	Target Completion Date:	05/06/2016
	Comments:	During the 2016-2017 school year we began using the ACT Aspire test for interim in grades 3-5. During the 2016-2017 school year we began using the AIMS Web assessment for progress monitoring in grades k-5. The ACT Aspire test dates are: October 10 - 14 January 9 - 13 February 27- March 3rd Aims Web Assessment October February May 1-5
	Task Completed:	9/15/2016 12:00:00 AM
		2. Train staff on how to read and interpret data from AIMS Web and ACT Aspire.
	Assigned to:	Tammie Cloyes
	Added date:	11/11/2015
	Target Completion Date:	03/31/2017
	Frequency:	four times a year
	Comments:	Training will continue to occur throughout the school year. Training times is based on individual teacher needs and growth patterns. We will provide time as needed to work with teachers using AIMS Web and ACT Aspire. We provided 3 - 1/2 day sessions to review data with each grade level. The dates were: February 1, 2017 -- K & 1 February 2, 2017 -- 2 & 3 February 3, 2017 -- 4 & 5 Tammie Cloyes met with each grade level various times throughout the year to discuss testing. RTI planning days occurred throughout the year to review students in Tier 2 and Tier 3 intervention pullout classes. These days were: September 21st & 22nd November 8th & 9th
	Task Completed:	3/29/2017 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/29/2017
	Experience:	3/29/2017 Elementary principal, assistant principal, classroom teachers and interventionist used these days to work together to learn how to read, interpret and use ACT Aspire reports/data and AIMS WEB data. All persons involved agreed that the time spent was beneficial in that they were able to look specifically at individual students and make academic plans for that student. The time allowed the staff to work together to plan instruction and interventions in the classrooms. The data discussed also allowed staff to identify possible gaps in instruction. These gaps are being addressed in curriculum planning that is taking place in March - June 2017.
	Sustain:	3/29/2017 Our staff will continue to use data to plan instruction. In order to assist this effort school leadership will build needed times into the 2017-2018 school calendar and summer professional development. School leadership will support this by provided needed funds.
	Evidence:	3/29/2017 Sign in sheets for grade level planning meetings and Tier 2 and Tier 3 meetings are on file.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator **IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)**

Status Tasks completed: 0 of 2 (0%)

Assess	Level of Development:	Initial: Limited Development 11/09/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Grade levels have created subject area curriculum documents. Grade levels are well aligned, but vertically we are lacking.	
Plan	Assigned to:	Tammie Cloyes	
	How it will look when fully met:	When this objective is fully implemented all teachers will use curriculum maps that are based on state standards to teach and assess. The subjects of math, literacy, science and social studies will be taught in a logical flow. Evidence will be a completed scope and sequence that is both horizontally and vertically aligned and being used by all teachers.	
	Target Date:	08/19/2019	

Tasks:

	1. Review current scope and sequence at all grade level k-5 and in all content areas		
	Assigned to:	Jennifer Wolford	
	Added date:	11/09/2015	
	Target Completion Date:	08/31/2018	
	Comments:	Math curriculum is planned through the Everyday Mathematics unit. Updated literacy standards were released in June 2016. All teachers should be using and familiar with the new standards. Science standards are new.	
	2. Identify and recruit experts in the field of literacy, science & social studies to assist teachers with curriculum planning and development.		
	Assigned to:	Amanda Davis	
	Added date:	03/29/2016	
	Target Completion Date:	11/01/2016	
	Comments:	Talk with Wilbur Mills Educational Cooperative for suggestions of literacy specialists. Talk with the ADE about the current direction for literacy.	
Implement	Percent Task Complete:	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)
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Status	Tasks completed: 0 of 1 (0%)
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Assess	Level of Development:	Initial: Limited Development 12/07/2015
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	We have a generic Title 1 Compact.
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Plan	Assigned to:	Tammie Cloyes
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	How it will look when fully met:	Title 1 compact will give specific information pertaining to how parents can help help their children with academics at home.
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	Target Date:	05/31/2021
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	Tasks:	
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	1. 1. Meet With BKMS principal.. to begin reviewing the Title 1 Compact.	
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	Assigned to:	Tammie Cloyes
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	Added date:	12/07/2015
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	Target Completion Date:	05/31/2021
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	Frequency:	once a year
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	Comments:	
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Implement	Percent Task Complete:	0%
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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)
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Status	Tasks completed: 0 of 1 (0%)
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Assess	Level of Development:	Initial: Limited Development 01/11/2016
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	Index:	4	(Priority Score x Opportunity Score)
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	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	WE have RtI, technology in every classroom, counselor lessons on careers and social skills, ACT ASPIRE testing in grade 3-5 which correlates to The ACT in Grade 11/12. We have community members come to classrooms to discuss their particular careers.
Plan	Assigned to:	Tammie Cloyes
	How it will look when fully met:	We will provide exposure and strive to build a healthy interest in college and careers. We will provide a solid background in math, reading, and overall literacy. We will collaborate with the Ms to ensure that we have students prepared for the 6th grade.
	Target Date:	05/31/2021
	Tasks:	
	1. 1. begin the development of a career fair	
	Assigned to:	Tammie Cloyes
	Added date:	02/08/2016
	Target Completion Date:	05/31/2021
	Comments:	
Implement	Percent Task Complete:	0%