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

Bald Knob Middle School NCES - 50270000128

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 2 (0%)	
Assess	Level of Development:	Initial: Limited Development 01/14/2016
	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:	The school currently functions as a team including scheduled times to meet, leadership and instructional teams along with various committees. The school is lacking documentation in the policies that defines and explains the structure. The district team is currently working on establishing a method to incorporate the information into policy.
Plan	Assigned to:	Lori Finley
	How it will look when fully met:	When this objective is fully met in our school, the district policy will define and explain the team structure used for all schools. In addition to current practice, policy will clarify how each team is created, its purpose and how it functions. Any new personnel will be informed about how to locate the information.
	Target Date:	07/14/2021
	Tasks:	
	1. When the district committee shares the form to define each team, Ms. Finley will insure all building teams have access to it, so they may complete and share it in a designated location.	
		Assigned to:	Lori Finley
		Added date:	01/24/2016
		Target Completion Date:	07/01/2021
		Comments:	The team modified completion dates to reflect the district team modifying the completion dates.
	2. Each team will complete the form and share it in a designated location as defined by the district committee.	
		Assigned to:	Brooke Suttle

			Added date:	01/24/2016
			Target Completion Date:	05/28/2021
			Comments:	
Implement	Percent Task Complete:		0%	
Indicator	**ID04 - All teams prepare agendas for their meetings.(39)**			
Status	**Objective Met** 12/15/2015			
Assess	Level of Development:		Initial: Limited Development 10/05/2015	
			Objective Met - 12/15/2015	
	Index:		6	(Priority Score x Opportunity Score)
	Priority Score:		2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Most teams know before meeting what the objective of the meeting is; however, documentation may not be completed. The suggestion to take Chromebooks to meeting was made to make documenting meetings easier. PLC meetings have agendas and minutes. RtI meetings are documented on the spreadsheet.	
Plan	Assigned to:		Lori Finley	
	How it will look when fully met:		When this objective is fully implemented, one should be able to go into Google drive and look at different team's (grade level, department, PLC) meeting minutes as well as agendas prior to meetings. A shared template that shows agenda, minutes, and who was present will be accessible through the shared drive folder. The ACSIP team's agendas and minutes are available using the Guest login information for Indistar. Monitoring documentation should be rather easy for all with access to the shared folder and Indistar login information. *At the December meeting teachers requested that the agenda and minutes for each meeting be saved together rather than as separate documents to make searching for documents/information easier.	
	Target Date:		12/18/2015	
	Tasks:			
		1. Create a shared folder in Google drive designated for meeting documentation. Within the folder, teams will have separate folders to distinguish one group's work from another: PLC, grade level, department, others as needed.		
			Assigned to:	Lori Finley
			Added date:	10/19/2015
			Target Completion Date:	11/24/2015
			Comments:	Each team will need a separate folder, so searching for documentation will be more efficient. Agendas and minutes will be included within each folder. Documents should be named according to team, date, and type of document.
			Task Completed:	10/28/2015 12:00:00 AM

		2. Once folders are created, team leaders will be instructed on where they are located and how they are to be used. Team leaders will begin using the available templates within their groups to document meetings.		
		Assigned to:	Michelle McBride	
		Added date:	10/19/2015	
		Target Completion Date:	11/24/2015	
		Comments:	Ms. McBride will share the information and process with other team's leaders who will educate their groups. All groups should be using the available structure and process by the final deadline in December.	
		Task Completed:	11/18/2015 12:00:00 AM	
Implement	Percent Task Complete:		100%	
	Objective Met:		12/15/2015	
	Experience:		12/15/2015 We have created a shared location to create and house meeting documentation in Google Drive. All staff members have been informed about the location and how it may be used for different meetings.	
	Sustain:		12/15/2015 Continued work in the organization of the files and folders is needed. As we come to a consensus about the order, all personnel will need to be informed of any changes.	
	Evidence:		12/15/2015 https://drive.google.com/a/baldknobschools.org/folderview?id=0B8jDK67cFeccT0oweTYtMkFQOWc&usp=sharing	

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	**Objective Met** 1/27/201611/14/2016

Assess	Level of Development:		Initial: Limited Development 11/02/2015	
			Objective Met - 01/27/2016 11/14/2016	
	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:		A leadership team consisting of the principal, teachers and other staff is currently operational. The group meets throughout the year for different purposes. The team does not currently meet twice a month for at least one hour.	
Plan	Assigned to:		Michelle McBride	
	How it will look when fully met:		When fully implemented, the leadership team will meet for at least one hour two times per month. Team agendas and minutes will provide evidence that the objective is fully met.	
	Target Date:		05/16/2016	
	Tasks:			
		1. The team will consider the school's and team members' schedules to select the best options for meeting each month.		

			Assigned to:	Michelle McBride
			Added date:	11/02/2015
			Target Completion Date:	01/11/2016
			Comments:	The team feels setting specific dates in advance will work best for everyone.
			Task Completed:	1/25/2016 12:00:00 AM
		2. The team will develop a protocol for addressing scheduling problems should they arise.		
			Assigned to:	Michelle McBride
			Added date:	11/09/2015
			Target Completion Date:	05/16/2016
			Comments:	The team is open to meeting as often as needed, but there are some scheduling conflicts based on prior commitments. The team is considering creative ways to meet as we transition into the desired meeting format.
			Task Completed:	1/25/2016 12:00:00 AM
Implement	Percent Task Complete:			100%
	Objective Met:			1/27/2016 11/14/2016
	Experience:			1/27/2016 The team completed the listed tasks including consulting members' schedules and what would be the most efficient use of limited time. All members were given the opportunity to contribute their thoughts.
	Sustain:			1/27/2016 The team should revisit the agreed upon practice annually to determine if it still fits the needs of the members and the school.
	Evidence:			1/27/2016 The team decided on the following guidelines: A set date for meetings with advance notice is preferred; Mondays work best. Team members chose to stay longer to accomplish goals and avoid losing momentum with progress rather than having multiple meetings during the month except when needed. If multiple meetings are required, the team will consider using electronic options if possible. Protocol: If one member of the team is unavailable for a meeting, the meeting will continue and the missing member will be updated during lunch the day of her return. If 3 or more people are unable to attend, the meeting will be rescheduled.

Indicator	**ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)**			
Status	**Objective Met** 3/12/2017			
Assess	Level of Development:		Initial: Limited Development 12/01/2016	
			Objective Met - 03/12/2017	
	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:		A leadership team is in place. The team notifies other faculty and staff members of pertinent information, gets their feedback on issues as needed, and delegates tasks where appropriate. The current methods of communication are email or text and word of mouth.
Plan	Assigned to:		Michelle McBride
	How it will look when fully met:		When objective is fully met, all faculty members will have the means and knowledge to participate in two-way communication regarding school improvement efforts and work related to the school's mission and vision. The leadership team will add Remind to the methods of communication to inform everyone swiftly about important information and decisions. Stakeholders will know how to communicate ideas and concerns with team members.
	Target Date:		08/21/2017
	Tasks:		
	1. Have employees sign up for Remind to receive information from the leadership team.		
		Assigned to:	Michelle McBride
		Added date:	12/01/2016
		Target Completion Date:	03/17/2017
		Comments:	The team already uses email, text and word of mouth to communicate with school employees. The guest login for Indistar has been shared multiple times, but few people outside of the team use it. Teachers prefer a condensed version of information, so the leadership team wants to try using Remind to keep them informed. A streamlined method for getting information to the team also needs to be developed and implemented to insure two-way communication.
		Task Completed:	3/1/2017 12:00:00 AM
	2. Leadership team members will be available to answer questions and discuss the team's current work. A means to submit questions, concerns and ideas will be provided for all employees.		
		Assigned to:	Brooke Suttle
		Added date:	12/01/2016
		Target Completion Date:	05/31/2017
		Comments:	Several people eat lunch together. The time can be used to discuss school improvement work and other decisions.
		Task Completed:	3/1/2017 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/12/2017
	Experience:		3/12/2017 Team members spoke with all personnel to determine if a means to communicate anonymously was needed. All personnel indicated they feel comfortable speaking with at least one team member when they have questions, concerns or ideas. The team decided to continue previous efforts toward having two-way communication with stakeholders and add the use of Remind to insure everyone is informed.

	Sustain:	3/12/2017 As personnel and team members change, stakeholders will need to be consulted periodically to see if changes are warranted. Changes in the schedule could also create a need for adjustments.
	Evidence:	3/12/2017 The process manager controls the Remind account. Documentation of notices/communication are available.

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: 1 of 2 (50%)	
Assess	Level of Development:	Initial: Limited Development 12/15/2015	
	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:	The principal currently observes all classrooms using TESS and documents using BloomBoard and a Classroom Walkthrough app. The principal is keeping record all of observations to identify patterns and areas of need. Outside of the mentoring program, teachers currently do not participate in peer observations. The team sees the benefit of peer observations but also acknowledges introducing the concept must be handled carefully. The team wants teachers to feel supported and experience benefits rather than feel threatened.	
Plan	Assigned to:	Brandi Roberts	
	How it will look when fully met:	The leadership team will use information collected through classroom observations and walk-throughs to determine professional development needs for the entire building, small groups and individuals. The curriculum and instruction director will continue to survey the staff for professional development needs/interests. Data collected during peer observation sessions may also be included in the decision-making process but will not be used for evaluation purposes. For peer observations, teachers may request help. The principal may use knowledge of teachers' strengths and areas for growth to pair up teachers for observations. Eventually teachers may be required to participate, but the primary purpose for including peer visits is to grow from one another's strengths and areas of expertise. A common document will be used for observers to note things they have learned from observing the colleague.	
	Target Date:	10/16/2017	
	Tasks:		

		1. The leadership team will develop a document to be used for peer observations. The document should offer a form of reflection indicating something the observer may take away from the experience. A second document may be used to gather data on patterns of practice. The document may indicate if the teacher requested help or if the principal suggested the observation.	
		Assigned to:	Brooke Suttle
		Added date:	12/15/2015
		Target Completion Date:	12/16/2016
		Comments:	The team desires a common document that will provide useful information to the person observing. The document may be expanded or an alternate document created to provide data regarding patterns of practice and constructive criticism for the observed in a nonthreatening way. Indicating whether the teacher asked for help or was assigned assistance may be used as further evidence for TESS.
		Task Completed:	2/20/2017 12:00:00 AM
		2. The leadership team will develop a plan for implementing peer observations.	
		Assigned to:	Brandi Roberts
		Added date:	12/15/2015
		Target Completion Date:	10/16/2017
		Comments:	The process should be implemented over a period of time, ensuring all teachers participate and understand the goal.
Implement	Percent Task Complete:	50%	

Indicator	**IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)**		
Status	**Full Implementation**		
Assess	Level of Development:	Initial: Full Implementation 01/14/2016	
	Evidence:	The middle school fully utilizes TESS. All licensed personnel are required to complete PGP's annually. Observers and learners meet to discuss observations and use feedback to plan for improvement and professional development needs. The leadership team plans to create and distribute a survey to obtain input on teachers' needs and ideas for incorporating peer and self observations in the future. The team is putting considerable thought into how to introduce the additional components.	
		Added date:	

Indicator	**IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)**		
Status	**Objective Met** 11/14/2016		
Assess	Level of Development:	Initial: Limited Development 11/02/2015	
		Objective Met - 11/14/2016	
	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:		Current professional development does not address all content areas thoroughly. The leadership team indicated a need to consider when P.D. is offered as well as what is offered. Currently offerings focus heavily on math and literacy.	
Plan	Assigned to:		Lori Finley	
	How it will look when fully met:		Administrators and staff members will use observation results, interest/needs survey responses, and state guidelines to plan the desired high-quality, ongoing, job-embedded, and differentiated professional development. The district and buildings will make decisions based on students' and staff members' needs, keeping sound fiscal responsibility in mind as well as the best use of time.	
	Target Date:		08/22/2016	
	Tasks:			
	1. The curriculum coordinator will continue to survey staff members regarding their professional development interests and stay abreast of legislative and policy changes that may need to be included in the district's plans. The building principal will maintain communication with central office and the other two schools to develop an effective and efficient schedule.			
		Assigned to:	Lori Finley	
		Added date:	11/30/2015	
		Target Completion Date:	03/01/2016	
		Frequency:	once a year	
		Comments:	Bald Knob had the highest participation in the needs assessment survey in the entire co-op. We had 101 participants with the following breakdown:56 Elementary, 21 Middle, 22 High School, and 1 Administrator. We also held our breakout session planning meetings to determine offerings for this summer.	
		Task Completed:	3/4/2016 12:00:00 AM	
	2. The building principal along with the leadership team and administrative team will use the listed resources to determine what professional development is needed to meet student and teacher needs.			
		Assigned to:	Lori Finley	
		Added date:	11/30/2015	
		Target Completion Date:	04/29/2016	
		Comments:	Summary results from the year's observations will be a strong tool used to determine needs.	
		Task Completed:	8/11/2016 12:00:00 AM	
Implement	Percent Task Complete:		100%	
	Objective Met:		11/14/2016	
	Experience:		11/14/2016 Some practices were already in place such as the curriculum coordinator and educational cooperative surveying employees each spring to determine interests. The principal reviews observation data.	

	Sustain:	11/14/2016 The practices listed above will need to be continued. With the addition of the reports and insights, the leadership team will be able to directly review observation data to consider when making P.D. decisions.
	Evidence:	11/14/2016 Edreflect data, surveys, and p.d. offerings will be considered annually.

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**	
Assess	Level of Development:	Initial: Full Implementation 02/12/2016
	Evidence:	Monitoring Progress of the daily schedule: We cannot easily adjust our daily schedule because we share teachers with the high school as well as the same bell schedule. We rearranged 7th period for 6th grade after seeing that the large skills classes were not beneficial to the 6th grade students assigned to them. We have added EduTyping to the 6th grade classes when we realized there was a disconnect between where their keyboarding skills should be versus where they are. We have implemented RtI and monitor that program through a variety of available data including interim assessments throughout the school year. Students are placed on an AIP according to the state's guidelines. ELL students are utilizing Rosetta Stone during their 4th period class to improve their English skills. We have after-school-tutoring and partnerships with The Studio and the Russell Elite program to offer to our students after the school day. The district is looking into ways to monitor the progress of these programs. We provide summer school for the students who failed. We are looking into providing advisory periods for students in all grades.
		Added date:	

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 02/12/2016

| | | Evidence: | | We have the jobs posted on the school website and the applications are available to everyone. We utilize site-based management and have interview committees to select the most qualified applicant. We do not have a shortage of applicants at Bald Knob. If teachers are not highly qualified, they are placed on an ALP and are monitored annually. We have a new employee orientation at the beginning of the school year for all new licensed and classified personnel. The goal is to help personnel make a smooth transition, learn as much as they can upfront about policies and procedures, and develop relationships with colleagues as quickly as possible, so they do not feel uninformed or isolated. We have a mentoring program to help novice teachers. We have PLC groups and meet regularly to help all members of our staff, including the novice teachers. We discuss student data, RtI, technology tips, and answer any questions that may arise. New teachers are also placed on a track for TESS where they are closely monitored by the administrators. The district offers financial incentives for professional development earned in excess of the required hours. The district offers financial support for educators who have served for several years and are interested in additional educational opportunities. |
| | | 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	**Objective Met** 9/11/2016		
Assess	Level of Development:	Initial: Limited Development 11/02/2015	
		Objective Met - 09/11/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional teams are in place for all disciplines. Teams have met within the building and as a K-12 group to develop standards-aligned units of instruction. All teams are not at the same level of implementation and many feel more clarification is needed regarding what is expected. Additional time is also needed to review units across grade levels and buildings.	
Plan	Assigned to:	Brooke Suttle	

		How it will look when fully met:	Instructional teams will develop curriculum maps that have standards aligned units of instruction for each subject and grade level. The maps will be downloaded to the faculty apps folder in Drive with a direct link that could be uploaded to Indistar as evidence the objective is fully met. Teachers' weekly lesson plans should indicate the curriculum map of standards aligned units of instruction is being met. The team agrees the maps and units should be reviewed at least annually. *Note from fall 2016 - Documentation and forms located in the faculty apps drive are being moved to Google Drive.
		Target Date:	09/05/2016
	Tasks:		
		1. Ms. Suttle will confirm all subject areas have a location to post completed maps. She will create a Google Drive document comprised of separate pages that will be accessible through a shared link.	
		Assigned to:	Brooke Suttle
		Added date:	11/20/2015
		Target Completion Date:	09/05/2016
		Comments:	The team acknowledges that the curriculum maps and units were developed during the summer of 2015, but access to the evidence needs to be generated for viewing from outside parties.
		Task Completed:	12/4/2015 12:00:00 AM
		2. Curriculum teams along with individual teachers will review and modify curriculum maps and units of instruction no less than annually.	
		Assigned to:	Brandi Roberts
		Added date:	11/30/2015
		Target Completion Date:	09/06/2016
		Frequency:	once a year
		Comments:	
		Task Completed:	8/11/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		9/11/2016
	Experience:		9/11/2016 All teachers review their curriculum maps individually (or as teams where applicable) annually to make necessary changes. The documentation is housed on the faculty apps drive and has been transferred to Google Drive, so teachers have access to it from home. At the district level, it was decided teachers would create a working copy to modify throughout the year as standards are taught and students are assessed.
	Sustain:		9/11/2016 Teachers will need to continue the annual review process. New teachers need to be informed of the process and location of the documentation.
	Evidence:		9/11/2016 The documentation is available through Drive as well as on the faculty apps drive.

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** 9/11/2016		
Assess	Level of Development:	Initial: Limited Development 10/05/2015	
		Objective Met - 09/11/2016	
	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:	MAP tests are given three times per year. RtI teams review results. Teachers that do not provide RtI often review reading scores to support literacy goals in their curriculum and use the data to help with grouping students. The school participates in state mandated assessments (augmented benchmark, PARCC, and ACT Aspire). In the past the ACSIP committees have reviewed the results together to identify strengths and weaknesses. Formative assessments are also used. Many teachers utilize admit and exit slips, KWL charts, and other methods to assess student learning. IEP's are followed to accommodate students with special needs. Few teachers, if any, administer pre- and post-tests for each unit. The team discussed hypothetical consequences and changes in instruction if all teachers did use such tests.	
Plan	Assigned to:	Brooke Suttle	
	How it will look when fully met:	The managing of testing of each student at least 3 times each year will be done by Ms. Suttle and Ms. Muckelberg as they schedule interim assessments and state mandated summative tests; however, grade level teams will assist with monitoring the assessments. By testing three times each year using the determined test, we will be able to monitor student progress and the implementation of formative and summative assessments with the goal of making progress toward standards-based objectives. Time during PLC or faculty meetings will be dedicated at least quarterly to share how teachers are assessing in their individual classrooms. Lesson plans, sample assessments and students' results will provide evidence of classroom practices.	
	Target Date:	06/01/2016	
	Tasks:		
	1. Brooke Suttle, along with Stephaine Muckelberg, will stay up-to-date on testing requirements and schedule interim tests (currently BOY, MOY, and EOY) and the ACT Aspire or current state mandated test. They will provide schedules to the faculty as soon as they are established.		
		Assigned to:	Brooke Suttle
		Added date:	10/19/2015
		Target Completion Date:	06/01/2016

			Frequency:	four times a year
			Comments:	The district team leaders coordinate on testing timelines. Using the timelines and other calendar events, the building's testing schedule will be created. Tests used may vary from year to year based on legislative changes and district decisions.
			Task Completed:	5/23/2016 12:00:00 AM
		2. Departments and PLC groups will review data in a timely manner to determine students' progress toward meeting standards-based objectives.		
			Assigned to:	Lori Finley
			Added date:	10/19/2015
			Target Completion Date:	06/01/2016
			Frequency:	four times a year
			Comments:	Classroom assessment data will be reviewed more frequently due to increased availability.
			Task Completed:	5/23/2016 12:00:00 AM
		3. Meeting minutes will reflect patterns and concerns identified when data is reviewed. The information will be shared with all faculty members, so adjustments in instruction may be made.		
			Assigned to:	Michelle McBride
			Added date:	10/19/2015
			Target Completion Date:	06/01/2016
			Comments:	
			Task Completed:	5/23/2016 12:00:00 AM
Implement	Percent Task Complete:			100%
	Objective Met:			9/11/2016
	Experience:			9/11/2016 The listed personnel completed training sessions throughout the year. Students were tested using MAP three times throughout the year, and ACT Aspire exams were administered in April. Data from both sources as well as classroom assessments guided faculty and staff members in planning instruction. The faculty reviewed the ACT Aspire data in large and small groups during summer P.D. to set goals for the current year.
	Sustain:			9/11/2016 During the 2016-2017 school year, all faculty members are part of PLC groups. This change will allow more people to stay informed about available data and building level goals.
	Evidence:			9/11/2016 Meeting agendas and minutes are available in the Meeting Documentation folder shared with all faculty members.

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	Objective Met 9/11/2016			
Assess	Level of Development:		Initial: Limited Development 12/15/2015	
				Objective Met - 09/11/2016
	Index:		6	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Some content areas are farther along in the development process than others. Additional time is needed for new staff members and those with new frameworks/standards to work on their documents. Documents currently being used are accessible through the faculty apps drive, which prevents teachers from working on them outside of school.	
Plan	Assigned to:		Brooke Suttle	
	How it will look when fully met:		All disciplines will have completed maps, which will be reviewed no less than annually or any time standards change and updated as needed. A master folder will be created in Google Drive with links to each curriculum map. Each teacher will maintain the editable document; the principal will be the owner. View-only links will be available for any person to look at the curriculum maps; the links may be posted on the school's webpage. Professional development time will be provided for teachers to complete and revisit their maps; additional assistance may be provided to individuals who need it.	
	Target Date:		09/02/2016	
	Tasks:			
		1. A master folder will be created in Google Drive to house all curriculum maps.		
			Assigned to:	Brooke Suttle
			Added date:	12/15/2015
			Target Completion Date:	12/18/2015
			Comments:	Files currently housed in faculty apps may be copied in Google Drive, so teachers will be able to access them away from school. The principal will be the owner, and each teacher will have editing rights. View-only links will give others the ability to see the information.
			Task Completed:	12/4/2015 12:00:00 AM
		2. All teachers will have a curriculum document based on current standards to guide instruction and assessment planning.		
			Assigned to:	Brooke Suttle
			Added date:	12/15/2015
			Target Completion Date:	09/02/2016
			Comments:	Some teachers need additional time, and possibly support, in completing their documents. The science department will have to make modifications to their document as the new science standards are implemented.

		Task Completed:	8/11/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		9/11/2016
	Experience:		9/11/2016 All disciplines have curriculum maps to guide their instructional planning for the year. Individual teachers and teams of teachers where applicable reviewed the documents during the summer to insure they are completed and updated based on current standards. Teachers plan to use a working copy throughout the year to make notes about coverage of standards, student assessments, and plans for changes.
	Sustain:		9/11/2016 Annual review of documentation is necessary. Many teachers have created pacing guides to accompany the maps, which will also need review on a regular basis.
	Evidence:		9/11/2016 The maps are available through our Shared Drive.

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	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 01/24/2016
	Evidence:	The school has a Title I Compact which lists expectations for parents, students and teachers. The document was created and reviewed with input from parents who served on the committee. The compact is shared with families annually during pre-registration. This year the compact was distributed in the Title I handbook at the Title I meetings. The team believes distribution of the compact was more effective when it was sent with other pre-registration paperwork. The team discussed the inclusion of more specific goals suggested in the Wise Ways.
	Added date:	

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	**Full Implementation**
Assess	Level of Development:	Initial: Full Implementation 01/14/2016

| | | Evidence: | We support the goals of the high school and continue what the elementary has done to lay the foundation for college and career readiness. The guidance counselors, career coach, parent involvement coordinators, and administrators collaborate to address the different needs of students and their families. All 8th grade students take career orientation, which is taught by our high school career coach. Each student completes the Kuder assessment to assist in identification of their interests, aptitudes and values. Students have the opportunity to reassess in high school. The results are used to help with planning short and long-term goals. We currently begin CAPS folders for students in 8th grade. Our instructor/career coach maintains the folders and the students' four-year plans through high school. Students are exposed to different careers through the C.O. class and other classroom frameworks, such as the investigating careers sections of the science standards. Eighth graders are invited to the Career Fair held in April where they get to learn about different post-high school options. They also become more involved in choosing their high school courses with guidance from the coach and counselor. The guidance counselor works with students on goal setting, discusses curriculum options and assists with the Transition Night for 8th graders; the event includes a tour of the high school, meeting the principal, visiting classrooms, and other activities designed to welcome students to the campus. In an effort to sustain and extend our efforts, the team discussed extended the four-year plans to begin in 6th grade, revive a middle school career fair that had been successful, and respond to parents' request for assistance on how they can help their children succeed as well as financial planning. |
| | | Added date: | |