



Comprehensive Progress Report

Mission:

Goals:




 Past Due Actions		 KEY Indicator				
Core Function:	School Leadership and Decision Making					
Effective Practice:	Establishing 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
Initial Assessment:				Full Implementation 12/09/2016		
		Priority Score: 0	Opportunity Score: 0	Index Score: 0		
How it will look when fully met:						
Action(s)	Created Date					
Implementation:						
Evidence						
Experience						
Sustainability						

ID02		All teams have written statements of purpose and by-laws for their operation.(37)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Team structures are described in Policy 5.4--School Improvement Teams, which has been approved by the school board. The leadership team has established bylaws and roles and responsibilities. Each team must have agendas, minutes, and sign in sheet. Norms have been established for each team.	Limited Development 09/18/2012		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		Team meetings are established as follows: Grade level PLCs on Tuesdays, grade level planning on Thursdays, leadership on Wednesdays, building-wide PLCs bi-weekly, and executive meetings on Mondays. Parent Advisory team will meet monthly. All meetings will have a purpose, agenda, minutes, and sign in sheets.	Objective Met	Mary Hayden	05/26/2017
Action(s)	Created Date		5 of 5 (100%)		
1	1/23/13	Teams will establish norms.	Complete 03/24/2017	Kehila Gardner	12/07/2016
<i>Notes:</i> Team norms are posted on the wall in the meeting room.					
2	1/23/13	Site leadership, grade level PLC, and building-wide PLC meetings will have written agendas, goals, objectives and accountability for outcomes.	Complete 03/27/2017	Mary Hayden	05/26/2017
<i>Notes:</i> Each team routinely has agendas, sign-in sheets, and minutes.					
3	1/23/13	Teams will have sign in sheets.	Complete 03/24/2017	Mary Hayden	06/01/2016
<i>Notes:</i> Sign in sheets for PLC's and parent advisory committee meetings can be found in each chairperson's notebook and/or in a Dropbox.					
4	1/23/13	Teams will keep minutes of the meeting.	Complete 03/24/2017	Mary Hayden	06/01/2016
<i>Notes:</i> Team minutes for PLC's can be found in a notebook in the meeting. Parent Advisory committee meetings minutes can be found in Parent Facilitator's room.					
5	12/12/16	This process will be monitored by the principal.	Complete 03/24/2017	Mary Hayden	12/08/2016
<i>Notes:</i>					
Implementation:					

<i>Evidence</i>					
<i>Experience</i>					
<i>Sustainability</i>					
ID03		All teams operate with work plans for the year and specific work products to produce.(38)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The team concurrently addresses concerns as related to data driven decision making. Teaming, collaboration, leadership capacity, etc. Our ultimate goal is student growth and achievement. Issues related to equitable accountability for school, community, staff and students need further consideration to develop plans and goals.	Limited Development 12/09/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Implementation:</i>					
<i>Evidence</i>					
<i>Experience</i>					
<i>Sustainability</i>					
ID04		All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Full Implementation 10/13/2015		
		Priority Score: 0 Opportunity Score: 0	Index Score: 0		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Implementation:</i>					
<i>Evidence</i>					
<i>Experience</i>					
<i>Sustainability</i>					
ID05		The principal maintains a file of the agendas, work products, and minutes of all teams.(41)	Implementation Status	Assigned To	Target Date

Initial Assessment:		Staff PLC teams are developing, submitting, and implementing lesson plans on a weekly basis. Agendas, minutes, and work products are adhered to consistently. The same type of attention needs to be given during weekly planning sessions. Forthcoming products will be kept on file.	Limited Development 12/09/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Each grade level will submit documentation of each meeting to maintain in a digital file.		Mary Hayden	05/31/2016
Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					
ID07		A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)			
		Implementation Status			Assigned To
Initial Assessment:			Full Implementation 11/30/2015		
		Priority Score: 0	Opportunity Score: 0	Index Score: 0	
How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff.(43)			
		Implementation Status			Assigned To
Initial Assessment:			Full Implementation 12/09/2016		
		Priority Score: 0	Opportunity Score: 0	Index Score: 0	

How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
<i>Evidence</i>					
<i>Experience</i>					
<i>Sustainability</i>					
 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)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At the beginning of each school year, members of the leadership team facilitate as teachers disaggregate the Benchmark test results and create Academic Improvement Plans based on the results. Quarterly ACTAspire (formative assessments) and Classworks (computer based assessment) are examined for remediation and intervention purposes. Student work is examined twice each month during grade level (PLC) meetings. Classroom Walk-through data and Focus Walk data is analyzed and individual plans are created for teachers based on need. Continual tracking procedures and follow-ups for each teacher's needs should be created for ongoing school improvement efforts. The teacher evaluation data should drive individual professional development needs.	Limited Development 10/16/2012		
		Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:		The leadership team will conduct classroom walkthroughs and examine ACTAspire data during weekly team meetings. The team will analyze data to find strengths and weaknesses. The principal will have a scheduled time during PLC meetings to share findings with each PLC group. Professional development will be recommended based on the data collected (peer observations, video learning, small group professional development, etc).		Mary Hayden	06/01/2017
Action(s)	Created Date		0 of 4 (0%)		
1	2/13/13	The executive team will plan professional development to address the targeted areas or areas of deficiency.		Mary Hayden	06/01/2017
Notes:		After Focus Walks are conducted, the executive team provides immediate feedback to the teachers. The executive team also provides professional development for areas of weaknesses.			

2	2/13/13	The executive team in conjunction with the instructional teams will examine CWT data to determine areas of teaching and learning that need improvement.		Mary Hayden	06/01/2017
Notes: The executive team provides immediate feedback by using the classroom walk-through feedback form.					
3	2/13/13	The leadership team in conjunction with the instructional teams will examine ACTAspire data to determine areas of teaching and learning that need improvement.		Mary Hayden	06/01/2017
Notes: The leadership team and the instructional team meet during PLC to analyze the data from the ACTAspire. After analyzing the data both teams decided to pull released items from the ACTAspire Interim test for the students to practice. The items chosen were pulled from areas of weaknesses in literacy and math.					
4	2/13/13	The executive team will conduct classroom walk-throughs daily.		Mary Hayden	06/01/2017
Notes: Immediate feedback is given to the teachers by using the classroom walk-through form.					
Implementation:					
Evidence					
Experience					
Sustainability					
ID11			Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)		
Initial Assessment:			Implementation Status	Assigned To	Target Date
			Full Implementation 12/09/2016		
			Priority Score: 0	Opportunity Score: 0	Index Score: 0
How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					

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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently meeting within the school day approximately one hour per week and one hour after school each week. We are requesting that one day of scheduled staff development time be allotted to Instructional Team Meeting.	10/16/2012		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers on grade level will meet 1/2 day monthly, excluding the month of December to plan cross-curricula common core lessons. Teachers will agree upon books and other materials that will be used in the specified teaching unit. Other materials will be decided on and gathered for the lessons. This will result in a comprehensive, yet flexible unit lesson plan that integrates all subject areas.	Objective Met 03/27/2017	Mary Hayden	08/26/2013
Action(s)	Created Date				
1	2/27/13	Teams will monitor the progress of the students in the grade level.	Complete 03/27/2017	TEACHERS	12/20/2013
		Notes: Each grade level team analyze student focus skill, unit test, and ACTAspire interim assessment data			
2	2/27/13	Teacher teams will be given time to plan and monitor the parts of the system for which they are responsible.	Complete 03/27/2017	Teachers	08/26/2013
		Notes: Teachers meet every Tuesday to discuss focus skills, unit test, and ACTAspire Interim assessment data. Teachers meet every Thursday to plan for instruction.			
3	2/27/13	Teachers teams by grade level will meet 1/2 day monthly to develop instructional strategies aligned to the standard based curriculum.	Complete 03/27/2017	TEACHERS	06/30/2014
		Notes: Teachers will meet bi-weekly during after-school PLC to develop instructional strategies aligned to the standard based curriculum.			
4	2/27/13	The principal will give approval and set the dates for the grade level meetings.	Complete 03/27/2017	Teachers	08/26/2013
		Notes: Grade level PLC's will be held every Tuesday. Grade level planning time will be held every Thursday.			
<i>Implementation:</i>			03/27/2017		
<i>Evidence</i>		3/27/2017 Minutes are distributed via email to each team member immediately after the meeting.			

Experience	3/27/2017 An agenda and sign-in sheets are created and distributed for the PLC's and the Grade Level Planning prior to the meetings.			
Sustainability	3/27/2017 We will continue to use agenda and sign-in sheets weekly for documentation.			

Core Function:	School Leadership and Decision Making
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Effective Practice:	Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction
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IE05		The principal participates actively with the school's teams. (56)			
			Implementation Status	Assigned To	Target Date
Initial Assessment:			Full Implementation 12/09/2016		
		Priority Score: 0	Opportunity Score: 0	Index Score: 0	
How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					

IE06		The principal keeps a focus on instructional improvement and student learning outcomes.(57)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Principal's focus on instructional improvement and student learning outcomes is evident by her willingness to delegate certain tasks to instructional facilitators to be of assistance in situations where time and scheduling will not permit the principal to be physically present.	Limited Development 11/06/2012		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The principal is highly visible throughout the school. The Principal and shared leadership is constantly monitoring the standards, curriculum, assessments, and student data. The principal along with shared leadership sets short and long term measurable goals to work toward continued school improvement. Evidence to show this objective is met would be classroom observations, focus walks, CWT's, reports and team meetings along with accountability reports to the district board meeting.	Objective Met	Mary Hayden	06/01/2017
Action(s)	Created Date		4 of 4 (100%)		
1	2/6/13	Leadership Team will analyze student achievement data including: summative standardized test data, NWEA, TLI, student work and common teacher assessments.	Complete 03/27/2017	Mary Hayden	06/20/2014
		<i>Notes:</i> Every Tuesday the teachers meet during PLC to analyze Focus skills, unit test, and ACTAspire Interim Assessment data.			
2	2/6/13	Leadership Team will analyze CWT, focus walks, and classroom observation reports.	Complete 03/27/2017	Mary Hayden	06/20/2014
		<i>Notes:</i> The executive team analyzes focus walks, CWT, and classroom observation data weekly.			
3	2/6/13	Leadership Team will use academic and behavioral data to set long and short-term goals	Complete 03/27/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> The leadership team uses academic data to provide positive feedback and awards to the students. The leadership team uses behavioral data to help support PBIS.			
4	2/6/13	Leadership Team will analyze perceptual data including discipline data and parent and staff surveys.	Complete 03/27/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> The leadership team analyzes discipline data and provides positive feedback through PBIS. The leadership team analyzes the climate survey data to establish a positive school climate.			
Implementation:					

<i>Evidence</i>					
<i>Experience</i>					
<i>Sustainability</i>					
IE07		The principal monitors curriculum and classroom instruction regularly.(58)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Because of time and scheduling restraints, the Principal's ability to monitor curriculum and classroom instruction regularly is sorely limited. This indicator could be easily addressed if instructional facilitators and other key staff members are allowed to be of assistance.	Limited Development 11/06/2012		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The principal is highly visible and leads the effort and maintains vigilance toward the targeted, measurable goals by conducting regular classroom observations (as much as 40%), analyzing student work and student data, and providing PD for specific skills.	Objective Met 03/27/2017	Mary Hayden	03/04/2013
Action(s)	Created Date				
1	2/6/13	The principal and facilitators will prepare a one-page summary of the observation within 24 hours.	Complete 03/27/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> The executive team, which consist of the principal, asst. principal, School Improvement Specialist (SIS), and facilitators will provide immediate feedback to the teachers within 24 hours.			
2	2/6/13	The principal/Facilitators will conduct 3-4 classroom observations weekly.	Complete 03/27/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> The executive team conducts daily classrooms observations.			
3	2/6/13	The principal/Facilitators will conduct informal conferences with the observed teacher.	Complete 03/27/2017	Mary Hayden	06/01/2017

Notes: The executive team conducts informal conferences immediately following the walk-through.				
Implementation:		03/27/2017		
Evidence	3/27/2017 The executive team keeps a copy of the completed walk-through form. A copy is also given to the teacher.			
Experience	3/27/2017 The principal created a schedule and a walk-through form for the executive team to conduct walk-throughs.			
Sustainability	3/27/2017 The executive team will continue to follow the schedule and the form that was given by the principal.			
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)			
		Implementation Status	Assigned To	Target Date
Initial Assessment:		Full Implementation 12/09/2016		
		Priority Score: 0 Opportunity Score: 0 Index Score: 0		
How it will look when fully met:				
Action(s)	Created Date			
Implementation:				
Evidence				
Experience				
Sustainability				

IE09		The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Protecting instructional time. She plan activites around instruction	Limited Development 10/16/2012		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The principal will conduct focus walks, classroom walk-throughs, and formal and informal observations to assess what improvements need to be made within classrooms. She will ensure that instructional time is totally protected (no intercoms and limited interruptions such as phone calls). The principal will provide constant, immediate feedback and hold teacher conferences on instructional performance. School-wide and outside professional development will be provided for staff as well as job embedded professional development. She will provide resources and support for teachers to help with improvement and will monitor for immediate change and implementation of newly learned skills. Evidence will be found in professional development documentation, professional growth plans, CWT reports, evaluation feedback e-mails, and PLC minutes.	Objective Met 03/27/2017	Mary Hayden	01/15/2014
Action(s)	Created Date				
1	2/13/13	The principal will conduct focus walks, classroom walk-throughs, and formal and informal observations to assess what improvements need to be made within classrooms.	Complete 03/27/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> Focus walks, CWT's, formal and informal observations are conducted daily by the principal.			
2	2/13/13	The principal will provide constant, immediate feedback and hold teacher conferences on instructional performance.	Complete 03/27/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> The principal provides immediate feedback through class room walk-throughs daily. The principal holds formal and informal observations with the teachers to monitor student performance.			
3	2/13/13	School-wide and outside professional development will be provided for staff as well as job embedded professional development.	Complete 03/27/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> The staff members are provided with professional development during after-school PLC's bi-weekly. Professional development is provided to staff through out the year as needed.			
4	2/13/13	The principal will monitor for immediate change and will hold teachers accountable for the implementation of newly learned skills.	Complete 03/27/2017	Mary Hayden	06/01/2017

		Notes: The principal monitors teachers through class room walk-throughs. Immediate feedback is given to teachers on the effectiveness of the strategies.			
5	2/13/13	The principal will make parents aware of student tardiness and absentees by sending a letter home to parents and by the use of the automated voice system.	Complete 03/27/2017	Mary Hayden	06/01/2017
		Notes: The principal provides feedback to parents through a memo of tardiness and absentees.			
Implementation:			03/27/2017		
Evidence		3/27/2017 The principal keeps a walk-through form for her records and a walk-through form is given to the teacher for their records.			
Experience		3/27/2017 The principal provides feedback to teachers by using the classroom walk-through form.			
Sustainability		3/27/2017 The principal will continue to conduct walk-throughs daily and provide immediate feedback using the form.			
IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)		Implementation Status	Assigned To	Target Date
Initial Assessment:	There is no evidence		10/16/2012		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	A high percentage of students will be rewarded or recognized for academic excellence as well as positive behavior on a regular basis (bi-weekly, monthly, quarterly.) Teachers efforts are recognized by sharing leadership roles, public acknowledgement, private praise, and encouragement (daily shout-outs, weekly, monthly.		Objective Met 03/28/2017	Mary Hayden	05/15/2014
Action(s)	Created Date				
1	2/27/13	The Positive Behavior Intervention System rewards student behavior on a daily basis by awarding participants with Class Dojo Points. The points can be used to purchase items, attend field lessons, and admission to school events. Celebrations for those students receiving points are held each month.	Complete 03/28/2017	Lillie Sexton	06/01/2017

		<i>Notes:</i> The Positive Behavior Intervention System (PBIS) rewards students with good behavior. The tickets have been replaced by Dojo points. Dojo is an online behavior system that the teachers use to award good behavior. The points can be used to purchase items, attend field lessons, and admission to school events.			
2	2/27/13	Academic medals are presented in a quarterly awards ceremony to honor roll students.	Complete 03/28/2017	Anterica Baylark	06/01/2017
		<i>Notes:</i> The awards are given to students on the principal's list, A-B honor roll, good behavior, citizenship, and academic growth from the ACTAspire assessments.			
3	2/27/13	Students of the month are recognized monthly for academic achievement and positive behavior. They are recognized on a school bulletin board, in the newspaper, and the school newsletter.	Complete 03/28/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> Students name and picture are placed on the school bulletin board in the hallway for recognition of academic achievement and good behavior. The students' name is also placed in the local newspaper and school newsletter.			
4	2/27/13	Staff will submit shout outs for positive actions related to academics and behavior for both students and staff.	Complete 03/28/2017	All Staff	06/01/2017
		<i>Notes:</i>			
5	2/27/13	An academic wall of fame will be established. Data from ACTAspire assessments will be used to update the wall quarterly.	Complete 03/28/2017	Instructional Facilitators	06/01/2017
		<i>Notes:</i> An Academic Wall of Fame will feature students that made substantial academic growth and/or moved from one level to the next on the ACTAspire Interim assessments.			
6	2/27/13	Teachers are recognized by the superintendent and/or principal in the local newspaper, district website, board meetings, and/or school announcements for outstanding effort on a monthly basis.	Complete 03/28/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> Teachers are recognized monthly for outstanding efforts and accomplishments.			
7	2/27/13	Teachers, students and/or parents are recognized by the superintendent at monthly school board meetings.	Complete 03/28/2017	superintendent	06/01/2017
		<i>Notes:</i> The superintendent of schools recognizes teachers, students, and parents at monthly school board meetings.			
Implementation:			03/28/2017		

Evidence	3/28/2017 Pictures of the students, parents, teachers, and principals are placed in the local newspaper and/or on the school website.			
Experience	3/28/2017 Various members throughout the professional learning community give information and input towards identifying recipient recognition, i.e., superintendent, executive team, leadership team, school counselor, teachers, paraprofessionals, and parents.			
Sustainability	3/28/2017 A paraprofessional and parent volunteer work together as a team to post names and photos for monthly recognition.			

Core Function:	School Leadership and Decision Making
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Effective Practice:	Aligning classroom observations with evaluation criteria and professional development
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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)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal and the instructional facilitators conduct classroom walkthroughs with classroom teachers but has been unable to share results which was done in the PLCs in the past.The walkthroughs show the strengths and weaknesses which will help to narrow the focuses for professional development.	Limited Development 11/19/2012		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:		A principal lead team will be organized to do classroom walkthroughs. The team will analyze data to find strengths and weaknesses. The principal will have a scheduled time during PLC meetings to share findings with each PLC group. Professional development will be recommended based on the data collected(peer observations, video learning, small group professional development,etc).	Objective Met	Mary Hayden	06/01/2017
Action(s)	Created Date		5 of 5 (100%)		
1	1/23/13	Classroom walkthroughs will be done.	Complete 03/28/2017	Mary Hayden	06/01/2017
		Notes: Classroom walkthroughs are being conducted weekly.			
2	1/23/13	Analyze data from classroom walkthroughs.	Complete 03/28/2017	Mary Hayden	06/01/2017
		Notes:			
3	1/23/13	Share the findings with each PLC group.	Complete 03/24/2017	Mary Hayden	06/01/2017

		<i>Notes:</i> The principal will share the findings of the results to the teachers during grade level PLC's and/or staff afterschool PLC.			
4	1/23/13	Professional development will be recommended based on the data findings.	Complete 03/24/2017	Mary Hayden	06/01/2017
		<i>Notes:</i> The staff will be given professional development on areas of weakness.			
5	3/28/17	Professional development will be monitored by the executive team to check for strengths and weaknesses. In professional growth areas, the professional development will support their weaknesses and continue their strengths.	Complete 03/28/2017	Mary Hayden	03/28/2017
		<i>Notes:</i> The executive team will conduct walk-throughs weekly. The team will share data and decide where strengths and weaknesses are. The team offers support where needed. The facilitators are modeling and coaching. The principal and asst. principal uses the information from the professional growth plan to support growth.			
Implementation:					
Evidence					
Experience					
Sustainability					

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
Initial Assessment:		Currently individual teams or groups have been meeting informally to discuss areas of need. The principal has met individually with people to discuss areas of need in classrooms. We would like to formalize this process to develop meaningful Professional Development for the school community.	09/18/2012		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		The principal would collect data from CWT's, focus walks, formal and informal observations .Data and observations are analyzed by the leadership team. The Leadership team will categorize and prioritize the data for individual teachers needs. Staff development will be designed according to the needs of the staff. This objective will be fully met when you see principal summary reports from the data, leadership team review minutes, professional development in PLC's, and professional development documentation forms.	Objective Met 03/31/2017	Mary Hayden	06/01/2017
Action(s)	Created Date				
1	2/20/13	Professional Development will be designed according to teacher needs.	Complete 03/28/2017	Mary Hayden	06/01/2017
		Notes: The principal will assign professional development to teachers in their areas of weakness.			
2	2/20/13	Catagorize and prioritize data in leadership team meetings.	Complete 03/28/2017	Mary Hayden	06/01/2017
		Notes:			
3	2/20/13	The principal will collect data from CWT's, Focus Walks, formal and informal observations.	Complete 03/28/2017	Mary Hayden	06/01/2017
		Notes: The principal created a classroom walk-through form for the executive team to use. The executive team conducts a walk-through to look for areas of strengths and weaknesses.			
4	3/28/17	The executive team will monitor the implementation of professional development through cwt's, focus walks, and classroom walk-throughs.	Complete 03/31/2017	Mary Hayden	03/31/2017
		Notes: The principal created a walk-through form for the executive team to use to monitor the teachers strengths and weaknesses.			
Implementation:			03/31/2017		
Evidence		3/31/2017 Documentation of the cwt's are placed in the office of the principal. Sign-in forms, agendas, and minutes are in the principal's office as well.			

Experience	3/31/2017 The principal meets with the executive team to discuss the findings of the cwt's. Professional Development is created to assist the teachers.			
Sustainability	3/31/2017 To continue the discussions of the cwt's and prepare professional development.			
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Professional Growth Plans are developed by teachers after the principal completes their formal evaluations each year. The principal and instructional facilitators are conducting classroom walk-throughs for collecting and analyzing data to consider needs of teachers for professional development. The principal also considers classroom observation for evaluation purposes in determining professional growth plans and professional development.	Limited Development 10/16/2012		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	Professional development will align with the school improvement plan based on the weaknesses of the teachers. The principal will conduct classroom walk-throughs, focus walks, and full classroom observations to target strengths and weaknesses in classroom management and effective teaching strategies.	Objective Met 03/31/2017	Mary Hayden	06/01/2017
Action(s)	Created Date			
1	3/5/13 The principal and staff will revisit the school improvement plan.	Complete 03/28/2017	Mary Hayden	06/01/2017
	Notes:			
2	3/5/13 The principal will conduct classroom walkthroughs, Focus walks, & Classroom observations.	Complete 03/28/2017	Mary Hayden	06/01/2017
	Notes:			
3	3/5/13 The principal will analyze the data from CWT's, focus walks, & classroom observations.	Complete 03/28/2017	Mary Hayden	06/01/2017
	Notes:			
4	3/5/13 Professional development will be planned to meet areas of need.	Complete 03/28/2017	Mary Hayden	06/01/2017

Notes:					
5	3/28/17	The executive team will identify instructional needs through CWT's, focus walks, formal and informal observations as to determine and provide professional development sessions and presentations.	Complete 03/31/2017	Mary Hayden	03/31/2017
Notes:					
Implementation:			03/31/2017		
Evidence	3/31/2017	Documentation of feedback will be placed on file.			
Experience	3/31/2017	The executive team will identify the instructional needs of teachers through cwt's in order to prepare and plan for professional development.			
Sustainability	3/31/2017	The executive team will continue to conduct cwt's to meet the needs of all teachers.			
IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)				
Initial Assessment:		Some teachers currently observe each other but teachers are not calling it professional development.They are using it as a means of gathering strategies that they may be able to go back and use in their classrooms.	Limited Development 03/13/2013		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:		Teachers will regularly observe their peers (minimum of once quarterly). This will be seen as a positive professional development activity. Teachers will fill out a reflection form during each visit, focusing on a domain of teacher evaluation. Forms will be stored in their accountability notebook. Teachers will sign into a log before observing as documentation of their visit.	Objective Met 03/30/2017	Mary Hayden	06/01/2017
Action(s)	Created Date				
1	3/13/13	Create a peer observation form.	Complete 03/28/2017	Peggy Swift	06/01/2017
Notes:					
2	3/13/13	Professional development will be given on peer observation to establish positive culture and observation procedures.	Complete 03/28/2017	Mary Hayden	06/01/2017
Notes:					

3	3/13/13	Create a sign-in log for documentation and place the log in the office.	Complete 03/28/2017	Mary Hayden	06/01/2017
Notes:					
4	3/13/13	Teachers involved will meet to reflect on the observation.	Complete 03/28/2017	all teachers	05/30/2014
Notes:					
5	3/28/17	The executive team will identify instructional needs through CWT's, focus walks, formal and informal observations as to determine and provide professional development sessions and presentations.	Complete 03/30/2017	Mary Hayden	03/28/2017
Notes:					
Implementation:			03/30/2017		
Evidence	3/30/2017 Teachers have a protocol form that is available on file in the facilitators office.				
Experience	3/30/2017 Peer teaching is provided to teachers to enhance the instruction of concepts of core classes.				
Sustainability	3/30/2017 We will continue to provide opportunities for collaborative work during the school day.				
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)				
		Implementation Status	Assigned To	Target Date	
Initial Assessment:	Self assessment is happening for some teachers in PLCs. More teachers have started doing reflections compared to the beginning of the school year but there is limited structure in the way self-reflections are happening. As a school we have focused on engagement and corrective feedback as effective teaching and classroom management techniques. Many teachers are implementing various parts of the effective teaching strategies we have learned but few are currently comprehensively instituting them in their classrooms.		Limited Development 04/17/2013		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
Evidence					

<i>Experience</i>				
<i>Sustainability</i>				
IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)		Implementation Status	Assigned To
Initial Assessment:	Professional development is basically self assessed based on the needs of the individual teacher. When new expertise is required, teachers ask for and receive assistance from their principal and the district. PD is provided in the district or teachers are given permission to travel in order to receive necessary training.Unfortunately, in district PD is general, not level/ subject area specific and presently there is no tracking component in the development plan system.		Limited Development 04/17/2013	
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:				
Action(s)	Created Date			
Implementation:				
<i>Evidence</i>				
<i>Experience</i>				
<i>Sustainability</i>				
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)		Implementation Status	Assigned To
Initial Assessment:	As a school we have focused on engagement and corrective feedback as effective teaching and classroom management techniques through book studies and PLC discussions. PLCs have focused on data analysis and student work but have left out some of the other indicators of effective teaching. Many teachers are implementing various parts of the effective teaching strategies we have learned but few are currently comprehensively instituting them in their classrooms.		Limited Development 04/17/2013	
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:				
Action(s)	Created Date			
Implementation:				

<i>Evidence</i>				
<i>Experience</i>				
<i>Sustainability</i>				
IF11		The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			Full Implementation 03/29/2016	
		Priority Score: 0 Opportunity Score: 0 Index Score: 0		
How it will look when fully met:				
<i>Action(s)</i>	<i>Created Date</i>			
<i>Implementation:</i>				
<i>Evidence</i>				
<i>Experience</i>				
<i>Sustainability</i>				

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


Initial Assessment:		<p>ASLA has several methods for extending student learning and teacher collaboration. ASLA teachers meet weekly for PLCs and Collaborative Planning sessions. They also attend 300 Conference workshops, held one Saturday per quarter. They participate in curriculum development and alignment.</p> <p>Students participate in After-School Tutoring each week. All students have the opportunity to attend field lessons. There is also a Gifted and Talented program that students may learn above and beyond the classroom. Students also receive extra support from interventionists during the school day and after school. My Lexia and TenMarks are also used during the after school sessions.</p> <p>Classes are structured in blocks to provide more time for learning. Students receive extra time for literacy and math.</p>	Limited Development 02/03/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					

Core Function:	School Leadership and Decision Making				
Effective Practice:	Ensuring 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
Initial Assessment:				Full Implementation 04/01/2016	
	Priority Score: 0	Opportunity Score: 0	Index Score: 0		
How it will look when fully met:					


Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Engaging teachers in aligning instruction with standards and benchmarks
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	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers have worked collaboratively to align the curriculum and create aligned assessments.	Limited Development 02/03/2016		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:		When this objective is fully met, each grade level will have a purposefully designed curriculum that is rigorous and relevant for each content area. The curriculum document will include assessments that will result as a data-driven determinant for content delivery via teacher guided whole group, small group, paired and independent studies. Evidence of curriculum documents and teacher practices will include items, such as unit plans, pacing guides, lesson plans, pre/post-assessments, etc.		Mary Hayden	05/26/2017
Action(s)	Created Date		0 of 3 (0%)		
1	3/29/16	The staff will receive ongoing job-embedded professional development for vertical/horizontal curriculum development/alignment.		Mary Hayden	05/19/2017
		<i>Notes:</i> Present one strategy during one of the school-wide PLCs. Another option may be taking a half day one day a month and providing substitutes for teachers.			
2	3/29/16	Modeling of effective instructional practices will be provided for teachers by the math facilitator.		Linda Morgan	05/26/2017

		<p><i>Notes:</i> Instructional facilitators, external providers, and/or service cooperative specialists will model lessons for teachers. When a strategy introduced, the trainers will provide modeling for that strategy throughout the month or until the next strategy is introduced. Teacher mastery is encouraged as to continually add research-based practices to the daily content delivery.</p> <p>The task for the facilitators has been delineated as to give close scrutiny to designated areas of content.</p>			
3	3/8/17	Modeling of effective instructional practices will be provided for teachers by the literacy facilitator.		Peggy Swift	05/26/2017
		<p><i>Notes:</i> Instructional facilitators, external providers, and/or service cooperative specialists will model lessons for teachers. When a strategy introduced, the trainers will provide modeling for that strategy throughout the month or until the next strategy is introduced. Teacher mastery is encouraged as to continually add research-based practices to the daily content delivery.</p> <p>The task for the facilitators has been delineated as to give close scrutiny to designated areas of content.</p>			
Implementation:					
Evidence					
Experience					
Sustainability					

Core Function: Curriculum, Assessment, and Instructional Planning					
Effective Practice: Engaging teachers in assessing and monitoring student mastery					
	IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)	Implementation Status	Assigned To	Target Date
	Initial Assessment:	Teachers currently use teacher made tests for weekly assessments. Assessments are used to determine mastery of standards-based objectives. We have implemented pre/post test for K-6 math. Literacy and science pre/post tests are currently in development.	12/04/2012		
		Priority Score: 3 Opportunity Score: 2 Index Score: 6			
	How it will look when fully met:	Core Content Teachers will develop and administer unit pre-test to determine the level of student mastery of standards before the unit is taught. The results will be used to plan differentiated instruction. The Core Content teachers will develop and administer unit post test to determine student mastery of skills and standards taught and growth in the skills.		Mary Hayden	06/01/2017
Action(s)	Created Date		6 of 7 (86%)		
1	1/31/13	Core Content teachers will develop pre and post test for all units.	Complete 12/07/2016	Mary Hayden	06/01/2017
		Notes: The literacy facilitator and math facilitator will assist the principal to assure the teachers are creating and administrating pre and post tests.			
2	1/31/13	Core Content teachers will administer the pretest. Results will be used to plan differentiated instruction.	Complete 12/07/2016	Mary Hayden	06/01/2017
		Notes: Assistance will be provided by the math and literacy instructional facilitators.			
3	1/31/13	Core Content teachers will administer the post test. Results will be used to determine growth and mastery of skills.	Complete 12/07/2016	Mary Hayden	06/01/2017
		Notes: The literacy and math facilitators will assist the principal in assuring that the post tests are administered.			
4	12/17/14	Core Content teachers will identify students in need of remediation/intervention/enrichment for targeted instruction.	Complete 12/07/2016	Mary Hayden	06/01/2017


		<i>Notes:</i> In addition to core content teachers identifying targeted student needs, the district also has a gifted and talented coordinator, special education coordinator, and a behavioral specialist who identify targeted needs and applicable programming. Paraprofessionals may also be assigned to assist with instruction, as needed.			
5	12/17/14	Core Content teachers will identify obstacles that hinder content mastery. Instructional strategies will be developed and implemented as to remove student performance problems. It is hoped that student growth and proficiency will increase; and, that adverse influences might be rectified, i.e., misconceptions and high absenteeism.	Complete 12/07/2016	Mary Hayden	06/01/2017
		<i>Notes:</i> The Response to Intervention cumulative review form will be utilized as a tool to identify the different obstacles that may cause deficiencies in student achievement. The form also serves as a window to targeted interventions.			
6	12/17/14	Core Content teachers will create smart goals for student learning and determine what the teacher and student must do in order for the students to be proficient.	Complete 12/07/2016	Mary Hayden	06/01/2017
		<i>Notes:</i> Smart goals will be developed through a team of certified staff members who avail efforts that will reflect specific, measurable, attainable, realistic, and timely objectives and tasks.			
7	3/27/17	The Leadership Team created an assessment plan to explain the date and time data will be collected and reported.		Mary Hayden	06/01/2017
		<i>Notes:</i> Each grade level chair will be responsible for relaying this information to their grade level team members. Each teacher will be responsible for entering the data into the assessment plan.			
Implementation:					
Evidence					
Experience					
Sustainability					

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)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers currently use teacher made test for weekly assessments. Assessments are used to assess mastery of standards but the pre and post test have been developed and implemented in math. Literacy and science are in current development.	12/04/2012		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will test students before and after units of instruction over standards based objectives. Evidence will be samples of the pre- and post-tests that were given to students in Language Arts, Math, Science, and Social Studies.	Objective Met 03/27/2017	Mary Hayden	10/20/2017
Action(s)	Created Date				
1	1/31/13	Teachers will administer pre- and post-tests, which they have created, for each unit of study.	Complete 12/07/2016	Mary Hayden	10/30/2013
		<i>Notes:</i> The current principal was not with the district when the original task was created. The above task has been revised to reflect the current reality of this Indicator. The task will be completed by June 2016.			
2	10/12/16	Revisit and update the most current pre- and post-tests for math and literacy, as to align with Arkansas Standards.	Complete 03/27/2017	Grade Level Chairs	03/17/2017
		<i>Notes:</i> We will use web-based education sites to develop the pre- and post-tests.			
Implementation:			03/27/2017		
Evidence		3/27/2017 The pre/post assessment and the results of the assessments are recorded in the assessment plan and the 45 Day Plan.			
Experience		3/27/2017 The teachers and facilitators created a pre/post assessments for literacy and math. Teachers graded the pre/post test and entered the results in the assessment plan.			
Sustainability		3/27/2017 Teachers will continue to analyze the data from the pre/post assessments and will make the necessary adjustments as needed.			

IIB03		Unit pre-test and post-test results are reviewed by the Instructional Team.(93)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Instructional teams currently review post test data but do not make informed decisions about the results. Pre-test results are not reviewed by instructional teams.	Limited Development 03/13/2013		
		Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:		Instructional teams will determine the concepts/principles and skills that will be covered within a unit, identifying the standards that apply to the grade level and unit topic in a clear and concise manner. All objectives will be arranged in sequential order. After determining the best objective descriptors, the team then will select the most appropriate elements for mastery.	Objective Met 03/29/2017	Mary Hayden	05/16/2013
Action(s)	Created Date				
1	3/13/13	While developing pre-post test items that are clear and specific, the team will consider the most appropriate elements for student mastery.	Complete 03/28/2017	Carolyn Love	05/31/2013
Notes:					
2	3/13/13	Objectives will be taught in sequential order.	Complete 03/28/2017	Carolyn Love	12/20/2013
Notes:					
3	3/13/13	Best objective descriptors will be selected.	Complete 03/29/2017	Carolyn Love	05/16/2014
Notes:		Essential questions will be given to enhance the learning for each objective.			
4	3/13/13	Teams will develop objectives that are clearly aligned to the standard/benchmarks covered within the unit.	Complete 03/29/2017	Michelle Branch	05/16/2013
Notes:		The instructional teams will continue to develop objectives aligned to the standards.			
5	3/13/13	Teams will develop objectives that are clearly aligned to the grade level and unit topic.	Complete 03/29/2017	Carolyn Love	09/20/2014
Notes:		Teams will continue to develop objectives aligned to the grade level unit topics.			
6	3/13/13	Instructional teams will determine what will be covered within a given unit.	Complete 03/29/2017	Carolyn Love	12/20/2013
Notes:		During PLC's the instructional teams will determine what will be taught within a given unit.			
Implementation:			03/29/2017		

Evidence	3/29/2017 The curriculum units will be placed on file with the teachers and on line.			
Experience	3/29/2017 During the District professional development days the teachers are allotted time to develop curriculum units.			
Sustainability	3/29/2017 Teachers will need more time to develop the units. A stipend could be offered to the teachers to compensate for their time.			
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)			
		Implementation Status	Assigned To	Target Date
Initial Assessment:	In math and literacy students are given a pre-test at the beginning of a unit to determine each student's mastery of standards-aligned objectives prior to teaching the unit. The data from the pre-test enables the teacher to modify the lessons and to differentiate assignments for students, providing extra help for some and enhancing the assignments for others.	Limited Development 04/25/2013		
	Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:	A pre-test, designed by the instruction team and aligned to the curriculum and standards, is given to all students to determine their level of understanding and knowledge of the unit the teacher is getting ready to start. The results of the pre-test gives the teacher a "starting point" for each student. The results of the pre-test may indicate that the student is not ready for the new material, in which case the teacher would adjust to include extra supports for that student to bring the student up to speed with the rest of the class.	Objective Met 03/28/2017	Linda Morgan	06/01/2017
Action(s)	Created Date			
1	10/13/15	The Instructional Facilitator and 2-6 grade teachers will create a reading pre-test for each lesson or unit.	Complete 03/27/2017	Peggy Swift 10/21/2015
Notes:		Test items will be taken from the ACTAspire Interim.		
2	10/13/15	The Instructional facilitator and 2-6 grade teachers will create a math pre-test for each lesson or unit.	Complete 03/27/2017	Linda Morgan 10/21/2015

Notes: Test items will be taken from the ACTaspire Interim.

Implementation:		03/28/2017		
Evidence	3/28/2017 Pretest/post-test are on file in teachers data notebooks and on google docs. Data and snapshots from the RTI intervention groups can be found in teachers data notebooks.			
Experience	3/28/2017 A pretest/post-test was given to students in literacy and math. Data was analyzed and groups were created into RTI groups.			
Sustainability	3/28/2017 Teachers will continue to administer pretest/post-test and analyze the data to improve student achievement.			
	IIB05	All teachers re-teach based on post-test results.(95)		
		Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers re-teach after the interim formative assessment from TLI. Teachers analyze student work and the instructional coaches and teachers make suggestions on various strategies to use and teachers go back and re-teach specific skills.	Limited Development 04/25/2013		
	Priority Score: 1 Opportunity Score: 2 Index Score: 2			
How it will look when fully met:				
Action(s)	Created Date			
Implementation:				
Evidence				

<i>Experience</i>					
<i>Sustainability</i>					
Core Function:	Curriculum, Assessment, and Instructional Planning				
Effective Practice:	Engaging teachers in differentiating and aligning learning activities				
IIC01		Units of instruction include specific learning activities aligned to objectives.(96)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently using pacing guides that are aligned to the common core curriculum. However, we are not utilizing plans that include each leveled and differentiated learning activity. Therefore, our plan does not level objectives into target enhanced and prerequisite tiers.	Limited Development 03/27/2013		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Unit plans will be aligned to the common core state standards. The unit team's plans will include a description of each leveled and differentiated learning activities related to the standards based objectives.	Objective Met 03/29/2017	Mary Hayden	08/19/2013
Action(s)	Created Date				
1	3/27/13	The Curriculum District Coordinator and team will include differentiated activities related to the standards.	Complete 03/29/2017	Michelle Branch	07/02/2014
		<i>Notes:</i> The curriculum district coordinator and the instructional team will continue to include differentiated activities related to standards.			
2	3/27/13	The curriculum coordinator and the instructional team will develop the objective into three tiers. The first tier will address the foundation/prerequisite to the objective. The second tier will address the target objective. The last tier will focus on the enrichment part of the objective.	Complete 03/29/2017	Michelle Branch	07/02/2014
		<i>Notes:</i> The curriculum coordinator and the instructional team will develop the objective into three tiers. The first tier will address the foundation/prerequisite to the objective. The second tier will address the target objective. The last tier will focus on the enrichment part of the objective.			
3	3/27/13	The district coordinator and team will align the curriculum to instruction.	Complete 03/29/2017	Michelle Branch	06/01/2017
		<i>Notes:</i> The district coordinator and instructional team will continue to align the curriculum to instruction.			

Implementation:		03/29/2017		
Evidence	3/29/2017 The curriculum will be on file with the teachers and a copy will be on line.			
Experience	3/29/2017 The curriculum coordinator will meet with the instructional team monthly to align the curriculum.			
Sustainability	3/29/2017 The curriculum coordinator and the instructional team will need to continue to meet regularly to discuss what's working and what is not working and make the necessary adjustments.			

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Assessing student learning frequently with standards-based assessments
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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
Initial Assessment:			Full Implementation 11/30/2015		
		Priority Score: 0 Opportunity Score: 0 Index Score: 0			
How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					
IID03		Teachers receive timely reports of results from standardized and objectives-based tests.(101)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Full Implementation 12/09/2016		
		Priority Score: 0 Opportunity Score: 0 Index Score: 0			


How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
<i>Evidence</i>					
<i>Experience</i>					
<i>Sustainability</i>					
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)		Implementation Status	Assigned To	Target Date
Initial Assessment:	Classroom walk-throughs and observations are conducted by the principal and instructional facilitators. Teachers and parents have been given perception surveys and the data has been collected. School leadership teams and PLCs meet at least once a week. Agendas, minutes, and work products are stored in a binder that is kept in the facilitators' and principal's offices.		Limited Development 11/19/2012		
		Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:	The leadership team will: Disaggregate the school's data to evaluate the effectiveness of the practices and develop an improvement plan that will include an objective to improve practices; review the curriculum and use research strategies to improve content areas; review school improvement plan and prioritize data and make long and short term goals.		Objective Met 03/29/2017	Mary Hayden	01/14/2014
Action(s)	Created Date				
1	3/5/13	Leadership team will analyze student learning data collected from TLI, focus skills tests, pre-tests, etc.	Complete 03/29/2017	Literacy and Math Facilitators	03/10/2014
<i>Notes:</i>		Teachers must have data available to Instructional Facilitators for monthly data review and analysis.			
2	3/5/13	Based on the assessment of data and the school improvement plan, the Leadership Team will develop short and long term learning goals for the school.	Complete 03/29/2017	Leadership Team	05/30/2014
<i>Notes:</i>		The leadership team will continue to develop short and long term learning goals for grades K-6.			

3	3/5/13	Learning goals will be presented to individual grade-level PLCs.	Complete 03/29/2017	Mary Hayden	12/20/2013
Notes:					
4	3/5/13	Professional development will be provided based on the goals and needs of teachers.	Complete 03/29/2017	Professional Development Committee	05/30/2014
Notes:					
5	3/5/13	Progress will be monitored through classroom observations, teacher reflection, and student achievement.	Complete 03/29/2017	Mary Hayden	05/30/2014
Notes:					
Implementation:			03/29/2017		
Evidence	3/29/2017	A data wall will be created in the data room, teachers will share and report data with colleagues weekly, and decisions will be made on how to improve the deficit areas.			
Experience	3/29/2017	After the summative assessment is given we will analyze the data.			
Sustainability	3/29/2017	We will focus on the skill deficits for each grade and make the necessary adjustments.			
IID07	The Leadership Team monitors school-level student learning data. (105)				
			Implementation Status	Assigned To	Target Date
Initial Assessment:	The leadership team will schedule meetings prior to meeting with the teams		Limited Development 11/19/2012		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	The leadership team meets every Wednesday from 3:45 to 4:45. Every member on the team will have assigned roles. The facilitators and principal will share focus skills, unit test, ACTAspire Interim assessments, classroom walk-throughs and focus walk data. Data will be disaggregated and shared with grade level teams during grade level PLC's. Data samples, agenda, minutes, and sign in sheets will be provided as evidence.		Objective Met 03/31/2017	Mary Hayden	06/01/2017
Action(s)	Created Date				
1	12/13/12	Facilitators and principal will continue to collect data weekly and the reports will be available for discussion.	Complete 03/29/2017	facilitators,Principal	12/20/2014

		<i>Notes:</i> The principal will create a process by which the data is to be collected and reported.			
2	12/13/12	Facilitators and principal analyze data weekly.	Complete 03/29/2017	Facilitators,Principal	12/30/2013
		<i>Notes:</i> The facilitators and principal will continue to meet to analyze data on a weekly basis.			
3	12/13/12	Facilitators and Principal share data with leadership team members.	Complete 03/29/2017	Facilitators,Principal	05/30/2014
		<i>Notes:</i>			
4	12/13/12	Facilitators and principal will continue to share data with PLC teams.	Complete 03/29/2017	Facilitators,Principal	12/30/2013
		<i>Notes:</i> The facilitators and principal will continue to meet with each grade level weekly in the PLC room.			
5	12/13/12	Teachers and facilitators will continue to create action plans for students who are not at mastery.	Complete 03/29/2017	Teachers,Principal,Fa cilitators	06/20/2014
		<i>Notes:</i> The teachers and facilitators will continue to have deep discussions about how to improve instruction.			
6	12/13/12	Principal and Facilitators will monitor action plans through lesson plans, full observations,and informal conferences.	Complete 03/29/2017	Principal,Facilitators	05/29/2014
		<i>Notes:</i> The principals and facilitators share notes about walk throughs and informal observations via email. They then have discussions about their findings.			
7	3/30/17	Teachers will share data with the students.	Complete 03/31/2017	Teachers	03/30/2017
		<i>Notes:</i> Teachers will share data with the students.			
Implementation:			03/31/2017		
Evidence		3/31/2017 Students data will be kept in portfolio.			
Experience		3/31/2017 The leadership team will monitor school-level student learning data. The students will be given the opportunity to analyze their own data results.			
Sustainability		3/31/2017 Continue to allow the students to analyze their own data.			
IID10		Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	Implementation Status	Assigned To	Target Date


Initial Assessment:		Currently our school has units of instruction developed from The Learning Institute. But now the school is beginning to develop it's own curriculum with units of study. We currently use student learning data to identify students in need of remediation through the after school program and curriculum enhancement through the GT program. We are lacking a clear document/plan that maps out teacher/remediation/enhancement actions based on specific students' instructional levels.	Limited Development 03/27/2013		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					
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).(109)			
			Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers use the results of the previous benchmark data in order to determine which students need after school tutoring.	Limited Development 04/25/2013		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					


Core Function:	Classroom Instruction				
Effective Practice:	Expecting and monitoring 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>		Literacy, Science and Math have TLI common core curriculum maps guiding their instruction. They provide a pacing guide and are aligned to the common core assessments. However, other subjects do not have these guides. We have some of the components but not everything is aligned together and not every teacher has the resources/training needed to complete this indicator currently.	Limited Development 11/30/2012		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		All teachers at Anna Strong Learning Academy will hold weekly meetings where they make lesson plans based on common standards using released items from the ACTAspire assessment. These meetings insure all teachers are teaching the same concepts. Classroom Walk Throughs (CWT) should be used to validate that the approved lesson plans are effectively implemented. Lesson plans have high yield strategies that use graphic organizers, guided and independent activities that support the learning strategies. The lesson plans are forwarded to the principal.	Objective Met 03/30/2017	Mary Hayden	06/01/2017
Action(s)	Created Date				
1	12/13/12	Professional development will be provided for all content area teachers throughout the year.	Complete 03/30/2017	Trainers	06/01/2017
<i>Notes:</i>					
2	12/13/12	The building principal and instructional facilitators will conduct classroom walk-throughs for the purpose of identifying implementations of written lesson plans with aligned units of instruction.	Complete 03/30/2017	Facilitators, Principal	06/01/2017
<i>Notes:</i>					
<i>Implementation:</i>			03/30/2017		
<i>Evidence</i>		3/30/2017 All teachers have access to a written document that is used to guide instruction. This document can be located on the school's website.			


Experience	3/30/2017 All teachers have access to a written document that is used to guide instruction. This document can be located on the school's website.			
Sustainability	3/30/2017 The teachers will continue to use and modify the curriculum as deemed necessary.			
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Full Implementation 12/09/2016		
	Priority Score: 0 Opportunity Score: 0 Index Score: 0			
How it will look when fully met:				
Action(s)	Created Date			
Implementation:				
Evidence				
Experience				
Sustainability				
 IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives.(114)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Some teachers have access to TLI and NWEA which help track specific objectives and student mastery. Beyond that there are various levels of implementation by each teacher within this indicator. Some teachers are tracking by assessment but are not including mastery of each objective for their classroom instruction.	Limited Development 11/30/2012		
	Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:	Teachers have a list of objectives on an objective tracker sheet which will indicate whether objectives are mastered or not. During Parent Teacher Conference, Discussion of objectives will be part of the discussion during the conference. Parents will sign the objective tracker sheet and leave it in the portfolio.		Mary Hayden	03/20/2013
Action(s)	Created Date	0 of 2 (0%)		
1	1/31/13 Parents will sign objective tracker sheet during parent teacher conference.		Carolyn Love	06/10/2014


		Notes:			
2	1/31/13	Teachers will create an objective tracker sheet which includes 9 week objectives.		Carolyn Love	06/10/2014
		Notes:			
Implementation:					
Evidence					
Experience					
Sustainability					
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)	Implementation Status	Assigned To	Target Date
Initial Assessment:		A system for recording test results is in place. Some of the measurable resources are Teacher made test, weekly focus skill test, unit test, interim test, web based assessments. Universal testing also include DRA, DIBELS, DSA, etc., for RTI planning and implementation.	Limited Development 12/09/2016		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:					
Action(s)	Created Date				
Implementation:					
Evidence					
Experience					
Sustainability					

IIIA07		All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers administer pre-tests to students, but instruction is not consistently differentiated according to pre-test results. Teachers have been providing whole group instruction. We have now begun to implement small group and individualized instruction as to provide differentiation for all students. Job-embedded professional development is being provided to support differentiated instructional practices during PLCs, and by modeling and coaching.	Limited Development 04/01/2016		
		Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>		All teachers will be utilizing pre-test data to differentiate for various levels of demonstrated abilities and and potential in content mastery. The teachers will employ sequential instruction and progressive test construction for various student learning needs. The classroom instructional groups should include guided whole group, small group, pairing, and independent studies. Conferring with the students, utilization of feedback, and related data will drive planning and content delivery.		John E. Jones III	05/25/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	4/1/16	Continue job-embedded professional development for differentiated instructional practices.		John E. Jones III	05/25/2018
<i>Notes:</i>		The goal is to have all children receiving differentiated instruction to support their individual to whole group needs.			
<i>Implementation:</i>					
<i>Evidence</i>					
<i>Experience</i>					
<i>Sustainability</i>					

 IIIA35		Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At the classroom level ,some teachers have certain lessons that are engaging which keep students interested and on task. It is not happening on a daily basis in every classroom. Some classrooms have established a climate for attentive learning but it is not consistent classroom to classroom and not all teachers have created this culture.	Limited Development 11/30/2012		
		Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:		Students will be engaged in accountable (academic) talk. Class discussions and small group discussions will be led by students. Students will have roles and responsibilities within their groups. Teachers will provide positive reinforcement to students both verbal and nonverbal. Students will show ownership of their learning, responsibilities, and behavior.		Mary Hayden	06/01/2017
Action(s)	Created Date		2 of 3 (67%)		
1	12/4/12	Professional Development will be provided using the Charlotte Danielson model from the book entitled "Enhancing Professional Practice." Domain 3 (Instruction), component 3b, using questioning and discussion techniques will be the focus of professional learning. Classroom-walkthrough reports will be used to identify an increase in student engagement and higher levels of student work.	Complete 03/30/2017	Principal and Instructional Facilitators	06/01/2017
<i>Notes:</i>					
2	12/4/12	Anna Strong Learning Academy will provide training in the use of a Positive Behavior Intervention System. This system will be implemented school-wide in order to reinforce positive reinforcement by students and teachers. PBIS provides an opportunity for the development of a positive class/school culture when implemented with fidelity. Points will be given through Classdojo to track behavior. The evaluation of this program will be determined by a reduction in the number of discipline referrals.	Complete 03/30/2017	Lillie Sexton	12/24/2014
<i>Notes:</i>					
3	12/4/12	A weekly schedule will be developed to allow teachers to observe a teacher modeling high level questioning skills.		Mary Hayden	06/01/2017
<i>Notes:</i>					
Implementation:					
Evidence					

<i>Experience</i>					
<i>Sustainability</i>					
Core Function:	Classroom Instruction				
Effective Practice:	Expecting and monitoring sound homework practices and communication with parents				
IIIB01		All teachers maintain a file of communication with parents.(150)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers have access to the parent contact logs through google docs. At present some teachers are currently documenting parent contact through google docs.	Limited Development 12/09/2016		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Implementation:</i>					
<i>Evidence</i>					
<i>Experience</i>					
<i>Sustainability</i>					
	IIIB02	All teachers regularly assign homework (4 or more days a week).(151)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are giving homework but not according to what the district policy says.	Limited Development 12/03/2012		
		Priority Score: 1 Opportunity Score: 3 Index Score: 3			
<i>How it will look when fully met:</i>		Teachers will assign homework 4 days a week (Monday-Thursday). Students will be given a daily homework folder with a log that indicates specific assignments for each subject. Parents will sign homework log daily.		Mary Hayden	03/04/2013
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	1/30/13	Teachers will replace homework logs daily.		Mary Hayden	05/30/2014
<i>Notes:</i>					

2	1/30/13	Teachers will provide homework folders with homework logs on a daily basis.		Mary Hayden	05/30/2014
Notes:					
3	1/30/13	Teachers assign homework on specific dates.		Mary Hayden	09/30/2013
Notes:					
4	1/30/13	Teachers will meet and settle on specific dates to give homework.		Mary Hayden	09/30/2013
Notes:					
Implementation:					
Evidence					
Experience					
Sustainability					
 IIIB03			All teachers check, mark, and return homework.(152)		
			Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are giving homework but some give too much and the homework is not checked therefore students may not be given immediate feedback.	Limited Development 12/03/2012		
		Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:		Teachers will assign and check daily homework assignments and logs. Homework will be returned to students in a timely manner and will include student corrections if any. Homework logs and corrected assignments will be placed in student portfolios.		Mary Hayden	03/04/2013
Action(s)	Created Date		0 of 3 (0%)		
1	1/30/13	Homework logs will be collected weekly and filed.		Carolyn Love	05/30/2014
Notes:					
2	1/30/13	Teachers will include specific comments on homework for student corrections		Carolyn Love	06/10/2014
Notes:					
3	1/30/13	Teachers will check daily homework assignments and logs.		Carolyn Love	12/20/2013

Notes:					
Implementation:					
<i>Evidence</i>					
<i>Experience</i>					
<i>Sustainability</i>					
	IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are currently posting two grades per week on Edline which can be accessed by parents at any time. Teachers are not yet reporting mastery of specific standards based objectives to parents.	12/03/2012		
		Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:		Teachers will have an objective tracker in every students portfolio for parents to sign during parent teacher conferences. Evidence of parent signatures will indicate that this objective was met. Newsletters will include quarterly data,stories, and highlights which will foster school home communication. Evidence of newsletters home will meet this objective.NWEA student reports that indicate objectives mastered will be sent home to parents after each NWEA testing cycle.Reports home will meet this objective.		Mary Hayden	03/20/2013
Action(s)	Created Date		1 of 2 (50%)		
1	1/11/13	Newsletters will be sent to parents which will include data, stories, and highlights.	Complete 03/30/2017	Melanie Bradshaw	05/20/2014
Notes:					
2	1/11/13	Teachers will have parents sign student portfolios which includes a student objective tracker during every parent teacher conference.		Seretha Bracely	06/10/2014

Notes:				
Implementation:				
Evidence				
Experience				
Sustainability				
Core Function:	Classroom Instruction			
Effective Practice:	Expecting and monitoring sound classroom management			
IIIC04		Students raise hands or otherwise signal before speaking.(159)	Implementation Status	Assigned To
Initial Assessment:		Some students currently know the procedures but teachers need to be more consistent with implementing. Consequences need to be known to students.	Limited Development 11/19/2012	
		Priority Score: 3 Opportunity Score: 3 Index Score: 9		
How it will look when fully met:		Grade level rules and procedures will be posted in every teacher's classroom. Students will know the rules and procedures and learn to follow them accordingly. There will be a reduction in classroom discipline referrals and informal suspensions. Classroom instruction has limited behavior interruptions and students are on task which will result in an increase in test scores. PLC agenda will document the establishment of rules and procedures. The principal and facilitators will conduct focus walks and cwts. The principal will also monitor during full observations and monitor disciplinary referrals.	Objective Met 03/30/2017	Mary Hayden 02/20/2013
Action(s)	Created Date			
1	1/23/13	Use the PBIS system for support(use blue tickets for positive reinforcement)	Complete 03/30/2017	Carolyn Love 05/30/2014

		<i>Notes:</i> Teachers will use the PBIS behavior system to track positive behavior by using classdojo points daily.			
2	1/23/13	Teachers will copy, post, and model classroom rules and procedures that students will practice.	Complete 03/30/2017	Carolyn Love	02/20/2013
		<i>Notes:</i>			
3	1/23/13	Grade level teachers will meet during PLC's to establish one set of classroom rules and procedures.	Complete 03/30/2017	Carolyn Love	02/20/2013
		<i>Notes:</i>			
4	1/23/13	Teachers will re-teach rules and procedures as needed.	Complete 03/30/2017	Carolyn Love	02/20/2013
		<i>Notes:</i>			
Implementation:			03/30/2017		
Evidence		3/30/2017 Students with positive behavior are rewarded bi-weekly at a school-wide celebration. The classdojo points are placed online by the teacher.			
Experience		3/30/2017 Teachers keep track of students' positive behavior by using classdojo points daily.			
Sustainability		3/30/2017 Teachers will continue to use classdojo points to track positive behavior			

IIIC08		All teachers display classroom rules and procedures in the classroom. (163)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Each teacher was given a set of (Positive Behavior Intervention System) PBIS expectations which are displayed in their room. However, classroom procedures are not displayed in every classroom. *we think consistency in these rules/procedures is very important from classroom to classroom	Limited Development 12/03/2012		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:		Grade level rules and procedures will be posted in every teacher's classroom. Students will know the rules and procedures and learn to follow them accordingly. There will be a reduction in classroom discipline referrals and informal suspensions. PLC agenda will document the establishment of rules and procedures. The principal and facilitators will conduct focus walks and cwt's.	Objective Met 03/30/2017	Mary Hayden	06/01/2017
Action(s)	Created Date				
2	12/13/12	Teachers will copy, post, and model classroom rules and procedures that students will practice.	Complete 03/30/2017	Teachers	06/01/2017
		Notes: Teachers will practice classroom rules and procedures daily.			
3	12/13/12	Grade level teachers will meet during PLC's to establish one set of classroom rules and procedures.	Complete 03/30/2017	Teachers	06/01/2017
		Notes:			
4	12/13/12	Teachers will re-teach rules and procedures as needed.	Complete 03/30/2017	Teachers	06/01/2017
		Notes:			
Implementation:			03/30/2017		
Evidence		3/30/2017 Classroom rules are displayed on the wall in every classroom.			
Experience		3/30/2017 All teachers have displayed rules and procedures in the classroom.			
Sustainability		3/30/2017 The teachers will continue to reinforce the classroom rules and procedures in the classroom.			

IIIC10		All teachers reinforce classroom rules and procedures by positively teaching them.(165)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All teachers have established rules and procedures in their classroom. Building level administrators look for evidence of the rules and procedures during classroom observations. Faculty and staff discuss and share rules, procedures, and best practices for teaching them at faculty meetings and workshops.	Limited Development 10/16/2015		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:		Each classroom will post a set of rules called TROJAN PRIDE. These rules are taught and reinforced by the teacher and the principal; and carries rewards and consequences.	Objective Met 03/30/2017	Lillie Sexton	06/01/2017
Action(s)	Created Date				
1	10/16/15	All teachers will use Classdojo.com to provide feedback and consequences for student behaviors.	Complete 03/30/2017	Faculty and Staff	06/01/2017
		<i>Notes:</i> Documentation will be printed reports from Classdojo.com submitted by each teacher.			
2	10/16/15	Each teacher will post and teach school-wide rules and procedures, which were created collaboratively.	Complete 03/30/2017	Classroom Teachers	06/01/2017
		<i>Notes:</i> Documentation will be evidence of the rules posted in the classroom, discipline reports from eSchool and Classdojo.com, and teachers' lesson plans.			
3	10/16/15	The faculty and staff will initiate the implementation of a school-wide Positive Behavior and Intervention Support (PBIS) model.	Complete 03/30/2017	Classroom teachers and staff	06/01/2017
		<i>Notes:</i> Documentation includes PBIS matrix, posting of expected behaviors throughout the building, and planned PBIS activities.			
Implementation:			03/30/2017		
Evidence		3/30/2017 Classroom rules are posted inside the classroom.			
Experience		3/30/2017 All teachers will reinforce classroom rules and procedures.			
Sustainability		3/30/2017 Teachers will continue to reinforce classroom rules and procedures.			

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>		Anna Strong currently has a document asking parents, students, teachers, and administrators to pledge to do their part. We must develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement and how the school and parents can work together to help students achieve the state's standards.	Limited Development 10/16/2015		
		Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>		Anna Strong will have a compact that encourages collaborative efforts between the school, parents, and students to work together to help increase students achievement to meet the state's standards.	Objective Met 03/30/2017	Anterica Baylark	06/01/2017
Action(s)	Created Date				
1	10/16/15	The school's Parent Involvement Committee (PIC) reviewed and revised the current school-parent compact.	Complete 03/30/2017	Anterica Baylark	06/01/2017
		Notes: Documentation will be the revised and signed School-Parent Compacts. Other documentation will be agenda, sign-in sheet, and meeting notes from the PIC meeting.			
<i>Implementation:</i>			03/30/2017		
<i>Evidence</i>		3/30/2017 The compact form is on file in the counselor's and the secretary's office			
<i>Experience</i>		3/30/2017 The school's Title I Compact or Non-Title schools roles and expectations for parents, students, and teachers will include responsibilities (expectations) that will communicate what parents can do to support their child's learning at home.			
<i>Sustainability</i>		3/30/2017 The school will continue to reinforce the compact.			

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>		Anna Strong has implemented the Common Core curriculum. The ACT Aspire assessment will also be administered this school year. The school also hosts a career day each year. Businesses from the community will be invited to set up booths to share information with students. The counselor will also schedule a transition day for the sixth graders to visit the high school to learn more about the high school environment.	Limited Development 10/16/2015		
		Priority Score: 1 Opportunity Score: 3 Index Score: 3			
<i>How it will look when fully met:</i>		Students have the opportunity to master the same skills as other students throughout the country and to be prepared for success in high school and on a path to college and/or career.	Objective Met 03/30/2017	Anterica Baylark	06/01/2017
Action(s)	Created Date				
1	10/16/15	Students will participate in a variety of activities during the Annual Career Day.	Complete 03/30/2017	Anterica Baylark	06/01/2017
		<i>Notes:</i> Documentation will include agendas, sign-in sheets, and notes from the planning sessions. The counselor will also provide pictures, a newspaper article, and the school's newsletter as evidence.			
<i>Implementation:</i>			03/30/2017		
<i>Evidence</i>		3/30/2017 The counselor will provide pictures, an article in the local newspaper, and the school's newsletter as evidence.			
<i>Experience</i>		3/30/2017 The school counselor will organize a Career Day for students in grades K-6.			
<i>Sustainability</i>		3/30/2017 The counselor will continue to provide Career Day for all students.			

