

## Comprehensive Progress Report

**Mission:** The Paragould School District aspires to welcome all students into a safe, caring, and exciting educational environment filled with enriched activities and opportunities. Ultimately, all graduates will be equipped with knowledge, confidence, and a pathway to attain their dreams beyond high school. Our vision will be achieved through accurate, honest, and timely communication, connecting students, teachers, administrators, parents and patrons.

**Vision:** In its ideal form, Oak Grove Elementary is a learning community in which every member (student, staff, teachers, administrator, parents, and community) is an active participant in a rigorous, enriching education that prepares our students to become well-educated, well-adjusted, productive, and actively contributing members of society.

**Goals:**

Student Statement #1: All students in need of remediation will be provided with activities that adequately address literacy deficiencies utilizing science of reading strategies focusing on the five essential elements of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Measurable Objective Statement: At least 80% of the students identified on the quarterly Edulastic Assessment as needing remediation through the Imagine Learning Literacy Remediation Pathway will advance to follow their Imagine Learning Individualized Learning Pathway for enrichment prior to the next scheduled Edulastic Assessment. Strategy Statement: Teachers/staff will utilize Imagine Learning resources during remediation time to provide targeted activities that address deficiencies in literacy.

Student Statement #2: All students in need of remediation will be provided with activities that adequately addresses math deficiencies. Measurable Objective Statement: At least 80% of the students identified on the quarterly Edulastic Assessment as needing remediation through the Imagine Learning Math Remediation Pathway will advance to follow their Imagine Learning Individualized Learning Pathway for enrichment prior to the next scheduled Edulastic Assessment. Strategy Statement: Teachers/staff will utilize Imagine Learning during remediation time to provide targeted activities that address deficiencies in mathematics.

Student Statement #3: Classroom walkthroughs will be used to support implementation of remediation and/or enrichment activities. Measurable Objective Statement: 50% of classroom walkthroughs will target the implementation of remediation and/or enrichment activities. Strategy Statement: Administrators will observe a minimum of 20 remediation and/or enrichment activities during the second semester.

Student Statement #4: Classroom walkthroughs will be used to support implementation of aspire science interim question review activities. Measurable Objective Statement: 25% of classroom walkthroughs will target the implementation of aspire science interim question review activities. Strategy Statement: Administrators will observe a minimum of 10 aspire science interim question review activities during the second semester.

Student Statement #5: Ongoing math department meetings will be utilized to help teachers familiarize themselves with aspire math interim questions while creating a bank of questions that can be utilized to enhance math instruction throughout the school year. Measurable Objective Statement: Create a minimum of 2 questions for each essential standard identified on interim assessments designed to capture the essential math content covered on each grade level interim. Strategy Statement: Teachers/staff will participate in monthly meetings to create a bank of math questions that can be utilized to enhance math instruction throughout the school year.

Student Statement #6: Extended learning time activities will be utilized to close achievement gaps. Measurable Objective Statement: The school will offer 40 hours per semester for extended learning activities. Strategy Statement: Teachers/staff will use extended learning activities to provide targeted instruction to address deficiencies in literacy and/or mathematics.

Student Statement #7: Ongoing literacy department meetings will be utilized to help teachers familiarize themselves with aspire literacy interim questions while creating a bank of questions that can be utilized to enhance literacy instruction throughout the school year. Measurable Objective Statement: Create a minimum of 2 questions for each essential standard identified on interim assessments designed to capture the essential literacy content covered on each grade level interim. Strategy Statement: Teachers/staff will participate in monthly meetings to create a bank of literacy questions that can be utilized to enhance literacy instruction throughout the school year.

! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			
	<b>IE06</b>	<b>The principal keeps a focus on instructional improvement and student learning outcomes.(57)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Instructional improvement and student learning outcomes have been monitored through standardized testing data. A more frequent and point in time focus needs to be in place, keeping a closer pulse on student learning to make needed adjustments for positive student outcomes.	Limited Development 10/28/2016		
<b>How it will look when fully met:</b>		A laser like focus on instructional improvement and student learning outcomes will be implemented. This will be driven by regular and structured focus on students' growth toward mastery on grade level skills.		<b>Tammy Edwards</b>	<b>05/22/2020</b>
<b>Actions</b>			<b>12 of 18 (67%)</b>		
	2/26/18	After ACT Aspire Science Interim assessment four, Mrs. Edwards will print trend data for all third and fourth grade students, sharing the data with teachers and discussing target areas to work on prior to the ACT Aspire assessment.	Complete 02/23/2018	Tammy Edwards	02/09/2018
	<i>Notes:</i>				
	2/26/18	After each ACT Aspire Science Interim assessment, Mrs. Edwards will discuss data with 3rd and 4th grade teachers, looking for patterns in skill deficit to focus instruction on.	Complete 02/22/2018	Tammy Edwards	02/22/2018
	<i>Notes:</i>				
	2/26/18	Mrs. Edwards will do a minimum of four classroom walk throughs in the fall semester; half of which will focus on remediation / enrichment time.	Complete 02/26/2018	Tammy Edwards	02/26/2018
	<i>Notes:</i>				
	12/12/16	Weekly grade level meetings will take place that focus on student learning. Student assessment data will be discussed and used to shape instruction and remediation.	Complete 05/24/2018	Tammy Edwards	05/24/2018
	<i>Notes:</i>				
	12/12/16	Mrs. Edwards will do a minimum of 4 Classroom Walk Throughs per semester to gather data concerning student and teacher engagement, questioning, instructional strategies, and time management.	Complete 05/24/2018	Tammy Edwards	05/25/2018

<i>Notes:</i>				
12/12/16	After each Edulastic and ACT Aspire Interim Assessment, data will be discussed to determine strengths and weaknesses on each objective and remediation focus will be determined based on individual classroom needs.	Complete 05/24/2018	Tammy Edwards	05/25/2018
<i>Notes:</i>				
10/10/18	After Edulastic Assessment #1, data will be discussed during grade level meetings, prescribed learning pathways assigned based on performance, and proficiency with remediation monitored and documented.	Complete 10/12/2018	Judy Harmon	11/15/2018
<i>Notes:</i>				
10/10/18	Mrs. Edwards will perform a minimum of four classroom walk throughs during the first semester with at least 50% occurring during remediation/enrichment/ACT Aspire Interim question review.	Complete 12/21/2018	Tammy Edwards	12/21/2018
<i>Notes:</i>				
10/10/18	After Edulastic Assessment #2, data will be discussed at grade level meetings, prescribed learning pathways assigned, and proficiency in remediation monitored and documented.	Complete 12/03/2018	Julie Wagner	01/15/2019
<i>Notes:</i>				
10/10/18	After Edulastic Assessment #3, data will be reviewed and discussed at grade level meetings, prescribed learning pathways assigned, and proficiency in remediation monitored and documented.	Complete 02/28/2019	Mala Weaver	02/26/2019
<i>Notes:</i>				
10/10/18	After Edulastic Assessment #4, data will be reviewed and discussed at grade level meetings, prescribed learning pathways assigned, and proficiency in remediation monitored and documented.	Complete 04/01/2019	Mala Weaver	04/01/2019
<i>Notes:</i>				
10/10/18	Mrs. Edwards will perform a minimum of four classroom walk throughs in the spring semester with at least 50% during remediation/enrichment/ACT Aspire Interim questions.	Complete 05/31/2019	Tammy Edwards	05/20/2019
<i>Notes:</i>				
7/11/19	After Edulastic Assessment #1, data will discussed during grade level meetings. Students will be assigned prescribed pathways in Imagine Math and Imagine Language & Literacy based on individual needs. Proficiency in remediation will be monitored and documented.		Tammy Edwards	10/15/2019
<i>Notes:</i> A matrix of student deficiencies and progress toward remediation will be created and updated weekly.				

7/11/19	After Edulastic Assessment #2, data will discussed during grade level meetings. Students will be assigned prescribed pathways in Imagine Math and Imagine Language & Literacy based on individual needs. Proficiency in remediation will be monitored and documented.		Tammy Edwards	11/15/2019
<i>Notes:</i>				
7/11/19	Mrs. Edwards will perform a minimum of 4 classroom walk throughs per classroom in the fall semester with at least 50% during remediation / enrichment times to gather data concerning student and teacher engagement, questioning, instructional strategies, and time management.		Tammy Edwards	12/18/2019
<i>Notes:</i> While the minimum is set at four times per semester, the intention is to double that frequency when possible.				
7/11/19	After Edulastic Assessment #3, data will discussed during grade level meetings. Students will be assigned prescribed pathways in Imagine Math and Imagine Language & Literacy based on individual needs. Proficiency in remediation will be monitored and documented.		Tammy Edwards	01/20/2020
<i>Notes:</i>				
7/11/19	After Edulastic Assessment #4, data will discussed during grade level meetings. Students will be assigned prescribed pathways in Imagine Math and Imagine Language & Literacy based on individual needs. Proficiency in remediation will be monitored and documented.		Tammy Edwards	03/01/2020
<i>Notes:</i>				
7/11/19	Mrs. Edwards will perform a minimum of 4 classroom walk throughs in each classroom with at least 50% during remediation / enrichment in the spring semester to gather data concerning student and teacher engagement, questioning, instructional strategies, and time management.		Tammy Edwards	05/19/2020
<i>Notes:</i> While the minimum is set at 4 per semester, the intention is to double that frequency when possible.				

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have completed our first year of targeted after school tutoring and have made good gains. However, we want to continue this effort, finessing the selection process to target students who are needing remediation in high priority skills necessary for grade level success. In addition, we want to re-evaluate student needs quarterly rather than at semester to make changes in after school tutoring enrollment more timely.	Limited Development 10/23/2014		
		Priority Score: 2                      Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		When this objective is fully met, we will have an after school tutoring program in place to serve students in Tiers 2 and 3 as determined by fall benchmarking and standardized test scores. Students will be grouped based on individual needs and unified scaled scores (literacy). Tutors will be hired to implement the program and will be paid out of Title I funding. Student intervention groups and programming will be adjusted according to progress monitoring data. By the end of the year, we should see growth in student learning as represented by standardized test data and spring benchmarking data.		Stephanie Elmore	05/15/2020
<b>Actions</b>			<b>12 of 19 (63%)</b>		
	3/23/15	Create a list of possible programs and activities that could be implemented as part of a free after school program.	Complete 03/27/2015	Wendy Blankenship	05/15/2015
	<i>Notes:</i>				
	3/30/16	Students will receive tiered interventions based on progress monitoring scores.	Complete 03/30/2016	Samantha Tilley	04/29/2016
	<i>Notes:</i>				
	12/12/16	At the conclusion of Winter Benchmarking, the RTI team will review the data and place students in Tier intervention groups as the data indicates. Before school and after school tutoring groups will be adjusted accordingly.	Complete 02/13/2017	Tammy Edwards	02/10/2017
	<i>Notes:</i>				
	3/23/15	Analyze the current programs and activities offered to students.	Complete 09/22/2017	Tammy Edwards	09/29/2017
	<i>Notes:</i>				

10/30/17	After School Tutoring groups will be restructured based on winter benchmarking, progress monitoring, and teacher observation of growth. New groups will be assigned to begin in January.	Complete 01/26/2018	Tammy Edwards	01/26/2018
<i>Notes:</i>				
3/30/16	Every student designated as Tier 3 as well as students with IRIs will be progress monitored bi-weekly or monthly, dependent upon their level of need.	Complete 05/24/2018	Stephanie Elmore	04/27/2018
<i>Notes:</i> Students will complete progress monitoring in the lab on scheduled rotations based on need.				
10/28/16	Progress monitor Tier 2 students monthly to monitor student growth.	Complete 05/24/2018	Kristina Moss	05/25/2018
<i>Notes:</i> As data is reviewed, programming will be adjusted as needed.				
10/10/18	Set up fall after school tutoring program. Secure tutors, snacks, and busing.	Complete 10/01/2018	Tammy Edwards	10/01/2018
<i>Notes:</i>				
10/10/18	Select students for fall after school tutoring program based on Renaissance STAR benchmarking and classroom teacher recommendation.	Complete 10/01/2018	Stephanie Elmore	10/01/2018
<i>Notes:</i>				
10/10/18	Select students for spring after school tutoring program based on Renaissance STAR benchmarking and teacher recommendation.	Complete 01/15/2019	Stephanie Elmore	02/04/2019
<i>Notes:</i>				
10/10/18	Set up spring after school tutoring program for students. Secure tutors, snacks, and busing.	Complete 01/16/2019	Tammy Edwards	02/04/2019
<i>Notes:</i>				
10/10/18	Collect and monitor data (attendance, growth) from after school tutoring program and look for correlations to standards proficiency.	Complete 05/30/2019	Kristina Moss	05/20/2019
<i>Notes:</i>				
7/11/19	Set up after school tutoring program for the fall semester, securing tutors, snacks, and busing.		Tammy Edwards	10/01/2019
<i>Notes:</i>				
7/11/19	Select students for fall semester after school tutoring program based on data from the most recent standardized assessment, Renaissance STAR fall benchmarking, and classroom teacher recommendation.		Stephanie Elmore	10/01/2019
<i>Notes:</i>				

7/11/19	Review after school tutoring student progress. Dismiss any students attaining adequate proficiency and add students in need of remediation.		Stephanie Elmore	11/08/2019
<i>Notes:</i>				
7/11/19	Select students for spring semester after school tutoring program based on Renaissance STAR Winter benchmarking, progress toward high priority standard proficiency on Edulastic Assessments, and classroom teacher recommendation.		Stephanie Elmore	01/15/2020
<i>Notes:</i>				
7/11/19	Set up after school tutoring program for the spring semester, securing tutors, snacks, and busing.		Tammy Edwards	01/15/2020
<i>Notes:</i>				
7/11/19	Review after school tutoring student progress. Dismiss any students attaining adequate proficiency. Add students needing remediation.		Stephanie Elmore	03/20/2020
<i>Notes:</i>				
7/11/19	Collect and monitor after school tutoring data (attendance / growth) and look for correlations to student proficiency.		Tammy Edwards	05/18/2020
<i>Notes:</i>				
<b>Implementation:</b>				
<b>Evidence</b>				
	10/28/2016 ASP sign up sheets			
<b>Experience</b>				
	10/28/2016 The committee discussed the possibility of additional programs. Recycling was added as an option.			
<b>Sustainability</b>				
	10/28/2016 We want to explore adding academic programs outside the school day.			

Core Function:		Classroom Instruction			
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions			
	IIID04	The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have grade level teams that meet weekly to discuss data and student progress. We need to have a much more focused approach and move beyond looking at the data to using the data to impact student learning. In addition, we have created a representative leadership team to help us to review our processes and implementation and keep us focused in one direction, working through any obstacles to impacting student learning. Our RTI team meets monthly to discuss teacher concerns, using data to help guide our decisions toward screening and referral for services as needed.	Limited Development 10/28/2016		
<i>How it will look when fully met:</i>		When this objective is fully met, our leadership team will meet regularly, at least monthly to review our process of gathering student data and progress monitoring. We will consistently use the data to make determinations about which students need Tier 2 or Tier 3 interventions and which students need enrichment. We will review progress monitoring and make adjustments in intervention programming as dictated by the student data. The data from Edulastic will be used to determine topics for remediation and for encouraging collaboration on successful instructional strategies. We will see evidence of the benefits of this focus on this year's standardized testing resulting in a growth in student mastery. Evidence that will indicate this objective is fully met will be through documented agendas, sign in sheets and minutes to our meetings as well as growth in student mastery scores.		Tammy Edwards	05/29/2020
<b>Actions</b>			<b>18 of 25 (72%)</b>		
	10/28/16	Establish a calendar of meeting dates for grade level and literacy / math teams. Upload the dates into Google Calendar.	Complete 09/02/2016	Tammy Edwards	09/23/2016
		<i>Notes:</i> At this time, the literacy and math teams will be scheduled to meet on Thursdays and Fridays (2:20-2:40) during the afternoon recess. Recognizing that the time frame is small, this may have to be adjusted to a different time. The reason for choosing this time is to accommodate the two teachers that teach two grade levels. Each grade level has a common pull out time, but the time differs for each grade level. For this reason, recess time seemed the logical option.			

10/28/16	Secure before and after school tutors for intervention groups.	Complete 10/14/2016	Tammy Edwards	10/17/2016
	<i>Notes:</i> The number of before and after school tutors will be based on student needs.			
10/28/16	Review ITBS and ACT Aspire Data and Fall Benchmarking Data to determine which students need Tier 2 and Tier 3 Interventions in Literacy and Math. Group students for interventions based on individual data.	Complete 11/04/2016	Kristina Moss	11/11/2016
	<i>Notes:</i> We will work through literacy first and get that up and running, since that is our area of greatest need. Then math will be addressed.			
12/12/16	Review student Winter Benchmarking Data (and applicable progress monitoring) to make determinations about Tier status and intervention adjustments as needed.	Complete 02/13/2017	Kristina Moss	02/13/2017
	<i>Notes:</i> The RTI team will review benchmarking data and place students into Tier intervention groups.			
10/28/16	Review progress monitoring monthly to make informed adjustments to intervention programming as the data dictates. Review Edulastic and ACT Aspire Science Interim data promptly after each Assessment, using the data to determine topics for remediation and facilitate collaboration among teachers to use successful instructional strategies.	Complete 05/24/2018	Tammy Edwards	05/19/2017
	<i>Notes:</i>			
10/30/17	Update the district Edulastic Matrix regarding remediation progress as students complete remediation.	Complete 05/04/2018	Tammy Edwards	05/04/2018
	<i>Notes:</i>			
10/10/18	Mrs. Edwards will build segments of time into the master schedule to allow highly trained paraprofessionals to provide Sunday System intervention for Tier 3 students and/or students displaying dyslexia markers daily.	Complete 09/04/2018	Tammy Edwards	09/01/2018
	<i>Notes:</i>			
10/10/18	Update RTI matrix to reflect incoming second graders.	Complete 09/28/2018	Dana Cox	09/30/2018
	<i>Notes:</i>			
10/10/18	The RTI team will develop a list of students being served in Tier 2 and Tier 3 (Fall Semester) and schedule designated time(s) and date(s) for progress monitoring to occur. Progress monitoring data will be collected every two weeks.	Complete 10/01/2018	Tammy Edwards	10/01/2018
	<i>Notes:</i>			
10/10/18	Literacy and Math teachers will assign prescribed learning pathways for all 3rd and 4th grade students based on Edulastic assessment data.	Complete 10/12/2018	Tammy Edwards	10/15/2018

<i>Notes:</i>				
10/10/18	Monitor prescribed learning pathways progression for 3rd and 4th grade students to make adjustments in instruction as needed.	Complete 10/26/2018	Wendy Blankenship	10/20/2018
<i>Notes:</i>				
10/10/18	Meet at least monthly to discuss students recommended to RTI.	Complete 11/16/2018	Dana Cox	11/15/2018
<i>Notes:</i>				
10/10/18	The RTI team will develop a list of students being served in Tier 2 and Tier 3 (Spring Semester) and schedule designated time(s) and date(s) for progress monitoring to occur. Progress monitoring data will be collected every two weeks.	Complete 04/01/2019	Tammy Edwards	04/01/2019
<i>Notes:</i>				
10/10/18	Monitor progress monitoring data on Tier 2 and Tier 3 kids and make adjustments as needed.	Complete 04/26/2019	Tammy Edwards	05/01/2019
<i>Notes:</i>				
5/28/19	All 3rd and 4th grade literacy teachers will attend 3 days of Rise Academy professional development in June 2019.	Complete 07/11/2019	Tammy Edwards	06/10/2019
<i>Notes:</i>				
5/28/19	All 3rd and 4th grade teachers and other certified teachers not assigned to teach literacy will attend one day of professional development in the Science of Reading during June.	Complete 07/11/2019	Tammy Edwards	06/10/2019
<i>Notes:</i>				
5/28/19	All second grade teachers will attend 6 days of the Science of Reading professional development prior to the beginning of the 2019-2020 school year.	Complete 07/11/2019	Tammy Edwards	06/12/2019
<i>Notes:</i>				
7/11/19	Mrs. Edwards will build segments of time into the master schedule to allow highly trained paraprofessionals to provide Sunday System intervention daily for Tier 3 students and/or students displaying dyslexia markers.	Complete 08/15/2019	Tammy Edwards	08/13/2019
<i>Notes:</i>				
7/11/19	Update the RTI Matrix to reflect incoming second graders and transfers.		Dana Cox	09/30/2019
<i>Notes:</i>				
7/11/19	The RTI team will develop a list of students being served in Tier 2 and Tier 3 (Fall Semester) and schedule designated times and dates for progress monitoring to occur. Progress monitoring data will be collected every two weeks.		Susie Farley	10/01/2019

<i>Notes:</i>			
7/11/19	Monitor progress monitoring data on Tier 2 and Tier 3 students and make adjustments as needed.		Tammy Edwards 01/10/2020
<i>Notes:</i>			
7/11/19	The RTI team will develop a list of students being served in Tier 2 and Tier 3 (Spring Semester) and schedule designated times and dates for progress monitoring to occur. Progress monitoring data will be collected every two weeks.		Susie Farley 01/15/2020
<i>Notes:</i>			
7/11/19	Literacy and math teachers will assign prescribed learning pathways for all students based on Edulastic assessment data.		Wendy Blankenship 04/01/2020
<i>Notes:</i>			
7/11/19	Monitor prescribed learning pathways progression in literacy and math, making adjustments in instruction as needed.		Wendy Blankenship 05/20/2020
<i>Notes:</i>			
7/11/19	Meet monthly with RTI team to discuss students recommended to RTI.		Kristina Moss 05/20/2020
<i>Notes:</i>			

Core Function:		Conditions for Learning			
Effective Practice:		Meet the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed			
CL12		All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5197)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers work the best they can with their understanding of diversity. We need to increase our knowledge of cultural differences and how to embrace them and accommodate them in the classroom during instruction. During the 2016-17 school year, we made great strides in increasing our understanding of the Marshallese culture, though we still need to increase our knowledge and find ways to connect with our ELL families.	Limited Development 10/28/2016		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Teachers will embrace cultural diversity represented in our school and continually work to learn more about the cultures and instructional needs in the classroom. As a school we will make a concerted effort to connect with our culturally and linguistically diverse families, helping them to feel not only welcome but valued members of our OGE family. In addition, we will establish regular communication and offer assistance in areas needed.	<b>Objective Met 08/16/18</b>	<b>Tammy Edwards</b>	<b>05/11/2018</b>
<b>Actions</b>					
4/4/17	Provide specific professional development for faculty and staff on the Marshallese culture. Mrs. Danielle Honeycutt will come to speak to the faculty in February. We will complete PD from IDEAS portal on the Marshallese culture (A New Island: The Marshallese in Arkansas).	Complete 02/13/2017	Tammy Edwards	02/13/2017	
<i>Notes:</i>					
4/4/17	Complete a cultural assessment (OCAI: Organizational Cultural Assessment Instrument) with the faculty and discuss our organizational culture and how that affects student learning.	Complete 02/28/2017	Tammy Edwards	02/28/2017	
<i>Notes:</i>					
12/12/16	Volunteer grade level representatives will ride an afternoon bus route to see the neighborhoods where our students are living. The volunteers will develop a short narrative describing the experience and the impact it has/will have on their teaching.	Complete 02/26/2018	Tammy Edwards	04/27/2018	
<i>Notes:</i>		This will be on a voluntary basis, as afternoon bus routes extend past the contracted day. Teachers may also opt to take the school van to do a drive around so that it is not a recognizable school affiliated vehicle.			

10/27/17	We will schedule at least two parent education classes / seminars, inviting parents to attend to learn how to help their students with academics (giving step by step instructions on how to navigate the Eureka instructional videos) and assistance in community resources available.	Complete 05/24/2018	Kristina Moss	05/04/2018
<i>Notes:</i> The timing and topic of the classes will be driven by parent requests and needs.				
12/12/16	Work with Mrs. Dannielle Honeycutt to see that important information such as notes from the office translated into Spanish.	Complete 05/24/2018	Kristina Moss	05/18/2018
<i>Notes:</i> Any notes concerning holidays or schedule changes will be translated.				
<b>Implementation:</b>		08/16/2018		
<b>Evidence</b>	8/16/2018 Professional development on Marshallese population; guest speaker Danielle Honeycutt; immersion of ALE into our school culture (master schedule, special events).			
<b>Experience</b>	8/16/2018 As a faculty, we had a burden for the immersion of our growing ELL population as well as our ALE students. We worked together and involved others with expertise (Danielle Honeycutt) in our actions to embrace our diversity and increase our 'family' atmosphere.			
<b>Sustainability</b>	8/16/2018 We will continue to strive in this area, however we are going to select indicator SE02 as a better fit (more fine tuning) of what we are now moving toward accomplishing.			

Core Function:		Student-Focused Learning			
Effective Practice:		Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			
	SE02	All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, our school counselor presents guidance lessons on character traits and social / emotional skills once every other week with each classroom and teachers do what they can to use the same language and help reinforce those skills. However, this is not nearly enough to impact the struggles students are encountering. Teachers use Dojo to communicate good and poor behavior choices to parents (point in time). We have monthly selections of 'Students of the Month' who display exceptional character. Teachers reward students with Dojo percentages of 90% or above weekly with Fun Friday (an extra recess).	Limited Development 08/16/2018		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:		The number of discipline referrals will significantly decrease. Student attendance will increase. The overall atmosphere of our school will be respectful (students taking responsibility for their actions, displaying good character - even when no one is looking, increase in students' social problem solving skills, increase in positive socialization skills, increase in positive student display of life skills, increase in school spirit and excitement about being in school). In addition, we will see and feel a vast increase in teacher and student morale.		Judy Harmon	05/29/2020
Actions			12 of 15 (80%)		
10/10/18		Have a kick-off pep rally to motivate students and inform them of expectations and opportunities for academic and character growth.	Complete 08/23/2018	Stephanie Elmore	08/23/2018
Notes:					
10/10/18		Implement Respectful Rams program - blue respectful rams slips added to a daily drawing (accumulated over the quarter and across the year).	Complete 09/04/2018	Tammy Edwards	09/01/2018
Notes:					
10/10/18		Utilize student seating choice in the cafeteria to promote social skills and relationships.	Complete 09/14/2018	Tammy Edwards	09/15/2018
Notes:					

10/10/18	Teachers will model positive respect and social skills for reinforcement by having lunch in the lunchroom with students.	Complete 09/28/2018	Julie Wagner	09/25/2018
<i>Notes:</i>				
10/10/18	Implement quarterly respectful behavior celebrations. Qualifying criteria = no office referrals, 70% or higher average on Dojo for the quarter, and no unattempted work .	Complete 10/26/2018	Tammy Edwards	10/26/2018
<i>Notes:</i>				
10/10/18	Implement quarterly celebrations to promote attendance, achievement, and good behavior - including recognition of perfect attendance, AR goal achievement.	Complete 10/26/2018	Stephanie Elmore	11/01/2018
<i>Notes:</i>				
1/17/19	Mrs. Stephanie will target one character trait to focus on monthly. During morning announcements, students will be given examples of what the character trait looks like. They will be encouraged to emulate the trait throughout the day. In addition, Mrs. Stephanie will share daily inspirational quotes that support the targeted character trait.	Complete 12/10/2018	Stephanie Elmore	12/15/2018
<i>Notes:</i>				
10/10/18	Create and distribute social / emotional learning booklets to all students with brief daily activities to help support our goal of improving discipline and teaching students how to handle and work through conflict.	Complete 03/26/2019	Tammy Edwards	03/01/2019
<i>Notes:</i> Upon district level approval, Mrs. Edwards will purchase PATHS program social/emotional kits for each classroom teacher as well as the counselor. PATHS was not approved at this time. We have adjusted to reach the same intended goal without losing instructional time.				
10/10/18	Teachers will use our social / emotional booklets as a resource to address various topics weekly.	Complete 03/26/2019	Tammy Edwards	03/01/2019
<i>Notes:</i>				
7/11/19	Have a kick-off pep rally to motivate students and inform them of expectations and opportunities for academic and character growth.	Complete 08/30/2019	Stephanie Elmore	08/15/2019
<i>Notes:</i>				
7/11/19	Implement morning music to precede announcements that is of an encouraging, motivating, kind nature.	Complete 08/14/2019	Tammy Edwards	08/15/2019
<i>Notes:</i>				
7/11/19	Continue to utilize student seating choice in the cafeteria to promote social skills and relationships.	Complete 08/15/2019	Tammy Edwards	08/20/2019
<i>Notes:</i>				

7/11/19	Mrs. Stephanie will target one character trait each month to focus on. During announcements, students will be encouraged to emulate the trait throughout the day, as well as to report when they've seen others emulating it. In addition, Mrs. Stephanie will share daily inspirational quotes.		Stephanie Elmore	05/20/2020
<i>Notes:</i>				
7/11/19	Implement quarterly Respectful Rams behavior celebrations based on the following criteria: No office or bus referrals; No unattempted work; dojo percentage.		Tammy Edwards	05/20/2020
<i>Notes:</i>				
7/11/19	Continue implementation of Respectful Rams program. Respectful Rams slips will be added to a daily drawing (accumulated over the quarter and across the year). Emphasis this year will be on 'doing the right thing even when no one is looking' (moving away from seeking recognition for doing right).		Stephanie Elmore	05/20/2020
<i>Notes:</i>				
<b>Implementation:</b>		04/04/2019		
<b>Evidence</b>	4/4/2019 The number of discipline referrals has decreased significantly this year. Our building has a common language and understanding of what respect looks like, sounds like, and feels like. District faculty outside our building (such as SPED Director) has made a point to tell me how she loves to come into our building because our staff and students are so respectful and have such good manners (speaking to each other in a positive way, making eye contact, welcoming visitors, encouraging each other).			
<b>Experience</b>	4/4/2019 This was a much needed objective for our building in order to bring our building back into a culture of respect. The entire faculty and staff bought into this focus this school year and we have seen tremendous improvement.			
<b>Sustainability</b>	4/4/2019 We will need to maintain our efforts to highlight respectful rams, to encourage kindness, and to promote respect for self and others through daily/weekly mini lessons and activities.			