

## Comprehensive Progress Report

**Mission:** Rose Bud Elementary School is committed to molding all of our students into lifelong learners who achieve excellence while valuing themselves and others in a challenging, ever-changing world.

**Vision:**

**Goals:**

All students will utilize technology as a support for student centered learning at least once every nine weeks.

Every student will have growth in reading skills by the end of the school year.

Every students will have growth in math skills by the end of the year.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
ID01	A team structure is officially incorporated into the school governance policy.(36)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has a leadership team consisting of the superintendent, building level administrators, teachers and support staff from both schools. There are also committees at the district level to address various areas of needs. The district has policies for Parent/Community Involvement and Health/Wellness. The district also has a policy for each school to have a Parent/Community Involvement team. At the school level, School Leadership Teams meet to review ACSIP data and determine needs. Also, all teachers meet twice a month in teams to discuss concerns or issues related to curriculum, assessment, parental involvement, and technology.	Limited Development 08/24/2015		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<i>How it will look when fully met:</i>		The Rose Bud School District will continue policies for Parental/Community Involvement, Health/Wellness, and ACSIP.		Luke Lovins	06/28/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	9/10/16	The Rose Bud Elementary School Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers in May 2019. Results of evaluation will be shared with staff and modifications will be addressed per survey results.		Bob Jackson	06/30/2019
<i>Notes:</i>					
2	9/10/16	The Rose Bud Elementary School will update the Parental Involvement Plan by October 1, 2018. Updates of the plan will completed through the collaboration of district administrators, teachers, parents, community representatives, and classified staff. Data will be collected throughout the school year to evaluate the effectiveness of the Parental Involvement plan, including data relating to the parental volunteers that provided assistance at Rose Bud Elementary during the current school year.		Bob Jackson	10/01/2018
<i>Notes:</i>					

3	9/10/16	<p>The Rose Bud School District has developed a District Wellness Policy in collaboration with the district Nutrition and Physical Activity Committee. The policy has been approved by the district school board.</p> <p>The policy includes the five federal requirements: goals for nutrition education, physical activity and other school-based activities; nutrition guidelines; guidelines for reimbursable school meals; a plan for measuring implementation of the local wellness policy; and community involvement.</p>		Bob Jackson	06/30/2019
<i>Notes:</i>					
4	9/10/16	<p>Parents, teachers, and administrators will work together to develop a School/Parent Compact. This compact will be included in the Student Handbook which all students and parents receive.</p>		Bob Jackson	06/30/2018
<i>Notes:</i>					
<b>Implementation:</b>					
<b>Evidence</b>	<p>5/31/2016</p> <p>The district has a policy to address District Wellness and Parental Involvement. Parental Involvement, Health and Wellness, and ACSIP meetings (School Leadership teams) have taken place during the school year. An agenda and sign in sheet have been used to document these.</p>				
<b>Experience</b>	<p>5/31/2016</p> <p>Through collaboration with district administrators, teachers, parents, community representatives, and classified staff a review of data was conducted and updates were made in plans. The district's parental Involvement plan was submitted and accepted by the state department of education.</p>				
<b>Sustainability</b>	<p>5/31/2016</p> <p>Yearly evaluation of data and determination of need is required for the various committees.</p>				

ID04		All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Teachers at Rose Bud Elementary are divided into grade level Professional Learning Communities to discuss best practices and remediation/enrichment strategies of content. Each grade level PLC has one representative on the Leadership team which makes decisions about issues relating to technology, curriculum, assessment, and parental involvement. Leadership team meets once a quarter while grade level PLC groups twice to three times a month. Additionally, teachers attend monthly meetings after school hours where there is an agenda.	Limited Development 08/31/2015		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		By the end of the year, 100% of scheduled meetings will have prepared agendas and student growth will be reflected in formative assessments.		<b>Melissa Kirkpatrick</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	9/10/16	The Leadership team will meet regularly to review student progress on areas of weakness in the curriculum identified on the summative, formative and Grade level Common Assessment in the areas of math, reading, and writing/language. A copy of the meeting agenda and notes will be given to the principal.		Melissa Kirkpatrick	06/28/2019
<i>Notes:</i>					
2	9/10/16	Collaboration among teachers, special education department, administrators, and the ELL facilitator will be achieved through scheduled meetings that focus on the implementation of instructional strategies and techniques designed to meet the education needs of the diverse learning student population.		Melissa Kirkpatrick	06/28/2019
<i>Notes:</i>					
<b>Implementation:</b>					
<b>Evidence</b>	5/31/2016	100% of scheduled meetings with staff members have prepared agendas and sign in sheets. If a participant is absent, they are responsible for getting the material from their supervisor.			
<b>Experience</b>	5/31/2016	Focused meetings were held twice during the school year to make decisions about issues relating to technology, curriculum, assessment, and parental involvement. Eight staff meetings were held after school to inform staff of current issues and review crisis plan details.			

<b>Sustainability</b>		5/31/2016 Continue development of agendas for meetings.			
	<b>ID07</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The School Leadership Team currently meets monthly. The team is composed of one representative from each grade level, an activity teacher, and the principal. Grade level PLC meetings will take place at least once a month to review instructional practices and curriculum alignment.	Limited Development 08/31/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		Agenda and meeting notes will be kept by building administration and will note the frequency and length of time for meetings. By the end of the school year, 90% of the Leadership Team meetings will meet twice a month for at least an hour each meeting and student growth in academic data will be seen.		<b>Melissa Kirkpatrick</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
<b>1</b>	9/10/16	The Rose Bud Elementary faculty and staff will meet regularly during the school year to review components of the school's ACSIP plan. The Leadership Team will periodically review the tasks within the plan to insure successful implementation of instructional programs and services, as well as the purchase of corresponding technology equipment and materials/supplies that will supplement classroom instruction. The faculty and staff will participate in a comprehensive evaluation of the effectiveness of each component of the ACSIP plans at the close of the current school year. Data will be presented to district staff for consideration of continuation or cessation of programs in the following year. Opportunities for parent involvement during the development and evaluation of the ACSIP plans will also be encouraged throughout the current school year.		Melissa Kirkpatrick	06/28/2019
<i>Notes:</i>					
<b>2</b>	9/10/16	Collaboration among teachers, special education department, administrators, and the ELL facilitator will be achieved through scheduled meetings that focus on the implementation of instructional strategies and techniques designed to meet the education needs of the diverse learning student population.		Melissa Kirkpatrick	05/31/2019

Notes:

<b>Implementation:</b>				
<b>Evidence</b>	5/31/2016 Collaboration among faculty and staff is achieved via monthly staff meetings and during common planning time. The School Leadership team, Assessment team, Technology team, and Curriculum team met once during each semester of the 15-16 school year.			
<b>Experience</b>	5/31/2016 The School Leadership meet three times during the 15-16 school year to review portions of the ACSIP plan.			
<b>Sustainability</b>	5/31/2016 Annually, data will need to continue being evaluated for effectiveness, consideration of continuation or cessation of programs being offered. During the school year, components will continue to be monitored.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers complete professional growth plans based on areas of identified weaknesses in patterns of practice and evaluations each year. The district provides teachers with 36 hours of required professional development hours. The district is working to train all staff on Professional Learning Community practices.	Limited Development 09/01/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The Leadership Team will make recommendation to building and district administration for professional development based on a variety of data sources.		Melissa Kirkpatrick	06/30/2019
Action(s)	Created Date		0 of 2 (0%)		
1	9/10/16	Teachers in grades K-6 will attend professional development activities provided by Wilbur Mills Service Cooperative in topics relating mathematics, literacy, Common Core State Standards, Special Education topics, Cognitively Guided Instruction (Levels K-3), instructional "best practices", differentiated instruction, and utilizing formative assessments.		Melissa Kirkpatrick	06/28/2019
<i>Notes:</i>					
2	9/10/16	Teachers will participate in PLC groups and professional development activities that focus effective instructional practices, high yield strategies, effective lesson planning, inquiry based lesson design, and the use of formative/summative assessments to guide instruction.		Melissa Kirkpatrick	06/28/2019
<i>Notes:</i> On site PD was provided during the 17-18 school year to address writing deficits identified in data.					
<i>Implementation:</i>			06/01/2016		
<i>Evidence</i>		6/1/2016 Surveys are collected yearly to determine the effectiveness of the professional development provided during each school year and determine if changes are needed.			

<b>Experience</b>	6/1/2016 Employees completed a survey to determine the effectiveness of the professional development provided during the 2015-2016 school year. Respondents ranked opportunities as Poor, Fair, Average, and Excellent. The following results were obtained: Workshops at Wilbur D Mills- 0%,30%,56%, and 14%; Content Specific Workshops (obtained outside WDM)-0%, 0%, 56%, and 44%; Data Analysis 38%, 27%, 18%. and 17%; Formative Assessment 13% 8%, 58%, and 21%; Summative Assessment 14%, 16%, 54%, and 16%; Instructional Strategies 58%, 0%, 13%, 29%; Meeting Diverse Learners Needs (15%, 20%, 50%, 15%); Technology Resources 12%, 37%,39%, 12%.				
<b>Sustainability</b>	6/1/2016 The Leadership Team will make recommendation to building and district administration for professional development based on a variety of data sources.				
	<b>IF06</b>	<b>Teachers are required to make individual professional development plans based on classroom observations.(70)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Teachers complete a professional growth plan each year based on areas of weaknesses noted during classroom walk throughs or informal/formal observation or low areas in student performance on summative and formative assessments.		Limited Development 09/01/2015		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	The Professional Development Plan will be based on results from the district needs assessment and classroom observations.			<b>Luke Lovins</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
<b>1</b>	9/10/16	Professional development activities will align with district-wide initiatives, curriculum alignment, program evaluation, intervention/remediation, and instructional "best practices" that align to state standards and the Arkansas Academic State Standards.		Melissa Kirkpatrick	06/28/2019
<i>Notes:</i>					
<b>3</b>	9/10/16	Teachers in grades K-6 will attend professional development activities provided by Wilbur Mills Service Cooperative, IDEA, or National Conferences in topics relating mathematics, literacy, Arkansas Academic State Standards, Special Education topics, Cognitively Guided Instruction (Levels K-3), instructional "best practices", differentiated instruction, and utilizing formative assessments.		Melissa Kirkpatrick	06/30/2019



Notes:

<b>Implementation:</b>		06/01/2016		
<b>Evidence</b>	<p>6/1/2016</p> <p>All teachers and administrators maintain the required hours of the Professional Development per the rules and regulations for educator licensure. All teachers and administrators have Professional Growth Plans created yearly based on district needs assessments and classroom observations. Professional development provided by the district focuses on areas of weaknesses identified in the district needs assessment.</p>			
<b>Experience</b>	<p>6/1/2016</p> <p>The attendance rate of students during the 14-15 school year was 95.64%; student performance on PARCC assessment indicated 42% meeting state standards for English Language Arts and 18% for mathematics. During the 15-16 school year, ACT Aspire Interims were given three times to assess and monitor student progression in meeting grade level standards. The following results were obtained: Interim 1- 54% English, 58% Reading, 55% Science, and 33% Mathematics; Interim 2- 54% English, 62% Reading, 62% Science, and 32% Mathematics; Interim 3- 58% English, 60% Reading, 65% Science, and 41% Mathematics.</p> <p>Employees completed a survey to determine the effectiveness of the professional development provided during the 2015-2016 school year. Respondents ranked opportunities as Poor, Fair, Average, and Excellent. The following results were obtained: Workshops at Wilbur D Mills- 0%,30%,56%, and 14%; Content Specific Workshops (obtained outside WDM)-0%, 0%, 56%, and 44%; Data Analysis 38%, 27%, 18%. and 17%; Formative Assessment 13%, 8%, 58%, and 21%; Summative Assessment 14%, 16%, 54%, and 16%; Instructional Strategies 58%, 0%, 13%, 29%; Meeting Diverse Learners Needs ; Technology Resources 12%, 37%,39%, 12%.</p>			
<b>Sustainability</b>	<p>6/1/2016</p> <p>The Professional Development Plan of staff and faculty will be based on results from the district needs assessment and classroom observations.</p>			

<b>Core Function:</b>	<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>	<b>Expanded time for student learning and teacher collaboration</b>			
IH01	<b>The school monitors progress of the extended learning time programs</b>	<b>Implementation</b>		

		<b>and other strategies related to school improvement.(3981)</b>	<b>Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Students of Rose Bud Elementary are offered the opportunity to receive supplemental computer-based reinforcement of skills, universal screeners to monitor student growth and progress, and reading intervention services.	Limited Development 08/31/2015		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		The materials purchased to supplement classroom instruction and to facilitate effective student learning strategies in all content areas of the curriculum will be monitored via a survey to gather teacher feedback about the effectiveness and data on student growth from using the programs and services will be analyzed.		<b>Melissa Kirkpatrick</b>	<b>06/28/2019</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 11 (0%)</b>		
<b>1</b>	9/10/16	ELL funds will be allocated for educational related purchase services that will supplement classroom instruction and provide additional learning tools for English Language Learners.		Luke Lovins	05/22/2019
<i>Notes:</i>					
<b>3</b>	9/10/16	NSLA and Title VI (State) funds will be allocated for the purchase of educational resources to supplement the instructional, learning, and assessment processes. Resources to facilitate the implementation of differentiated learning tasks and early intervention strategies will also be purchased for K-6th grade classrooms.		Luke Lovins	05/22/2019
<i>Notes:</i>					
<b>4</b>	9/10/16	Classroom teachers will incorporate computer-based instruction programs to supplement classroom instruction in areas which align with state curriculum standards through technology integration. Title VI (6784) funds will be allocated for an annual subscription.		Luke Lovins	06/29/2019
<i>Notes:</i>					
<b>5</b>	9/10/16	NSLA funds will be allocated for the salary and benefits of one full-time (1FTE) teacher to provide intensive reading intervention and supplemental instruction to students at Rose Bud Elementary School. NSLA Expenditures- Salary/Benefits/Total: Stacia Compton (salary 41,150/benefits 8914.52/total 50,064.52).		Luke Lovins	06/29/2019
<i>Notes:</i>					

6	9/10/16	The Rose Bud School District will hire one .5 FTE instructional paraprofessional that will work collaboratively with the classroom teachers to provide supplemental instruction in each of the content areas to the ELL student cohort, through individual, small group, and inclusion within the regular classroom. Funds will also be allocated for substitute costs. ELL Fund Expenditures for salary/benefits/total: Tina Walker (salary \$7,645.00/ benefits \$2,598/total \$10,243.00).		Luke Lovins	06/29/2019
<i>Notes:</i>					
9	9/10/16	NSLA funds will be allocated for the purchase of instructional materials, including classroom manipulatives, materials, and teacher resource books for K-6th grade classrooms that will be utilized to supplement classroom instruction and to facilitate effective student learning strategies in all content areas of the curriculum.		Melissa Kirkpatrick	05/31/2019
<i>Notes:</i>					
10	9/10/16	Teachers will develop Intensive Reading Interventions (IRI) to address areas of concern for students scoring below proficient benchmarks on the assessment or who show signs of struggling with reading skills. Student growth results from formative assessments will be used to determine success of strategies. Cumulative data will be reviewed to identify increases in grade level skills proficiency of both individual students and grade level cohorts.		Melissa Kirkpatrick	06/29/2019
<i>Notes:</i>					
11	9/10/16	All paraprofessionals that work with regular education students and special education students are highly qualified and have been trained by certified teachers in best practices for using tutors.		Melissa Kirkpatrick	06/29/2019
<i>Notes:</i>					
12	9/10/16	Technology integration and supplemental instruction will be provided within the computer lab to K-6th grade students through computer-based educational programs that are designed to provide supplemental instruction for identified areas of deficiency for individual and grade level cohorts.		Melissa Kirkpatrick	06/28/2019
<i>Notes:</i>					
13	9/10/16	The Reading Interventionist will administer DIBELS Assessment in grades K-2 at the beginning, middle, and end of the school year. These assessments will be used to monitor growth, serve as a basis for literacy interventions, and aide in the reduction of achievement disparities between student subgroups.		Stacia Compton	06/29/2019
<i>Notes:</i>					

14	9/10/16	English Language Learners will attend tutoring sessions with a (.5 FTE) paraprofessional that will provide assistance to individual students in skill acquisition that align with interventions outlined on IRI's. Funds will be allocated for the purchase of instructional materials and supplies.		Bob Jackson	05/31/2019
<i>Notes:</i>					
<b>Implementation:</b>				06/01/2016	
<b>Evidence</b>	<p data-bbox="386 293 506 321">6/1/2016</p> <p data-bbox="386 329 1241 605">The materials purchased to supplement classroom instruction and to facilitate effective student learning strategies in all content areas of the curriculum were monitored via a survey to gather teacher feedback about the effectiveness and data on student growth from using the programs and services will be analyzed. Teacher survey results indicate they use purchased websites and programs 1-2 times a week, they would like to continue use of purchased programs, and use technology as much as possible.</p> <p data-bbox="386 613 1241 995">Data from NWEA Spring 2016 assessment indicates students in all grade levels have increased the average RIT score for each grade in the area of Mathematics and Reading from the previous year; this indicates students are learning and performing at a higher level than the previous year. During the 15-16 school year, ACT Aspire Interims were given three times to assess and monitor student progression in meeting grade level standards. The following results were obtained: Interim 1- 54% English, 58% Reading, 55% Science, and 33% Mathematics; Interim 2- 54% English, 62% Reading, 62% Science, and 32% Mathematics; Interim 3- 58% English, 60% Reading, 65% Science, and 41% Mathematics</p>				

<p><b><i>Experience</i></b></p>	<p>6/1/2016</p> <p>The materials purchased to supplement classroom instruction and to facilitate effective student learning strategies in all content areas of the curriculum were monitored via a survey to gather teacher feedback about the effectiveness and data on student growth from using the programs and services will be analyzed. Teacher survey results indicate they use purchased websites and programs 1-2 times a week, they would like to continue use of purchased programs, and use technology as much as possible.</p> <p>Data from NWEA Spring 2016 assessment indicates students in all grade levels have increased the average RIT score for each grade in the area of Mathematics and Reading from the previous year; this indicates students are learning and performing at a higher level than the previous year. During the 15-16 school year, ACT Aspire Interims were given three times to assess and monitor student progression in meeting grade level standards. The following results were obtained: Interim 1- 54% English, 58% Reading, 55% Science, and 33% Mathematics; Interim 2- 54% English, 62% Reading, 62% Science, and 32% Mathematics; Interim 3- 58% English, 60% Reading, 65% Science, and 41% Mathematics</p>			
<p><b><i>Sustainability</i></b></p>	<p>6/1/2016</p> <p>Funds will need to continue to be allocated for supplemental computer-based reinforcement of skills, universal screeners to monitor student growth and progress, and intervention services.</p>			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensure High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Rose Bud School District has 75 Certified Personnel and 58 Classified Personnel. Certified staff are highly qualified by having a degree, appropriate teaching license, and demonstrating content knowledge in subject area being taught. Classified staff working students are highly qualified by either having 60 hours of college or passing appropriate knowledge test.	Limited Development 09/01/2015		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers and Administrators will receive yearly feedback about their performance through either summative evaluation or interim appraisal based on current law, rules, and regulations of the Teacher Excellence Support System.		Luke Lovins	05/31/2019
Action(s)	Created Date		0 of 2 (0%)		
1	9/10/16	Title I funds will be allocated for six (6) full-time and a .5 FTE instructional paraprofessionals that will be hired to provide supplemental instruction to both individual students and small groups within the classroom. Paraprofessionals will work under the direction of a certified teacher and will assist in instructional preparation and delivery of grade level curriculum. Title I funds will be used as the funding source to provide the supplemental instructional paraprofessionals. Itemization of Title I expenditures: Salaries/Benefits/Total for six (1.0 FTE) Instructional Paraprofessionals- Amy Benson salary (\$14,640.00/benefits \$3,175.19/ total \$17,815.19), Summer Hall (salary \$15,615.00/ benefits \$5,040.35 total \$20,655.35), Connie Wiggs (salary \$17,565.00/ benefits \$5,688.94/total 23,253.94), Valorie Lynch salary (\$16,590.00/benefits \$3,597.28/ total 20,187.28) Natasha Reddick (salary \$14,257.22 /benefits \$4,972.81/total 19230.03), Rebecca Acock (salary \$14,123.61/benefits \$4,943.88/total \$19067.49) and One .5 FTE Summer Peters (Salary \$6,995/ benefits \$2,457.48/ total \$9,827). All paraprofessionals that work with regular education students and special education students and meet the highly qualified requirements. Paraprofessionals have been trained by certified teachers in effective instructional and learning practices that can be used to supplement classroom instruction through individual and/or small group tutor sessions.		Luke Lovins	06/28/2019
Notes:					

2	9/10/16	A Rose Bud School District representative will attend career fairs to recruit highly qualified teachers in each of the content areas during the current school year.		Bob Jackson	03/01/2019
<i>Notes:</i>					
<b>Implementation:</b>			06/01/2016		
<b>Evidence</b>	<p>6/1/2016</p> <p>Teachers and Administrators receive yearly feedback about their performance per current law, rules, and regulations of the Teacher Excellence Support System.</p> <p>Certified staff are highly qualified by having a degree, appropriate teaching license, and demonstrating content knowledge in subject area being taught.</p> <p>Classified staff working students are highly qualified by either having 60 hours of college or passing appropriate knowledge test.</p>				
<b>Experience</b>	<p>6/1/2016</p> <p>Teachers and Administrators were evaluated per current law, rules, and regulations of the Teacher Excellence Support System. All staff members were highly qualified. Teachers new to the profession were assigned a mentor for their first year.</p>				
<b>Sustainability</b>	<p>6/1/2016</p> <p>The continued partnerships with higher education, teacher preparation programs, will help with recruitment of qualified staff and teachers. Teachers new to the profession will need to be assigned a mentor for their first year.</p>				

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in aligning instruction with standards and benchmarks			
IIA01		Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A comprehensive literacy program is utilized for reading instruction and Engaged New York Math Modules are utilized in math. These units are based on the expectations of the Arkansas Academic State Standards. They provide a plan for concepts, principles, and skills that will be covered within the unit; identify the standards/benchmarks that apply to the grade level and unit topic; develop all objectives that clearly align to the selected standards/benchmarks. Teachers further ensure that objectives are presented in a sequential order and consider the most appropriate elements for mastery. In the math modules, pre/post test items are provided.	Limited Development 09/01/2015		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Students will improve math and literacy skills across the curriculum.		Melissa Kirkpatrick	05/31/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	9/10/16	K-6th grade teachers will develop a comprehensive curriculum map for each grade level that is based upon the Arkansas Academic State Standards. Istation and ACT Aspire Interim formative assessment instruments will be used to monitor student progress of skill attainment and proficiency during the school year. Building faculty will attend professional development offered through Istation for topics relating to data analysis, resources to supplement instruction, and strategies for using assessments to monitor student progress.		Melissa Kirkpatrick	06/30/2019
<i>Notes:</i>					
2	9/10/16	Special education teachers will collaborate during the school year to review curriculum guides for each grade level, review IEP components, and identify instructional strategies to improve student achievement. Special education teachers will attend professional development activities offered by the Wilbur Mills Educational Service Cooperative offered during the school year. IEP goals and objectives for mathematics will be aligned with the Arkansas Academic Standards. Teachers in special education classrooms and in the regular classrooms will coordinate instruction for special education students.		Melissa Kirkpatrick	06/30/2019
<i>Notes:</i>					



3	9/10/16	Teachers in grades K-6th will implement research-based "best practices" and instructional strategies that align with identified areas of weaknesses on the most recent state assessments.		Melissa Kirkpatrick	06/30/2019
<i>Notes:</i>					
4	9/10/16	NSLA funds will be allocated for the purchase of books to enhance each classroom libraries to provide a literature-rich environment for students that represents varying levels of reading skill and genres. Books selected will align with both Arkansas Academic State Standards. Books will correlate to grade level Lexile and Accelerated Reading level. Additional literacy resources will also be purchased to supplement instruction in the classroom.		Luke Lovins	06/30/2019
<i>Notes:</i>					
<b>Implementation:</b>			06/01/2016		
<b>Evidence</b>	6/1/2016	A comprehensive K-12 grade curriculum which is aligned to standards, supported by research, delivered through effective instructional practices, and differentiated to meet the needs of all students. This is reviewed yearly and changes are made as needed based on multiple areas of assessment			
<b>Experience</b>	6/1/2016	Teachers reviewed their curriculum maps against state standards. To ensure alignment, these plans were turned in and reviewed by the District's Instructional Specialist.			
<b>Sustainability</b>	6/1/2016	NSLA funds will be allocated for the purchase of books and supplies to enhance each classroom to provide a literature-rich environment for students that represents varying levels of reading skill and genres.			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
	IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Last year was the first year in implementing the Istation assessment system. Students were tested monthly during the school year. Data from each testing session was used to assess where students were with their skills and concept knowledge. Results were able to indicate areas where students lacked certain skills and teachers were then able to address them in classroom and supplemental instruction.	Limited Development 09/01/2015		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Student progress in academic skills will be monitored through the use of formative assessments to determine student skill attainment, growth, and proficiency of grade level standards; this will take place monthly during the year.		Melissa Kirkpatrick	06/28/2019
Action(s)	Created Date		0 of 2 (0%)		
1	9/10/16	Funds will be allocated for the Istation formative and progress monitoring assessment program. The assessment will be given in Sept, Dec/Jan, and May. ACT Aspire Interim assessment instruments will be used to monitor student progress of skill attainment and proficiency during the school year. Building faculty will attend professional development offered through Istation for topics relating to curriculum development, data analysis, formulation of interim assessments to monitor student progress. Teachers will evaluate the effectiveness of Istation and ACT Aspire Interims as an assessment instrument for measuring student progress and grade level skill attainment through participation in a Program Evaluation Survey and student growth in different grade levels.		Luke Lovins	06/30/2019
<i>Notes:</i>					
2	9/10/16	Teachers will review both formative (Istation/ACT Aspire Interim) and summative assessment (Istation/ACT Aspire) results to identify areas of concern and improvement.		Bob Jackson	05/31/2019
<i>Notes:</i>					
<i>Implementation:</i>			06/01/2016		

<p><b>Evidence</b></p>	<p>6/1/2016 The NWEA MAP/MPG assessments are given to students to monitor progress at the beginning, middle, and end of the year. Teachers review both formative and summative assessment results yearly to identify areas of concerns and improvement.</p>			
<p><b>Experience</b></p>	<p>6/1/2016 Data from NWEA Spring 2016 assessment indicates students in all grade levels have increased the average RIT score for each grade in the area of Mathematics and Reading from the previous year; this indicates students are learning and performing at a higher level than the previous year. During the 15-16 school year, ACT Aspire Interims were given three times to assess and monitor student progression in meeting grade level standards. The following results were obtained: Interim 1- 54% English, 58% Reading, 55% Science, and 33% Mathematics; Interim 2- 54% English, 62% Reading, 62% Science, and 32% Mathematics; Interim 3- 58% English, 60% Reading, 65% Science, and 41% Mathematics.</p>			
<p><b>Sustainability</b></p>	<p>6/1/2016 Funds will be allocated to purchase an Interim formative assessment program. Students will monitored at the beginning, middle, and end of the year.</p>			

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During Professional Learning Community meetings, teachers meet to review and update their curriculum guides for the courses they teach. Common assessments are given and inform instruction and time is built in the school day to ensure students are learning and progressing in skills and concepts.	Limited Development 09/01/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		A comprehensive K-12 grade curriculum which is aligned to standards, supported by research, delivered through effective instructional practices, and differentiated to meet the needs of all students.		Melissa Kirkpatrick	06/28/2019
Action(s)	Created Date		0 of 3 (0%)		
1	9/10/16	K-6th grade teachers will work collaboratively to develop a curriculum guide and corresponding pacing guide in the areas of mathematics, literacy, and science. The teachers will identify grade level student learning expectations that will be assessed on the formative assessments that will be given at regular intervals throughout the school year through participation in the Istatation formative assessment program. The elementary faculty and administration will review assessment data to identify student progress and skill attainment in each content area. The faculty will also review data to identify deficiencies in both individual and grade level student cohorts. Remediation of identified areas of deficiencies will be provided to students through individual tutoring, small group instruction, and computer-based supplemental instruction. Each teacher will be provided with a copy of their grade level language arts mapping/alignment document in both print and electronic form.		Melissa Kirkpatrick	06/29/2019
<i>Notes:</i>					
2	9/10/16	Rose Bud Elementary will develop an IRI for all students in grades K-6th that show signs of reading difficulties and who score below proficient levels on state assessments and on instructional assessments. Instructional strategies and programs designed to meet the academic needs of individual students in each of the content areas will be reviewed and implemented through a collaborative effort among district staff and parent/guardian of each student. Parent signatures will be required on all IRI documents. Students not participating in the IRI plans may be retained.		Melissa Kirkpatrick	06/29/2019

<i>Notes:</i>					
<b>3</b>	9/10/16	Professional development relating to the curriculum standards and state assessments will be provided to building faculty.		Melissa Kirkpatrick	06/29/2019
<i>Notes:</i>					
<b>Implementation:</b>			06/01/2016		
<b>Evidence</b>	6/1/2016	A comprehensive K-12 grade curriculum which is aligned to standards, supported by research, delivered through effective instructional practices, and differentiated to meet the needs of all students. This is reviewed yearly and changes are made as needed based on multiple areas of assessment.			
<b>Experience</b>	6/1/2016	Teachers reviewed their curriculum maps against state standards. To ensure alignment, these plans were turned in and reviewed by the District's Instructional Specialist.			
<b>Sustainability</b>	6/1/2016	Teachers and administrators will monitor the curriculum and make changes in it based on a variety of assessment results.			

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Rose Bud School District has a compact between students, parents, staff, and administrators which outlines the responsibilities between students, parents, staff and administrators. This is located in the handbook which every student/family receives at the beginning of the school year or when enrolling in the school.	Limited Development 09/01/2015		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		Parents, teachers, and administrators will work together to develop a School/Parent Compact. This compact will be included in the Student Handbook which all students and parents receive.		Melissa Kirkpatrick	06/28/2019
Action(s)	Created Date		0 of 5 (0%)		
1	9/10/16	Title I funds will be allocated for the purchase of materials and supplies to facilitate parent involvement activities and resources for the Parent Center		Luke Lovins	06/29/2019
<i>Notes:</i>					
2	9/10/16	The Rose Bud School District will establish a parent center that will work collaboratively with individual school to publish information relating to Parent/Teacher Conferences, Annual Report to the Public, Open House and Parent Nights that will be scheduled during the school year. The Rose Bud Elementary Parent Center will be open daily to provide resources and information to parent/guardians and community members relating to the following: (A) Informational Packets (B) Parent Involvement Meetings (C) Volunteer Resource Book; (D) School's process for resolving parental concerns in handbook; (E) Seminars to inform the parents of high school students about how to be involved in decisions and scholarship opportunities; (I) Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; (J) Resources to help a parent assist in his or her child's learning; vocational/technical information.		Luke Lovins	06/29/2019
<i>Notes:</i>					

3	9/10/16	The Rose Bud Elementary School will update the Parental Involvement Plan by October 1, 2018. Updates of the plan will be completed through the collaboration of district administrators, teachers, parents, community representatives, and classified staff. Data will be collected throughout the school year to evaluate the effectiveness of the Parental Involvement plan, including data relating to the parental volunteers that provided assistance at Rose Bud Elementary during the current school year.		Christy English	10/01/2018
<i>Notes:</i>					
4	9/10/16	The Rose Bud Elementary School will provide resources for school and community-based preschool and private schools that focus on strategies to increase parental involvement. Information disbursed to parents will be made available in various languages reflecting the diverse student population.		Luke Lovins	06/29/2019
<i>Notes:</i>					
5	9/10/16	Rose Bud elementary staff will be encouraged to utilize the Volunteer Resource Book that provides information pertaining to the availability and areas of interest for each volunteer that will work within the schools during the school year.		Luke Lovins	06/29/2019
<i>Notes:</i>					
<b>Implementation:</b>			06/01/2016		
<b>Evidence</b>		6/1/2016 Parents, teachers, and administrators will work together to develop a School/Parent Compact. This compact is included in the Student Handbook which all students and parents receive.			

<p><b>Experience</b></p>	<p>6/1/2016</p> <p>142 parents completed and returned a parental survey on perceptions of the school. The answer choices were yes, no, and don't know. The following results were yielded: When I come to this school, signs help me find parking areas and the main office. 95%, 6%, 1% The school is clean and kept in good repair. 97%, 1%, 2% School bulletin boards and displays are up-to-date and attractive. 96%, 2%, 2% I am satisfied with the way the school included me in programs. 94%, 2%, 4% The school keeps me informed about school rules, classroom policies, and school schedules. 97%, 1%, 2% The school staff actively encourages parent and community involvement. 91%, 4%, 5% I feel welcome at this school. 97%, 1%, 2% When I come to the school, I receive prompt and friendly attention. 97%, 2%, 1%. When I call this school, staff is courteous and helpful on the phone. 98%, 1%, 1% This school provides useful information for parents and community members. 97%, 1%, 2% This school does a good job of communicating to limited-English speaking parents/community members. 85%, 4%, 11% School staff returns my phone calls promptly. 91%, 4%, 5% When volunteer at this school, feel appreciated. 76%, 1%, 23%</p>			
<p><b>Sustainability</b></p>	<p>6/1/2016</p> <p>Title I funds will be allocated for the purchase of materials and supplies to facilitate parent involvement activities and resources for the Parent Center</p>			



Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
HS04		The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students receive monthly classroom counseling sessions to address character education and drug/alcohol prevention programs. In addition, special programs and guest speakers are brought to the school to address character education issues.	Limited Development 09/01/2015		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Each grade level will continue to participate in the character education program, anti-bullying information, and the drug/alcohol awareness program.		Melissa Kirkpatrick	06/28/2019
Action(s)	Created Date		1 of 8 (12%)		
1	9/10/16	Instructional materials and supplies relating to topics in character education will be purchased for implementation within the Character Education Program provided to all students enrolled in grades K-6th at Rose Bud Elementary. Educational activities relating to drug and alcohol prevention will be incorporated into daily instruction during Red Ribbon Week.		Melissa Kirkpatrick	06/28/2019
<i>Notes:</i>					
2	9/10/16	Presentations will be scheduled for all students at Rose Bud Elementary School in topics relating to drug/alcohol awareness, conflict resolution, preventing violence, and creating a safe and drug free school environment. Informational resources corresponding to drug and alcohol awareness and prevention will be made available to parents in the Parent Resource Center.		Melissa Kirkpatrick	06/28/2019
<i>Notes:</i>					
3	9/10/16	Character education and drug prevention programs and services implemented during the school year will be evaluated through data analysis of office and discipline referrals and teacher discipline records. Sixth grade students will participate in the Arkansas Needs Assessment Survey. Data obtained from the survey will assist building faculty in identifying areas relating to drug and alcohol awareness and prevention		Melissa Kirkpatrick	06/29/2019
<i>Notes:</i>					

4	9/10/16	The Rose Bud School District will give families opportunities to learn about physical activity and healthy eating through educational materials sent home with students. The School Child Nutrition Program will provide opportunities for students and parents to be involved in providing feedback and planning school meals.		Bob Jackson	06/29/2019
<i>Notes:</i>					
5	9/10/16	Parents will be notified of activities related to the character education and drug prevention programs and services.		Melissa Kirkpatrick	06/29/2019
<i>Notes:</i>					
6	9/10/16	Provided Communicator Folders to be used by all teachers in grades K-6 to keep parents informed of student progress weekly.	Complete 08/10/2017	Melissa Kirkpatrick	09/19/2019
<i>Notes:</i>					
7	9/10/16	The Rose Bud Elementary School will publish information relating to Parent/Teacher Conferences, Annual Report to the Public, Open House and Parent Nights that will be scheduled during the 2017-2018 school year. The Annual Report to the Public will be held in September 2017.		Melissa Kirkpatrick	06/29/2019
<i>Notes:</i>					
8	9/10/16	Character education and drug prevention programs and services implemented during the school year will be evaluated through data analysis of office and discipline referrals and teacher discipline records. Sixth grade students will participate in the Arkansas Needs Assessment Survey. Data obtained from the survey will assist building faculty in identifying areas relating to drug and alcohol awareness and prevention		Melissa Kirkpatrick	05/22/2019
<i>Notes:</i>					
<b>Implementation:</b>			06/01/2016		
<b>Evidence</b>	5/31/2016	Open house, the Annual Report to the Public, and two parent teacher conferences days were held during the school year. The Parental Involvement Committee met twice during the school year. Each grade level uses weekly communicator folders to provide information to parents. Materials were purchased for the Character Education and Drug Awareness programs. To inform parents of the character education program, the school counselor sends home monthly news letters; information and resources for parents to help students at home with specific skills being focused on is included. Monthly calendars from the child nutrition department are sent home and contain nutrition and physical activity information. This information is also posted on the district website.			

<p><b><i>Experience</i></b></p>	<p>5/31/2016</p> <p>Results from the APNA given in the Fall 2014 indicated arise in student reporting the use of Inhalants and prescription pills. Plans for the 15-16 drug awareness and prevention program addressed this concern found in the data.</p> <p>Monthly classroom visits were conducted and the counselor addressed character education skills.</p> <p>Monthly calendars from the child nutrition department are sent home and contain nutrition and physical activity information. This information is also posted on the district website.</p>			
<p><b><i>Sustainability</i></b></p>	<p>5/31/2016</p> <p>Yearly, the school counselor and school administration will need to evaluate the program and review data and determine changes needed in the character education and drug prevention programs. Instructional materials and supplies will need to continue to be purchased yearly.</p>			