Mission: The mission of The Village Charter School is to provide a high quality free public education for our students enriching knowledge through a challenging and engaging curriculum, hands-on experience, real-world application and creative methods. Each student is given the opportunity to achieve his or her full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. Our village includes passionate, innovative and encouraging teachers, administrators, parents and community members all working together to support our students.

Vision: The Village Charter School community inspires students to cultivate their individual gifts and abilities, equipping them to discover meaningful value and purpose in the world.

GOALS

1. College and Career Readiness
   A. All students exiting grade 8 from the school will be prepared to embark on a college and career pathway for high school studies that will ultimately have them ready at graduation to pursue post-secondary education or career path opportunities.

   B. Key indicators for assessing student readiness will be as follows:
      i. The percentage of students in middle school grades 6-8 demonstrating the ability to Shift Gears and adjust to challenges as based on the Step-It-Up-2 Thrive assessment.
         - 75% Or Higher Level Of Performance (Total percentage for all students in grades 6-8.)
      ii. The percentage of students in middle school grades 6-8 demonstrating the ability to Pursue Strategies and plan to achieve set goals as based on the Step-It-Up-2 Thrive assessment.
         - 75% Or Higher Level Of Performance (Total percentage for all students in grades 6-8.)
      iii. The percentage of students in middle school grades 6-8 demonstrating the ability to Goal Select meaningful and attainable targets based on the Step-It-Up-2 Thrive assessment.
         - 85% Or Higher Level Of Performance (Total percentage for all students in grades 6-8.)

   C. Previous year data outcomes associated with Step-It-Up-2 Thrive
      • Shifting Gears = 46%  
      • Pursuit of Strategies = 65%  
      • Goal Selection = 73%

At The Village Charter School students completing the eighth grade will demonstrate readiness to succeed in college, career, and life through the following six aspects of leadership. The six aspects of leadership are embedded within the 7 Habits Lighthouse Program established at the school and tie in directly with the Step-It-Up 2 Thrive Program that involves students at all grade levels.
In addition, going forward in the 2018 school year, a formalized program with a school counselor has been put in place in which students will be working with the Skills for Adolescence Program for grade 7 and Skills for Growing for grade 5 through Lions Quest International, and the use of the state CIS Program for helping students in grades 7 & 8 develop better awareness of career pathways and interests.

Specifically the school/district will be centering efforts around the following areas to augment student preparedness for career and educational advancement:

**Creative Problem Solving**

The ability for students to creative problem solve will be represented by the following skill sets-

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems

**Self Awareness, Self Reliance, and Self Discipline**

The ability for students to be self aware, self reliant, and exercised self discipline will be represented by the following skill sets-

- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals at the next level of their education
- Manages and balances time, resources, and responsibilities

**Technical Literacy**

The ability for students to be technically literate will be represented by the following skill sets-

- Demonstrates knowledge of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society

**Community and Collaboration**

The ability for students to be involved in community and collaboration will be represented by the following skill sets-

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose
Community Engagement

The ability for students to be involved in community engagement will be represented by the following skill sets-

- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively

Integrity

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity

2. High School Preparedness
   A. All students will be prepared to transition from middle school/Jr. high to high school.

   B. The percentage of students who scored proficient or advanced on the 8th grade 2018 ISAT in Mathematics.
      - 36%

   C. The percentage of students who scored proficient or advanced on the 8th grade 2018 ISAT in English/Language Arts.
      - 57%

   D. The percentage of students who will score proficient or advanced on the 8th grade 2019 ISAT in Mathematics will be raised by ten percentage points to:
      - 50.0% or above.

   E. The percentage of students who will score proficient or advanced on the 8th grade 2019 ISAT in English/Language Arts by ten percentage points to:
      - 60% or above.

3. Student and Parent Engagement
   A. Increase student and parent engagement at all grades level through increased attendance at all grade levels.

   B. Increase in student attendance rates as a percentage of total instructional days.

   C. Students will attend at least 95%+ of instructional days in a given school year.

   D. In 2017-2018 the average student attendance rate was 94.28%
## Report of Progress (2017-2018)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Measure/Indicator</th>
<th>SY 2017</th>
<th>SY 2018</th>
<th>SY17-SY18 Improvement</th>
<th>Benchmark/Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students exiting grade 8 from the school will be prepared to embark on a college and career pathway for high school studies that will ultimately have them ready at graduation to pursue post-secondary education or career path opportunities.</td>
<td>Step-It-Up 2 Thrive Performance Indicator “Shifting Gears”</td>
<td>46%</td>
<td>65%</td>
<td>19%</td>
<td>70%</td>
</tr>
<tr>
<td>All students will be prepared to transition from middle school/Jr. high to high school</td>
<td>% of students scoring proficient or advanced on 8th grade Math ISAT</td>
<td>23%</td>
<td>36%</td>
<td>13%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>% of students scoring proficient or advanced on the 8th grade ELA ISAT</td>
<td>41%</td>
<td>57%</td>
<td>16%</td>
<td>60%</td>
</tr>
<tr>
<td>All students will be prepared to transition from elementary school to middle school/Jr. high school</td>
<td>% of students proficient or advanced on the 6th grade Math ISAT</td>
<td>46%</td>
<td>33%</td>
<td>-13%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>% of students scoring proficient or advanced on the 6th grade ELA ISAT</td>
<td>67%</td>
<td>46%</td>
<td>-21%</td>
<td>50%</td>
</tr>
<tr>
<td>All students will be reading at grade level by the end of 3rd grade (4th grade reading readiness)</td>
<td>% of grade 3 students identified as reading at grade level on the Spring IRI</td>
<td>70%</td>
<td>77%</td>
<td>7%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>% of grade 2 students identified as reading at grade level on the Spring IRI</td>
<td>67%</td>
<td>71%</td>
<td>4%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>% of grade 1 students identified as reading at grade level on the Spring</td>
<td>97%</td>
<td>70%</td>
<td>-27%</td>
<td>73%</td>
</tr>
</tbody>
</table>
### IRI

% kindergarten students identified as reading at grade level on the Spring IRI

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72%</td>
<td>68%</td>
</tr>
</tbody>
</table>

### Increase student and parent engagement at all grade levels through increased attendance

Student attendance rates as a percentage

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82%</td>
<td>84%</td>
</tr>
</tbody>
</table>

### Increase teacher engagement

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours of job embedded professional development</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>Number of subject level multi-grade teacher teams</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Number of hours available for mentor teachers to mentor or observe/team teach</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>% of new teachers (within first three years) assigned a mentor/participate in district mentor program</td>
<td>40%</td>
<td>70%</td>
</tr>
</tbody>
</table>

---

### Analyses of Demographic Data

Analyses of demographic data from school district.

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>245</td>
<td>270</td>
</tr>
<tr>
<td>Female</td>
<td>215</td>
<td>259</td>
</tr>
<tr>
<td>White</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Native American</td>
<td>.5%</td>
<td>.5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Free/Reduced Lunch Program</td>
<td>23.0%</td>
<td>44%</td>
</tr>
<tr>
<td>Received Special Education (IEP Students)</td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>
The Village Charter School
Comprehensive Plan Report
Key Indicators for present or future development are shown in RED.

A detailed report showing activity of the district or school teams work on the improvement plan. Areas marked as "Limited Developed" are ongoing target for improvement.

**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:** Ongoing

**Assess Level of Development:** Full Implementation

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:**
Currently the school has a leadership team and professional learning and collaboration teams. A process has been introduced to develop a protocol by which all teachers can provide input to school administration to plan the implementation of strategic change to aid all children in their learning. Grade band teams meet weekly, and each team leader meets with other team leaders and school administration each week as well.

**Plan Was Assigned to:** Tony Richard & Donna Barrick (Continued now with Vice Principal Pat Griffin)

**Added date:** August 2017

**Completion Date:** September 2018

**Indicator ID02** - All teams have written statements of purpose and by-laws for their operation. (37)

**Status:** Ongoing

**Assess Level of Development:** Full Implementation

Index: 6 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

**Describe current level of development:**
The leadership team and collaborative teams have an understanding of purpose and a formal written purpose is drafted/revised and in use.

**Plan Was Assigned to:** Pat Griffin (Continued now with Principal Tony Richard)

**Added date:** August 2017

**Completion Date:** September 2018
Indicator ID03 - All teams operate with work plans for the year and specific work products to produce.(38)
Status: Ongoing
Assess Level of Development: Full Implementation
Index: 6 (Priority Score x Opportunity Score)
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:
The leadership team and teacher collaboration teams have SLO & IPLP goals that are set by team members and shared with administration prior to November 1, 2018 for implementation during the 2018-19 school year. Team leaders in grade bands aided in monitoring the completion of the target.
Plan Was Assigned to: Principal Tony Richard (Continued now with Vice Principal Pat Griffin)
Added date: August 2017
Completion Date: October 2018

Indicator ID04 - All teams prepare agendas for their meetings.(39)
Status: Ongoing
Assess Level of Development: Full Implementation
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:
Teams at all levels are maintaining notes on what is reviewed and discussed during meetings. Teams have a format for the creation of a common agenda to be used in all meetings.
Plan Assigned to: Tony Richard & Pat Griffin
Added date: August 15, 2017
Completion Date: October 2018

Indicator ID05 - All teams maintain official minutes of their meetings.(40)
Status: Completed
Assess Level of Development: Full Implementation
Evidence: Team minutes are submitted to the school administrator on paper or electronically. Team minutes are maintained and the minutes are kept in binders or scanned and retained electronically for future review when needed.

Indicator ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams.(41)
Status: Completed
Assess Level of Development: Full Implementation
Evidence: Work products are maintained in the administrative office binders and electronically. Agendas of all meetings involving teacher professional development, planning, and student performance data are kept by the school administrator. Meetings with all staff are formally held twice monthly. A template for planning sessions with teachers and for instructional team meetings has been developed.
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).

**Status:** Completed

**Assess Level of Development:** Full Implementation

**Evidence:** The school leadership team meets once monthly, and is comprised of the Principal, Special Education Director & Title 1 Coordinator, and two Teachers. Meetings are approximately 60 minutes in length, with additional time taken if needed. This year the principal will alternate with the school vice-principal, and utilize the support of a curriculum consultant through the Veritas organization.

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

**Status:** Ongoing

**Assess Level of Development:** Full Implementation

**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:** Current communication between the leadership team and the rest of the faculty and staff has been accomplished on a formal basis; a formal document is currently drafted to have a formal reporting process for implementation during the current school year.

**Plan Assigned to:** Tony Richard & Donna Barrick (Continued now with Vice Principal Pat Griffin and TVCS Team Leaders)

**Added date:** August 1, 2017

**Completion Date:** October 2018

Indicator ID09 - The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)

**Status:** Ongoing

**Assess Level of Development:** Full Implementation

**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 development of the formal leadership and the formation of responsibilities for team members now exists. As the leadership team moves forward, the group will have considerable influence over the selection of professional development, instruction, and curriculum used at the school. The team will also have the critical role of making sure the school stays on the pathway of insuring target completion for Lighthouse certification.

**Plan Assigned to:** Pat Griffin, Sara Hensley, Tony Richard, Amanda Maliwauki, Ryan Porter, Emily Farley, Charisse Coles, and Casey Pye

**Added date:** August 15, 2017

**Completion Date:** October 2018
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: Completed
Assess Level of Development: Full Implementation

Evidence:
Presently the faculty does look at performance data that is obtained through Aimsweb probes that are done on a regular basis. The data is shared in small groups and the information is used to open discussions about how to better target specific areas of need for each student enrolled at the school. The school will has excel spreadsheets in place with all student data obtained through assessments. Set times and dates are in place to review student performance and to discuss how best to fill apparent gaps in student knowledge and skills.

Indicator ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: The teachers meet in vertical teams once each week to collaborate on strategies being utilized in the classroom and to address specific areas of student need based on performance data obtained in the class and from a variety of assessments. The vertical team structure consists of the following pattern: K-2, 3-5, and 6-8. The teachers also meet as grade level teams each week.

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: Ongoing
Assess Level of Development: Limited Development
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: A minimum of once monthly, teacher instructional teams meet to compare findings and practices in respect to student performance. The meetings are most often comprised of teachers in the following vertical grade blocks: K-2, 3-5, and 6-8. Meetings may occur after school, however formal time is set aside generally every other Friday from 8:30-12:30 for teachers to work in a collective manner. Presently formal minutes are not kept by a designated individual.
Plan Assigned to: Team Leaders
Added date: August 15, 2017
Anticipated Completion Date: November 2018
School Leadership and Decision Making

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

Indicator IE01 - The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.

Status: Completed
Assess Level of Development: Full Implementation

Evidence: The school's mission/vision, the clear goals for the school, and the role of everyone in meeting the goals; is addressed bi-monthly with faculty and evidence of team interaction with the targets can be observed by the illustration of physical evidence that relates to the mission and vision of the school, when walking through classes.

Indicator IE02 - The principal develops the leadership capacity of others in the school.

Status: Completed
Assess Level of Development: Full Implementation

Evidence: The principal encourages other faculty to step up and take on leadership roles. Leadership premiums are used to help support teacher involvement in everything from positive behavior support and planning for learners to the mentorship of new teachers entering into the school for the first year. Multiple action teams exist at the school and are led by many faculty members to address a range of topics associated with the promotion of leadership and learning.

Indicator IE05 - The principal participates actively with the school's teams.

Status: Completed
Assess Level of Development: Full Implementation

Evidence: The principal makes every effort to be at all collaboration meetings or has his vice-principal attend in his stead. Grade level teams, school leadership team, Positive Behavior Intervention Support Team, and the PTO are but a few examples of purposeful meeting options. All meetings have the purpose of fostering attainment of academic and behavioral goals of students, reviewing data on behavior and academics, planning professional development, and to coordinate resources for school improvement both in and outside of the classroom. In addition, a Google calendar is revised each year and is currently in use by the staff and patrons to help facilitate the inclusion of all interested persons in key meetings.

Indicator IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.

Status: Completed
Assess Level of Development: Full Implementation

Evidence: The principal makes every effort to attend all meetings in which student performance outcomes are derived from data gathering efforts by members of the faculty, and in instances if he cannot attend due to scheduling conflicts, the vice-principal will attend as representative for administration. Additional members of the staff are also included in the process.

Indicator IE07 - The principal monitors curriculum and classroom instruction regularly.

Status: Completed
Assess Level of Development: Full Implementation
Evidence: Teachers are observed formally twice yearly with ongoing walkthroughs in classrooms weekly, and a summative level evaluation at the conclusion of the school year. The Charlotte Danielson Observation Tool is used by the principal to assess instruction and to provide important feedback to instructors to help them continually improve their craft. Teachers also use an electronic planning book to create their scope and sequence of instructional delivery in alignment with State standards, and the principal has full access to what each teacher is focused on each day in which school is in session.

Indicator IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
Status: Ongoing
Assess Level of Development: Limited Implementation
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 principal makes every attempt to be in classes at least 180 minutes daily. The added participation of a vice-principal in the management of the school has made the practice of being in classes consistently a reality for the current school year. Also, the completion of an observation calendar helps to secure and protect time to be spent working with or observing teachers in class. In the past, roughly 100 minutes each day was spent in classes conducting walkthroughs and observations.

Assigned to: Principal Tony Richard, Vice Principal Pat Griffin, Instructional Coach Connie Barnett
Added date: Ongoing

Indicator IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Teacher feedback from administration is critical. Within 24 hours of a walkthrough or observation, informal or informal contact is made with faculty about what is being done well and suggestions for new strategies to possibly consider. In the event of a formal observation, the protocols as established by the Danielson Framework are utilized to provide constructive feedback.

Indicator IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Acknowledgement of successes for teachers and students are done on a frequent basis in writing or verbally at board meetings, an assembly/rally, or at staff meetings.

Indicator IE12 - The principal personally engages parents and the community in the improvement process. (63)
Status: Ongoing
Assess Level of Development: Full Implementation

Evidence: The principal engages parents and the community through a series of planned events that include but are not limited to such activities as family math night, prospective parent night, Title 1 PAC, and the PTO. Further action during the 2017-18 school year will involve formal meetings twice yearly in which parents will have the opportunity to examine the overall academic
performance of the school and help determine where energy should be directed for future school improvement will be initiated.

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: Ongoing
Assess Level of Development: Limited Implementation
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: Parents currently are able to offer informal feedback directly to the school principal or at school board meetings. Parents are presently given surveys yearly in which they are asked to give specific feedback to the school. One survey is associated with the perceived practice of leadership principles at the school and the other is tied to school academics and communication. Additional surveys are being considered, specifically in the area of improving communication between all stakeholders with the school
Plan Assigned to: Tony Richard, Lori Manning, Donna Barrick, Pat Griffin
Added date: Ongoing (Although newly assigned are Lori Manning, Pat Griffin, and Donna Barrick)

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: Ongoing
Assess Level of Development: Limited Implementation
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: Administration currently maintains records on walkthroughs and formal observations. As part of the evolution of creating clarity of practice, key aspects of observations will be presented to the staff in a general format to promote discussion about strategies to improve classroom management, student engagement, and student academic performance.
Plan Assigned to: Tony Richard & Pat Griffin
Added date: Ongoing (Newly added member to assignment- Pat Griffin)
Anticipated Completion Date: November 2018

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: Ongoing
Assess Level of Development: Limited Implementation
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: Currently data obtained from classroom observations is maintained by the site principal; however it has not in the past been shared with the leadership team (nor currently) in a manner that would permit the leadership team to make key decisions for future professional development based on the interpretation of results.
With the increased involvement of more faculty members on action teams this year, the goal is to work with team members to collect the data and to share it with all team members at least once each trimester.

**Plan Assigned to:** Tony Richard, Pat Griffin, and Donna Barrick (Now Connie Barnett)

**Added date:** Ongoing (Pat Griffin and Connie Barnett will be involved for 2018-19)

**Indicator IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.**

**Status:** Ongoing

**Assess Level of Development:** Full Implementation

**Evidence:** Professional development has largely been driven by continued schoolwide focus on developing and using strategies to address the new CCSS and how they will be assessed via the SBAC. Additional attention has been given to DI as a means to stay true to the Limitless Learning approach utilized by school teachers to help children develop knowledge and skills. Additional trainings have included working with gifted and talented learners, and with specific teachers, assignment to professional development opportunities to assist in developing improved classroom management skills. The PD set for the current year will focus on student engagement, mathematics, and classroom management.

**Indicator IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.**

**Status:** Ongoing

**Assess Level of Development:** Limited Development

**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:** Some peer interaction occurs between teachers, although the process has not been formalized and established as part of the common set of best practices for the teachers. During the 2017-18 school year, teachers will be required to observe their peers on at least two occasions during the year, and then to follow up with a prescribed post-observation set of questions based on the Charlotte Danielson format. Administration will provide substitute teachers for classroom instructors as a means to free up time for teachers to observe teachers. Faculty will also receive in-house training on how to assess levels of performance based on Charlotte Danielson guidelines.

**Plan Assigned to:** Tony Richard, Lighthouse Action Team Members

**Added date:** Ongoing

**Indicator IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.**

**Status:** Ongoing

**Assess Level of Development:** Limited Implementation

**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:** Some self-assessment occurs on an informal basis by the teaching staff; however the results are not typically shared in a formal manner. The realization of using self-assessment for reflecting on improvement is of interest and is perceived as a needed step in moving the entire cadre of educators at TVCS toward continual improvement of teaching skills. This process will be used in conjunction with the previous indicator development step.

**Plan Assigned to:** Tony Richard, Pat Griffin, Donna Barrick, and Lighthouse Action Team Members

**Added date:** Ongoing (Newly assigned are Pat Griffin et. Al.)

**Anticipated Completion Date:** November 2018
Indicator IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Upon completion of summative evaluations based on the Danielson Framework this year, teachers will begin to use the information to make decisions on what areas of instructional practices they wish to improve upon in the upcoming year and share the information with site administration in a timely manner.

Indicator IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)
Status: Ongoing
Assess Level of Development: Limited Implementation
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: Using the Danielson Framework, results from the summative assessments for teacher performances will be used to largely determine the professional development for all teachers at the school. Common strands of focus will be identified and the information will be shared with the leadership team to help in the selection of meaningful PD for all teachers, and in some instances PD will specifically be tied to the needs of specific instructors. During the current year, a formalized record of what the target(s) for each teacher will be maintained and these will tie in with teacher IPLPs and SLOs.
Plan Assigned to: Tony Richard
Added date: Ongoing

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: Ongoing
Assess Level of Development: Limited Implementation
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: Upcoming PD selection will be driven by the data obtained from summative assessments of teacher performance as collected by site administration. The performance results obtained from the Danielson Framework model used in teacher evaluations will be shared in a manner that protects the identity of teachers, yet permits the leadership team to see where there are opportunities for the staff to improve as a group through the use of PD.
Plan Assigned to: Tony Richard, Pat Griffin, Donna Barrick, and Lighthouse Action Team Members
Added date: Ongoing (Newly added members are Pat Griffin et. al.)

Indicator IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)
Status: Completed
Assess Level of Development: Full Implementation
Evidence: Currently teachers have some time every Friday to collaborate, although the amount of time may vary depending on other required meetings as determined by administration. Students attend the school on a Monday through Thursday format, and teachers are contracted to be at the school for four hours on Friday (although many stay much longer) for professional development, special education, or staff meetings. Notes from collaboration are maintained and shared with site administration.
School Community

Communication

Indicator IG02 - Parent policies, activities, and programs cultivate the "curriculum of the home."(75)
Status: Ongoing
Assess Level of Development: Limited Development

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 lot of information is shared with parents via the teachers and school administration on an informal basis. Some formal events are set in the school to help with the development of the home & school team concept. This year Team Veritas, a consulting agency working with the school and the school board, has developed formal policies and procedures for augmenting “the curriculum of the home.” In addition, members of the school Lighthouse Action Team, and the school PTO have stepped up to take on additional tasks to implement and promote activities to help cultivate strong communication with patrons.

Plan Assigned to: Lighthouse Action Team Members, Veritas, and PTO
Added date: Ongoing

Indicator IG01 - Parents receive regular communication (absent jargon) about learning standards, their children’s progress, and the parents’ role in their children’s school success.(76)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Communication takes place via Constant Contact, teacher emails, school web page, after school events, and in face to face meetings with parents. Students having special needs are met with on a scheduled basis as determined by state and federal law.

Indicator IVD01 - The schools Compact is annually distributed to teachers, school personnel, parents, and students.(3108)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: The school compact is given to students identified as receiving Title 1 services in accordance with state/federal law. For 2017-18 the compact will be extended to all students at the school regardless of whether or not a child is identified as receiving Title 1 support.

Indicator IVD02 - The ongoing conversation between school personnel and parents is candid, supportive, and flows in both directions.(1569)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Parents are encouraged on a regular basis by staff to participate in the school. Administration has an open door policy with parents, and input from all persons is given consideration. Weekly interaction with the PTO is present, and the school has many volunteers that work in classes as aides. Ideas and observations flow back and forth between people at the school and the community at large.
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: Ongoing
Assess Level of Development: Limited Development
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: Teachers currently develop scope and sequence plans for instruction at each grade level. Planning is based on setting goals and objectives aligned with CCSS; however, there is not yet in place a common template for use as an entire school, although the use of “Plan Book” and electronic lesson planning tool should create considerable transparency for helping all teachers see how often they are teaching to the standards as well as identify any standards gaps in units of study they design for instruction in the various curricular areas.
Plan Assigned To: Tony Richard, Pat Griffin, Donna Barrick, and Amanda Maliwauki
Added date: Ongoing

Indicator IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)
Status: Ongoing
Assess Level of Development: Initial: Limited Development
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 objectives and assessment of student levels of mastery of content are in alignment with the CCSS and exist within teacher planning documents, although a common template for reporting is still in the process of being developed.
Plan Assigned To: Tony Richard, Pat Griffin, and Donna Barrick
Added date: Ongoing

Indicator IIA03 - Objectives are leveled to target learning to each student’s demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)
Status: Ongoing
Assess Level of Development: Limited Implementation
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: Teachers use a variety of criteria in assessing student progress toward objectives, including Aimsweb probes monthly or bi-monthly depending on the student. A differentiated instructional approach is used to meet students at their skill and knowledge level, and as a means to help all learners move forward with their learning. Much of the curriculum taught is performance-based whereby students must exhibit understanding of concepts through the application of what they have studied toward the solving of challenges or the completion of single and multifaceted challenges. Teachers utilize rubrics to help explicitly set expectations for levels of accomplishment.
How it will look when fully met: Teacher units of study and assessment format will completely align with CCSS. Pre-assessment will be used prior to units of study as a means to determine where students are presently in respect to their knowledge and skills. Post-assessments for units of study will also be used in the identification of suitable objectives in the ongoing process of student instruction. Additional assessment of student knowledge and skill pertaining to curricular areas in math and language, will be determined through the use of AIMSWeb probes conducted at least once each month for every student enrolled in the school. Data will be used by teachers as a point for discussion in collaboration meetings, and for adjusting curricular objectives to meet the individual needs of each learner.

Plan Assigned to: Tony Richard, Donna Barrick
Added Date: Ongoing (Connie Barnett in replacement of Donna Barrick is newly added as of August 1, 2018)

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: Ongoing
Assess Level of Development: Limited Development
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 are commonly using post-tests to assess student mastery, although the use of pre-testing is not uniformly practiced in all classes at this time. This year the goal is to arrive at a point where all teachers will have in place pre and post assessments for determining if standards are met for content areas of study with maintained data of student performance.

Plan Assigned to: Tony Richard, Pat Griffin
Added date: August 1, 2017
Anticipated Completion Date: November 2018

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: Ongoing
Assess Level of Development: Initial: Limited Development
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: Post testing is always used for helping to develop teacher awareness of student performance; however pre-testing is not currently used in all aspects of unit instruction. As teachers have become more familiar with the CCSS, developing a unified approach for each grade level is a goal that is desired; however one that will take more time to set up in all curricular areas. The adoption of a CCSS aligned program in mathematics in grades K-6 (Origo), has greatly aided the process for mathematics.

Plan Assigned to: Team Leaders and School Administration
Added date: August 2018
Anticipated Completion Date: November 2018
Indicator IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)
Status: Ongoing
Assess Level of Development: Limited Development
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:
Teachers informally review how their students are performing on assessments with colleagues. Aimsweb probes are shared in a team format with school administration, sped coordinator, and the title one coordinator; however a common format for the sharing of additional student performance data during collaboration times has yet to be established.
Plan Assigned to: Team Leaders and School Administration
Added date: August 2018
Anticipated Completion Date: November 2018

Indicator IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)
Status: Ongoing
Assess Level of Development: Limited Development
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:
TVCS uses the Limitless Learning approach to provide differentiated instruction to students. In this fashion, lessons are tailored to provide scaffolding for students needing additional learning support, while offering extended learning opportunities for advanced learners. The use of pre-test results may be used to help ascertain where students are; however the use of pre-tests vary somewhat between teachers and collectively the grade level teams have started to align what they are doing to unify their instructional and intervention supports for struggling learners.
Plan Assigned to: Team Leaders and School Administration
Added date: August 2018
Anticipated Completion Date: November 2018

Indicator IIB05 - All teachers re-teach based on post-test results.(95)
Status: Ongoing
Assess Level of Development: Initial: Limited Development
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 do re-teach based on post-test results, although this is done in many different ways depending on the level of remediation needed. The re-teaching of information is not a formalized process and may be represented in various ways, i.e. after school tutorial, re-taught lesson(s) to an entire class of learners. A goal this year is to have teachers develop a formalized process of assessment across all grades and will determine whether to re-teach or continue current scope and sequence delivery of content area. Teachers will have the option to determine the best approach, whether it be whole class instruction, differentiated instruction, or utilizing the RtI process.
Plan Assigned to: Tony Richard
Added date: Ongoing
Engaging teachers in differentiating and aligning learning activities

Indicator IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)
Status: Ongoing
Assess Level of Development: Limited Development
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: Units of instruction are comprised of specific activities that are designed to help students achieve preset objectives. Teachers at the same grade levels share the information and work in tandem to insure all set objectives are represented equally in their instructional units. The information is currently available for administrative review upon request.

Plan Assigned to: Not yet assigned
Added date: TBD

Indicator IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)
Status: Completed
Assess Level of Development: Initial: Full Implementation

Evidence: Teachers have their materials placed in strategic areas around their rooms for ease of access by students or other adults. Many supplies are stored in plastic bins or boxes. In most instances materials are identified by labels. The storage of materials is a challenge, as the overall school some space limitations. Teachers continue to examine new ways in which to organize and share their resources in a timely fashion with their peers.

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: Completed
Assess Level of Development: Full Implementation

Evidence: Aside from teacher developed assessments for units of study, all students are assessed using Aimsweb probes once monthly, and those children identified as needing additional support are assessed twice monthly. Assessments with the Aimsweb tool are primarily done for math and language.

Indicator IID03 - Teachers receive timely reports of results from standardized and objectives based tests.(101)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Aimsweb outcomes are reviewed by teachers monthly and in the presence of school administration, the Title 1 Coordinator, and the Special Education Coordinator for the school. Time for collaboration and review of data has been provided by the school administrator as a step toward making it possible for teachers to reflect and plan around student performance outcomes.
Indicator IID04 - The school maintains a central database that includes each student’s test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.(102)
**Status:** Completed

**Assess Level of Development:** Full Implementation

**Evidence:** Student data is maintained on a central database for the school. The expansion and protection of the database is currently being conducted at the school. Infinite Campus and Aimsweb are two critical locations in which data is stored on students. Teachers have access to the information at will. There is a three-tiered firewall in place to protect data sensitive data from being corrupted or accessed by unauthorized personnel. Additionally, the IT department works with teachers on how to access student information, although the school will be shifting to Powerschool for the 2017-18 school year, so some additional training of staff will become necessary.

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

**Status:** Ongoing

**Assess Level of Development:** Initial: Limited Development

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:**
Although yearly goals are set by teachers, a formal process in which the leadership team has been created the pathway for a uniformed identification of learning goals in still being finalized during the first part of the 2017 school year. It is anticipated that prior to the conclusion of the current school year, a clear set of goals will be established for teachers to align their classroom goals with when planning. One key area of focus for the current year will be with mathematics.

**Plan Assigned to:** Tony Richard, Action Team Members
**Added date:** August 1, 2017

**Plan Assigned to:** Team Leaders and School Administration
**Anticipated Completion Date:** November 2018

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

**Status:** Ongoing

**Assess Level of Development:** Limited Implementation

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:**
Presently the leadership team is continuing the process of looking at a number of new ways to use information collectively to help strengthen student learning outcomes. Work with a Veritas curricular specialist and the school administration should great expedite the process utilizing data.

**Plan Assigned to:** Tony Richard, Pat Griffin, and Donna Barrick (Connie Barnett will be added to the team as well as the team leaders for the grade levels.)
**Added date:** August 1, 2017

**Anticipated Completion Date:** November 2018

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

**Status:** Ongoing

**Assess Level of Development:** Limited Development
Describe current level of development: During teacher collaboration time, teams look at student results and share ideas on how to continue with sound practices. Information that is shared often includes Aimsweb Probe outcomes and unit based assessments formulated by the teacher(s). Information that is discussed is summarized and then shared with the site administration in the form of collaboration notes.

Plan Assigned to: Not yet assigned
Added date: TBD

Indicator IID09 - Instructional Teams use student learning data to plan instruction.
Status: Completed
Assess Level of Development: Full Implementation

Evidence: During collaboration meetings, instructional teams review student performance outcomes to determine the next steps in the planning of instruction. The teachers specifically look at Aimsweb probe reports to assess student progress in language and mathematics.

Indicator IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Struggling students at the school currently are involved in a formalized RtI process. As such, those children needing additional support for their learning are given Title 1 support with additional interventions that are developed by teachers at the school site. Teachers work at using differentiated instruction for providing instruction to all learners, and a scaffolded process by which students needing instructional enhancements exists.

Indicator IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).
Status: Ongoing
Assess Level of Development: Limited Development

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: Presently instructional teams review post test results from units of study to determine how students are proceeding in their studies. As well, the use of Aimsweb probes in math and language are included as well in teacher reviews of student performance and for determining which students are strong candidates for added support.

Plan Assigned to: Not yet assigned
Added date: TBD

Indicator IID12 - The school maintains an official document that clearly defines the curriculum and instruction for each level of prevention and support in core content areas and social behavior.
Status: Ongoing
Assess Level of Development: Limited Implementation

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: Guidelines presently exist for expressing how steps used in the intervention process are set at the school; however nothing "official" has yet to be crafted aside from the the RtI process in place at the school.

Plan Assigned to: Not yet assigned

Added date: TBD

Indicator IID13 - All teachers are guided by an evidence-based core curriculum.(649)

Status: Ongoing

Assess Level of Development: Limited Implementation

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: The CCSS are the guide for what is taught in classes, the teachers collectively share ideas/strategies in respect to the creation and implementation of assessments that provide authentic indications of outcomes for the units of study they create in their classes. To help insure students are proceeding on the right track, the additional monthly or sometimes bi-monthly assessment of students via Aimsweb probes helps to guide teacher instructional practices schoolwide. The school has adopted this year Origo Stepping Stones for guiding math instruction. Adoption of ELA programs for writing in 2017-18 will help to complete the target for this indicator as well.

Plan Assigned to: Tony Richard, Action Team Members

Added date: August 1, 2017

Plan Assigned to: Team Leaders and School Administration

Anticipated Completion Date: November 2018

Indicator IID14 - The Leadership Team ensures that there is a multi-level system of prevention and support for core content areas.(2614)

Status: Ongoing

Assess Level of Development: Limited Development

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 is aware of the importance of having a formal intervention process in place, and currently the school is using the statewide RtI structure to provide a scaffolded set of steps for helping to support struggling students and prevent student failure.

Plan Assigned to: Not yet assigned

Added date: TBD
Indicator IID15 - The school leadership team evaluates the school schedule yearly and redesigns the schedule to include time for extended learning opportunities for students.(2633)

**Status:** Ongoing

**Assess Level of Development:** Initial: **Limited Implementation**

Index: 6 (Priority Score x Opportunity Score)

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

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

**Describe current level of development:** The input from the leadership is being planned for developing the school schedule for 2017-18 and to address extended learning opportunities for students. Presently there is a Google calendar that is approaching completion and it will have included information dealing extended learning opportunities, ie. McCall Outdoor Science School.

**Plan Assigned to:** Tony Richard, Pat Griffin, and Donna Barrick

**Date added:** Ongoing (Newly added members are Connie Barnett for Donna Barrick, and Pat Griffin)

Indicator IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)

**Status:** Ongoing

**Assess Level of Development:** Initial: **Limited Development**

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:** Presently teachers have scope and sequence plans for the delivery of instruction to students. This year the school has adopted "Plan Book" which is an online tool that not only aides teachers in their planning, but also allows administration at any point in time to open up a file and see what the teacher has planned for instruction. Full implementation should come about by November 1, 2017.

**Plan Assigned to:** Tony Richard, Amanda Maliwauki

**Added date:** September 25, 2017

**Plan Assigned to:** Team Leaders and School Administration

**Anticipated Completion Date:** November 2018

Indicator IIIA05 - All teachers maintain a record of each student’s mastery of specific learning objectives.(114)

**Status:** Completed

**Assess Level of Development:** Full Implementation

**Evidence:** Teachers are required to maintain formal records of student mastery of learning objectives (gradebook) and must provided summative results to parents on a trimester basis (report cards).

Indicator IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)

**Status:** Ongoing

**Assess Level of Development:** Initial: **Full Implementation**

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 currently use a variety of assessments to ascertain levels of student understanding. Performance based assessments are widely utilized by the staff, AIMSWeb Probes, as well as more traditional forms of formative assessments involving multiple choice and short answer responses. In addition there are state measurement tools such as the IRI, ISAT, and soon the SBAC. Although uniformity of broad and frequent assessment practices likely exist at the school, it has not been looked at critically to see if there are truly common best assessment practices being conducted at every grade level. Upon meeting this objective fully, the following elements will be in place: 1) Identified practices of broad assessment formats for both formative and summative measures will exist for reference by school faculty. 2) Agreed upon assessment formats that will consistently be used by all teachers at every grade level to help determine student mastery of concepts and skills.

Plan Assigned to: Tony Richard
Date Added: June 5, 2016
Completion Date: October 2018

Indicator IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)

Status: Ongoing
Assess Level of Development: Initial: Limited Development
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: Teachers do use differentiated instruction in their classes. Information obtained from past assessments and Aimsweb information is utilized in developing a plan of action to respond most appropriately to student needs. Future plans are to include pre-tests as an additional measure to help determine the best way to meet every child's needs.

Plan Assigned to: Not yet assigned
Added date: TBD

Indicator IIIA08 - All teachers review the previous lesson.(117)

Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives.(118)

Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school. Lesson topic, theme, and objectives are reviewed by all teachers daily with students.
Indicator IIIA10 - All teachers stimulate interest in the topics.(119)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA11 - All teachers use modeling, demonstration, and graphics.(120)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA13 - All teachers explain directly and thoroughly.(122)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA14 - All teachers maintain eye contact.(123)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA15 - All teachers speak with expression and use a variety of vocal tones.(124)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA16 - All teachers use prompting/cueing.(125)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.
Indicator IIIA17 - All teachers re-teach when necessary. (126)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA18 - All teachers review with drilling/class recitation. (127)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicators being fully implemented at the school.

Indicator IIIA19 - All teachers review with questioning. (128)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA20 - All teachers summarize key concepts. (129)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA21 - All teachers re-teach following questioning. (130)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA22 - All teachers use open-ended questioning and encourage elaboration. (131)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.
Indicator IIIA24 - All teachers encourage peer interaction.(133)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA26 - All teachers encourage students to check their own comprehension.(135)
Status: Ongoing
Assess Level of Development: Limited Development
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: Based on direct observations of teacher instruction, many of the teachers do have students check their own comprehension; however it is an action that is not done 100% of the time for each instructional day by every teacher at the school.
Plan Assigned to: Not yet assigned
Added date: TBD

Indicator IIIA27 - All teachers verbally praise students.(136)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA28 - All teachers travel to all areas in which students are working.(137)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.
Indicator IIIA29 - All teachers meet with students to facilitate mastery of objectives (138)

Status: Ongoing

Assess Level of Development: Limited Development

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: Teachers meet with students to facilitate mastery of objectives; however this does not always occur each and every day with instruction on a formal basis. Nevertheless, teachers do check frequently for understanding on an informal level with their students as a means to assess how students are moving forward in their learning.

Plan Assigned to: Not yet assigned

Added date: TBD

Indicator IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback) (140)

Status: Completed

Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures) (141)

Status: Completed

Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family) (142)

Status: Completed

Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIA35 - Students are engaged and on task (144)

Status: Completed

Assess Level of Development: Initial: Full Implementation

Evidence: In most instances students are engaged and fully on task while learning in class. Based on observations, when students go off task, teachers actively re-direct learners back to the task on hand. Continued professional development is planned for the current year (2017-18) to enhance engagement of students via greater use of exploratory approaches to concepts taught across the curriculum.
Indicator IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program.(149)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school. Teachers understand there are multiple ways for students to demonstrate mastery, and thus take the time to offer a variety of ways to allow learners options involving performance-based projects such as projects, acting, debate, etc..

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents
Indicator IIIB01 - All teachers maintain a file of communication with parents.(150)
Status: Ongoing
Assess Level of Development: Limited Development
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 do communicate with parents on a quarterly basis, and in some cases even weekly if it is deemed helpful toward guiding the learning of a student. Records of contact are maintained in a variety of ways by teacher; however the formal use of the data program at the school (Infinite Campus) has not as of yet been fully taught to the teaching staff. This year as well, many of the teachers are using Class Dojo to help reach out to patrons, as well as Constant Contact. Once the school adopts the IS PowerSchool, daily interaction should greatly accelerate.
Plan Assigned to: Not yet assigned
Added date: TBD

Indicator IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)
Status: Not a priority or interest
Assess Level of Development: Initial: No development or Implementation

Explain why not a Priority or Interest: Homework is assigned occasionally to students; however as a learning community the belief that it needs to be assigned four nights each week is not perceived as having merit.

Indicator IIIB03 - All teachers check, mark, and return homework.(152)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: When assigned, homework is checked by teachers and returned to students, although in some instances homework may be graded by class peers and used for small group discussions in class.
Indicator IIIB06 - All teachers systematically report to parents the student’s mastery of specific standards-based objectives.(155)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Student led conferences and report cards are used on a trimester basis to report out student mastery of key standards. The report cards are standards-based and fully aligned to the CCSS.

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator III C01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)
Status: Ongoing
Assess Level of Development: Limited Development
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: Most teachers at the school have a set of activities to engage students while they are waiting for assistance from the teacher. In some cases this may be a default activity or an extended opportunity to deepen student understanding in a different yet conceptually important manner.

Plan Assigned to: Not yet assigned
Added date: TBD

Indicator III C04 - Students raise hands or otherwise signal before speaking.(159)
Status: Ongoing
Assess Level of Development: Initial: Limited Development
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: In most instances students will raise their hands or signal before speaking; however in some instances when students are very excited about a lesson or activity they may forget the hand raising/ signal protocol established in class.

Plan Assigned to: Not yet assigned
Added date: TBD

Indicator III C05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school. Teachers have received extensive training and practice in using the DI approach to teach.
Indicator IIIC06 - All teachers maintain well-organized student learning materials in the classroom.(161)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.

Indicator IIIC09 - All teachers correct students who do not follow classroom rules and procedures.(164)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school. The ACE (A= Accountability For Action, C= Consideration For Others, E= Equip For The Future) approach is used to help re-direct student thinking and decision-making.

Indicator IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)
Status: Ongoing
Assess Level of Development: Limited Development
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 are very proactive in helping students reflect on the errors they make while at school. All teachers have a process by which they work with students on establishing proper protocols; however aside from ACE, there is not a formal procedure in place that is used schoolwide.
Plan Assigned to: Not yet assigned
Added date: TBD

Indicator IIIC12 - All teachers engage all students (e.g., encourage silent students to participate).(167)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Informal and formal classroom observations combined with frequent walkthroughs by the site administrator, result in notes being recorded about teacher practices in the classroom. Past and ongoing evidence indicate the indicator is being fully implemented at the school.
School Community

Education
Indicator IVC01 - Professional development programs for teachers include assistance in working effectively with parents.(1588)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Every member of the staff has been trained in the 7 Habits of Highly Effective People. The process has provided the teachers and support staff with the skills to work toward having “win-win” encounters with patrons and students. In addition, the Lighthouse Team works regularly with the staff to enhance their skills using the “Habits” as a means to strengthen the TVCS community overall.

Indicator IVC02 - The school provides parents with practical guidance to maintain regular and supportive verbal interactions with their children.(1576)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: Teachers and school administration post on the school web page or in the weekly bulletin, research-based strategies on how parents can interact with their children in a supportive verbal manner; however the process of posting information is not established as of yet on a regular basis. More so, TVCS utilizes the resources provided by the Covey Foundation to communicate in an ongoing manner strategies parents can use to help connect more with their children. The school will also in 2017-2018 provide a 7 Habits training for parents both in the fall and spring.

Indicator IVD07 - All-school events (e.g., family reading night) include parent-child interactive activities.(199)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: The school offers yearly, school events such as the book faire, 7 Habits Family Fun Night, Math Night, etc. and the events are well attended by parents and students.

School Community Connection

Indicator IVD08 - Office and support staff are trained to make the school a "welcoming place" for parents.(200)
Status: Completed
Assess Level of Development: Full Implementation

Evidence: The office and support staff have a combined level of experience exceeding three decades. They have repeatedly been observed by site administration while they interact with parents and students. They are very polite, supportive, and resourceful when working with people.

Indicator IVE06 - Parents are given opportunities at parent-teacher conferences to discuss both their children’s progress in school and their children’s home-based study and reading habits. (1591)
Status: Ongoing
Assess Level of Development: Limited Development

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: Discussions with parents at parent-teacher conferences are somewhat limited because of time constraints; however when needed, teachers make the effort to conduct a follow up meeting with parents to discuss areas of concern. Most discussions are centered around work being done at school, although emphasis on reading is another area that often is brought up by teachers when they talk with parents. This year, formal parent-teacher conferences have been added to the calendar as requested by parents. The conference will be in addition to student-led conferences and student goal setting conferences.

Plan Assigned to: Tony Richard, Pat Griffin
Added date: August 15, 2017

Secondary School Indicators

Team Structure
Indicator VA01 - The Leadership Team regularly examines individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school.(2354)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA02 - The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.(2355)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA03 - The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.(2356)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA04 - The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.(2357)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Opportunity to Learn
Indicator VA05 - The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses.(2358)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA06 - All students demonstrating prerequisite content mastery are given access to
higher-level courses.(2359)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA07 - The curriculum and schedule provide pathways for all students to acquire missing content knowledge.(2360)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA08 - The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(2361)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA09 - The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.(2362)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA10 - The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(2363)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA11 - Guidance counselors provide all students with feedback and reports on their assessment results (academic, aptitude, interest) to facilitate student-driven decisions about their own work and college and career goals.(2364)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA12 - The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(2365)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA13 - The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.(2366)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA14 - The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising).(2367)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA15 - All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(2368)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA16 - The school routinely provides all students with information and experience in a variety of career pathways.(2369)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA17 - The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals.(2370)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA18 - The school provides all students with information, guidance, and support to secure financial assistance and scholarships for college or other post-secondary education.(2371)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA19 - The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships).(2372)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA20 - The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(2373)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA21 - The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions.(2374)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA22 - The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).(2375)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA23 - The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).(2376)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.

Indicator VA24 - The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(2377)
Status: Not a priority or interest
Assess Level of Development: No development or Implementation
Explain why not a Priority or Interest: Not a secondary school.