

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 10, 2016

Sheridan Elementary School NCES - 50001500996

Sheridan School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator **ID01 - A team structure is officially incorporated into the school governance policy.(36)**
(All Schools,Focus,Priority)

Status Tasks completed: 3 of 5 (60%)

Assess	Level of Development:	Initial: Limited Development 09/14/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Sheridan Elementary School has a leadership team in place that meets twice a month to discuss school issues and/or concerns. The team is made up of the principal, assistant principal, counselor, an activity teacher, special education, and a grade level representative from each grade. Other teams at SES include the Parental Involvement and RTI committee.	
Plan	Assigned to:	Lindsey Bohler	
	How it will look when fully met:	The Sheridan Elementary School Leadership Team will play a significant role in creating a structure for school-based decision making, and shaping the path to a collaborative school culture. The Sheridan Elementary School Response to Intervention Team (RTI) will play an important role in creating a structure for meeting the needs of individual students based on academic achievement. The Sheridan Elementary School Parental Involvement Committee will work closely with the parental involvement coordinator and building principal to increase parental engagement in the school to serve as a building bridge for student achievement. The Professional Learning Communities (PLCs and/or Instructional Grade Level Teams) will provide teachers an opportunity to build upon curriculum and instructional needs to provide the best possible education for our students at SES.	
	Target Date:	05/20/2016	
	Tasks:		

		1. A Leadership Team Policy will be created at Sheridan Elementary School.	
		Assigned to:	Lindsey Bohler
		Added date:	09/15/2015
		Target Completion Date:	11/02/2015
		Comments:	Mrs. Bohler will work with Mrs. Long, Mrs. Allen, Mrs. Newberry to establish the leadership team policy. The policy will include a specific purpose for the team, description of team members, scheduled times to meet, and establish procedures for team meetings.
		Task Completed:	11/10/2015 12:00:00 AM
		2. A Response to Intervention policy will be created at Sheridan Elementary.	
		Assigned to:	Lindsey Bohler
		Added date:	09/15/2015
		Target Completion Date:	10/09/2015
		Comments:	Mrs. Bohler will work with Mrs. Long and Mrs. Clay to establish a RTI policy and procedure. The policy will include a specific purpose for the team, description of team members, scheduled times to meet, and establish procedures for team meetings.
		Task Completed:	10/16/2015 12:00:00 AM
		3. A Parental Involvement Policy will be created at Sheridan Elementary School.	
		Assigned to:	Melissa Brown
		Added date:	09/15/2015
		Target Completion Date:	10/16/2015
		Comments:	Mrs. Brown will work closely with Mrs. Bohler to establish a parental involvement policy for Sheridan Elementary School. The policy shall include be not limited to; objectives, roles of members, description of members, calendar of meeting times, procedures for meetings, procedures for parent involvement within the school.
		Task Completed:	10/23/2015 12:00:00 AM
		4. A Professional Learning Community (PLCs) Policy will be created at Sheridan Elementary School.	
		Assigned to:	Lindsey Bohler
		Added date:	09/15/2015
		Target Completion Date:	02/22/2016
		Comments:	Mrs. Bohler will work closely with the grade level representatives to establish procedures for professional learning communities. The policy will include a specific purpose for the team, description of team members, scheduled times to meet, and establish procedures for team meetings.
		5. A survey will be created for each team at Sheridan Elementary School to determined the effectiveness of each team.	
		Assigned to:	Lindsey Bohler
		Added date:	09/15/2015

		Target Completion Date:	03/07/2016
		Comments:	One survey can be used for all 4 of the teams. The questions will be focused on the same objectives from the Wise Ways about established procedures, members, meeting times, etc.
Implement	Percent Task Complete:		60%
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 09/23/2015	
	Evidence:	There are several teams at Sheridan Elementary School including a building leadership team, RTI teams, Instructional grade level teams, p	
		Added date:	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/13/2015	
	Evidence:	A leadership team at Sheridan Elementary School consists of the Principal, Assistant Principal, Counselor, grade level representatives (3), paraprofessional (represents classified), activity teacher, and speech therapist (to represent SPED teachers). The leadership team meets twice a month which are scheduled at the beginning of the year. The meetings occur on Tuesdays at 2:00 unless otherwise noted. The leadership team members are provided with an agenda prior to the meeting and are given the opportunity to add to the agenda when the representative is given items from their colleagues. The leadership team will continue to meet throughout the school year. A survey will be conducted at the end of the school year by the members of the team to determine if they would like to continue to serve on the leadership team.	
		Added date:	
School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)		
Status	No decision has been made Tasks completed: 3 of 3 (100%)		
Assess	Level of Development:	Initial: Limited Development 11/09/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal participates in classroom observations with the assistant principal and soon curriculum team with central office administrators. The observations are part of the Reflective Walks (form provided by the district) with areas to observe such as what is the teacher doing, the student doing, engagement level of the students, planning and preparation, and instruction. The information has been collected, but very little planning from the data has occurred. The professional development planned so far has been a district decision.	
Plan	Assigned to:	Lindsey Bohler	
	How it will look when fully met:	Targeted professional development will be provided for Sheridan Elementary Staff based on individual and school needs in areas of planning and preparation, the classroom environment, and instruction. Evidence provided will be data collection from walk-throughs and staff surveys at the end of the professional development.	
	Target Date:	05/27/2015	
	Tasks:		
	1. Building Level Administrators will plan reflective walks (observations) on a weekly basis for 5-10 minutes.		
	Assigned to:	Lindsey Bohler	
	Added date:	11/09/2015	
	Target Completion Date:	11/13/2015	
	Frequency:	monthly	
	Comments:	The Fall Reflective Walks have been scheduled. The Spring reflective walks will be scheduled after the holiday break.	
	Task Completed:	11/10/2015 12:00:00 AM	
	2. Building level administrators will collect and analyze data to discuss building level professional development needs with the Building Leadership Team.		
	Assigned to:	Lindsey Bohler	
	Added date:	11/09/2015	
	Target Completion Date:	12/14/2015	
	Frequency:	monthly	
	Comments:		
	Task Completed:	12/14/2015 12:00:00 AM	
	3. The Building Leadership Team will plan staff professional development from data collected on the reflective walks.		
	Assigned to:	Lindsey Bohler	
	Added date:	11/09/2015	
	Target Completion Date:	12/14/2015	
	Frequency:	twice a year	

		Comments:	The first collection of data will be used for the Jan. professional development. The next set of data collection will be used for planning summer professional development.
		Task Completed:	12/14/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:		Initial: Limited Development 01/04/2016
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers have professional growth plans (PGPs) with specific areas of growth. Professional development needs are addressed through school-wide surveys and planned accordingly. Classroom observation data was used to identify needs and implement an ongoing embedded professional development in classrooms and professional learning communities. (PLCs)	
Plan	Assigned to:		Lindsey Bohler
	How it will look when fully met:	Based on classroom observations, teachers will develop an individual professional development plan for professional development offered during the summer and throughout the school year. Summer professional development will be planned by the building principal based on teacher needs from classroom observations. Once the needs have been identified then the leadership team will develop specific professional development. An individual professional development plan will be in place for each teacher. If there is a common area among all teachers, then the building level principal will develop a school wide professional development. The Building level administrators will ensure that time is allowed during the school year to share how they have used the new practices within the teachers' classrooms.	
	Target Date:		05/27/2016
	Tasks:		
	1. Building Administrators will complete several classroom observations of each teacher throughout the school year.		
		Assigned to:	Lindsey Bohler
		Added date:	01/08/2016
		Target Completion Date:	03/18/2016
		Comments:	Building administrators will schedule reflective walks, informal observations, formal observations, and end of the year reviews for each certified staff member.

		2. Building administrators will meet with each individual teacher to discuss their professional development plan based on their professional growth plan.	
		Assigned to:	Lindsey Bohler
		Added date:	01/08/2016
		Target Completion Date:	03/18/2016
		Comments:	Mrs. Long and Mrs. Bohler will schedule summative evaluation meetings/PGP meetings in March to discuss each teacher's professional development plan as well as PGP goals.
		3. Professional development classes will be developed during the summer and school year (16-17) to help meet the specific needs of each individual staff member.	
		Assigned to:	Lindsey Bohler
		Added date:	01/08/2016
		Target Completion Date:	05/27/2016
		Comments:	On scheduled building level PD days during the summer, the principal along with the leadership team and/or curriculum team will help develop a series of courses for teachers to sign up for. The building day will be set up like a summit where teachers can pick and choose what classes they need to attend. The classes will align with their professional development plans created with their evaluator.
Implement	Percent Task Complete:		0%
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/19/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At this time in the school year, we are just now beginning to provide ongoing, job-embedded professional development through the Strategy of the Month (instead of doing a book study to grow and learn, the Leadership created a plan to take the place of a book study). Each month a new strategy will be the focus on instruction throughout the school. Teachers are to plan along the lines of the strategy and then use the strategy in their teaching. This is limited implementation because we just started in January 2015 but plan to continue to make changes to improve on the professional development. We are also working on a plan for differentiated professional development by providing specific PD for teachers that are aligned with their professional growth plan. This is part of another indicator as well. There are several professional development days in the summer that are already planned for the K-2 teachers. These pd days are being developed.	
Plan	Assigned to:		Lindsey Bohler

	How it will look when fully met:	Based on classroom observations, teachers will develop an individual professional development plan for professional development offered during the summer and throughout the school year. Summer professional development will be planned by the building principal based on teacher needs from classroom observations. Once the needs have been identified then the leadership team will develop specific professional development. An individual professional development plan will be in place for each teacher. If there is a common area among all teachers, then the building level principal will develop a school wide professional development. The Building level administrators will ensure that time is allowed during the school year to share how they have used the new practices within the teachers' classrooms.	
	Target Date:	05/27/2016	
	Tasks:		
		1. Building administrators will work with individual teachers to develop a PGP (professional growth plan) goals to plan for differentiated professional development.	
		Assigned to:	Lindsey Bohler
		Added date:	01/19/2016
		Target Completion Date:	04/29/2016
		Comments:	A list of professional development will be provided for each teacher prior to meeting with the building level administrator.
Implement	Percent Task Complete:		0%
School Leadership and Decision Making			
Expanded time for student learning and teacher collaboration			
Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 03/09/2016
	Evidence:		Sheridan Elementary provides students with several opportunities for to expand their learning such as; Reading Recovery, Literacy Interventionists, Paraprofessionals that work with K and 2nd, Counseling Monthly-Schedule, Enrichment Monthly, Speech Therapy, OT, PT, The Pointe (Mental Health), Tech Team, Special Enrichment Assemblies, Tutoring for students by specialty teachers, Off the Shelf Library Reading Program. Teachers are given 40 minute common planning times to work on lesson plans for students. Twice a month teachers meet in professional learning communities to grow professionally.
		Added date:	
School Leadership and Decision Making			

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 9 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/13/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school looks for: 1) experience in similar roles 2) demonstration of prior success in their current role 3) passion for what they do 4) student-centered philosophy 5) highly recommended by their peers 6) hold highly-qualified status 7) People skills/communication skills 8) Specialized training (NBCT, Master's degree, ELL, etc.) Sheridan's current recruitment methods include: 1) Teacher Fairs 2) Website 3) student interns 4) networking (word-of-mouth, other districts) 5) AEA job sites 6) Competitive salaries New staff in the Sheridan School District are provided with induction training and mentoring by: 1) Annual new teacher professional development provided by the District Office 2) Assigned a mentor using the state mentoring model as well as assigned a "buddy" teacher in the building. 3) Partnerships with Universities 4) Teacher of the Year 5)Professional Learning Communities (PLC/Grade Level Teaming 6) Professional Development both building-wide and individual 7) TESS 8) Instructional Specialists and Curriculum and Instruction Assistant Superintendent support.	
Plan	Assigned to:	Lindsey Bohler	
	How it will look when fully met:	In addition to the activities Sheridan School District currently has in place for recruitment, retention, training and support, the district will: Enhance mentoring and support through the development of a formalized training for mentors as well as buddy teachers that will take place throughout the school year. In collaboration with each building principal, the Assistant Superintendent of Curriculum and Instruction and the instructional specialists will provide ongoing support for new teachers by defining professional development for specific needs of the newly hired staff. A consistent interview process will be established that will include job descriptions and expectations of newly hired staff. The district will have a formalized orientation process that will include meeting several times during the year and include ongoing TESS training and a scheduled time with the building administrator. A Community Resource packet will be developed to assist new hires to the district in finding their place in our community.	
	Target Date:	01/27/2017	
	Tasks:		

		1. Develop guidelines/"curriculum" for training mentors assigned to newly hired staff. This curriculum should include parent interaction training.
		Assigned to: Lindsey Bohler
		Added date: 02/13/2016
		Target Completion Date: 09/30/2016
		Comments: Along with the Assistant Superintendent, the Principal will develop guidelines for curriculum training.
		2. Work with the Assistant Superintendent to develop a schedule for training provided to mentors who are assigned to newly hired staff at the elementary school.
		Assigned to: Lindsey Bohler
		Added date: 02/13/2016
		Target Completion Date: 09/30/2016
		Comments:
		3. Develop a set of expectations/program designed to guide "Buddy teachers" who are assigned to assist newly hired teachers.
		Assigned to: Lindsey Bohler
		Added date: 02/13/2016
		Target Completion Date: 09/30/2016
		Comments:
		4. Establish a schedule for training "Buddy teachers" using the set of expectations/program designed by the building level principal.
		Assigned to: Lindsey Bohler
		Added date: 02/13/2016
		Target Completion Date: 09/30/2016
		Comments:
		5. Building principal along with assistance from the Assistant Superintendent of Curriculum and Instruction, and instructional specialists will establish specific curriculum training/expectations for novice teachers and teachers new to the district.
		Assigned to: Lindsey Bohler
		Added date: 02/13/2016
		Target Completion Date: 10/28/2016
		Comments:
		6. Building principals along with assistance from the Assistant Superintendent of Curriculum and Instruction and instructional specialists will develop a schedule for novice and teachers new to the district to receive ongoing specific curriculum training/expectations.
		Assigned to: Lindsey Bohler
		Added date: 02/13/2016
		Target Completion Date: 10/28/2016
		Comments:
		7. Follow the established interview questions developed by the District Committee for developing the questions.
		Assigned to: Lindsey Bohler
		Added date: 02/13/2016

		Target Completion Date:	11/04/2016
		Comments:	
	8. Establish an employee cohort for conducting interviews.		
		Assigned to:	Lindsey Bohler
		Added date:	02/13/2016
		Target Completion Date:	01/27/2017
		Comments:	
	9. Develop a schedule that reflects multiple meetings throughout the school year in order to provide continuing support for novice and newly hired teachers. TESS will be included in this ongoing training.		
		Assigned to:	Lindsey Bohler
		Added date:	02/13/2016
		Target Completion Date:	01/27/2017
		Comments:	
Implement	Percent Task Complete:		0%
Opportunity to Learn			
Post-Secondary School Options			
Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/01/2015	
	Evidence:	Our school guidance counselor provides lessons for all K-2 students on both community helpers and careers. All K-2 students are given the opportunity to participate in Career Day in the Spring. The teachers provide students with opportunities to write about what they want to be when they grow up. This is an annual event at the school. At the beginning of each school year, parents are provided with a Sheridan School District Student Handbook which provides them with a list of Smart Core Requirements for graduation. This is published annually and given to parents yearly.	
		Added date:	
Curriculum, Assessment, and Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/16/2015	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Do your Instructional Teams develop standards-aligned units of instruction? Instructional teams use the common core standards to align the units of instruction with literacy, math, and social studies. The instructional teams are still in the process of creating the units for math, literacy, and social studies. Are the units aligned with standards (and grade-level and subject benchmarks)? Currently, there are not units designed for the new Arkansas science standards. The teachers are integrating the science frameworks into the current math and literacy units. There are many standards not addressed in the units, so the instructional teams and instructional specialists need to work together to find the missing standards in the units.	
Plan	Assigned to:	Lindsey Bohler	
	How it will look when fully met:	When this objective is fully implemented, there will be a set of literacy, math, and science units developed with social studies being integrated into the literacy curriculum. All units will be aligned to the common core state standards and a pacing guide for each grade level will be developed for teachers to follow throughout the school year.	
	Target Date:	05/26/2017	
		Added date:	
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 7 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/14/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Does your school administer at least three benchmark assessments to all students each year? At this point in the school year, all 1st and 2nd grade students take a literacy and math benchmark assessment three times a year. Our kindergarten students are only taking math benchmark exams at this moment with a plan for literacy benchmark at the end of school. Does the Leadership Team review the results? The leadership team does not review the results as a team, but do review the results with the instructional teams along with curriculum team members. Do your Instructional Teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students? At this point, there is not a systematic review of the results to make individual plans for individual students. Teachers are currently looking at their individual student test scores at their own time to make plans. There is no evidence at this point to say a systematic plan is in place for instructional plans.
Plan	Assigned to:	Toni Walters
	How it will look when fully met:	This objective will be fully implemented when all students are given at least three benchmarks assessments in both content areas of literacy and math in grades K-2. A systematic plan will be developed along with the curriculum team to adjust instructional plans and to differentiate assignments to support individual students. At each PLC after a formative benchmark assessment is given (DRA, DIBELs, grade level benchmark assessments, etc.), the teachers along with building administrators and curriculum team members will analyze the data, make a plan to intervene, and reassess student understanding of the material tested. The leadership team will review the results as whole with curriculum team members to locate large areas of concern to address whole school curriculum PD needs.
	Target Date:	02/21/2017
	Tasks:	
	1. Kindergarten will use a benchmark screener assessing letter naming, sounds, sight words, number recognition, and basic counting at the beginning, middle, and end of the school year.	
	Assigned to:	Shelly Allen
	Added date:	03/03/2016
	Target Completion Date:	05/12/2017
	Comments:	Teachers will use the Kindergarten screener at the beginning, middle, and end of the school year.
	2. 1st and 2nd grade will use DIBELs literacy screening at the beginning, middle, and end of the school year to show student progress in basic early literacy skills.	
	Assigned to:	Beverly Long
	Added date:	03/03/2016
	Target Completion Date:	05/12/2017
	Comments:	Kindergarten will screen at the middle and end of the school year.

		3. 1st and 2nd grade will use DRA literacy screening at the beginning, middle, and end of the school year to show student progress in reading and comprehension skills.	
		Assigned to:	Toni Walters
		Added date:	03/03/2016
		Target Completion Date:	05/12/2017
		Comments:	Kindergarten will using DRA literacy screening at the middle and end of the school year.
		4. All K-2 students will be given a math benchmark assessment of the common core focus standards at the beginning, middle, and end of the school year.	
		Assigned to:	Lindsey Bohler
		Added date:	03/03/2016
		Target Completion Date:	05/12/2017
		Comments:	
		5. All benchmark assessments data will be recorded on a data wall for the instructional teams and leadership team to analyze for student intervention.	
		Assigned to:	Lindsey Bohler
		Added date:	03/03/2016
		Target Completion Date:	05/12/2017
		Comments:	
		6. The leadership team will meet after all benchmark assessments to reflect upon student achievement data.	
		Assigned to:	Beverly Long
		Added date:	03/03/2016
		Target Completion Date:	05/12/2017
		Comments:	
		7. An academic improvement plan will be written for each student who failed to meet benchmark standards to provide interventions.	
		Assigned to:	Lindsey Bohler
		Added date:	03/03/2016
		Target Completion Date:	05/05/2017
		Comments:	
Implement	Percent Task Complete:		0%
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/16/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At this point in the school year, teachers are continuously working on math and literacy units to make adjustments where needed in their instruction. Since new resources and updates are available on a weekly basis, teachers are having to update and make changes to the units. Social studies is being integrated when possible into the literacy units and then into the grade level curriculum when they cannot be integrated into the literacy units. In the 2016-2017 school year, science standards will be implemented into the K-2 grades, so the teachers are beginning to meet and unpacking the new science standards. This will allow them to begin planning science units for the upcoming school year.	
Plan	Assigned to:	Toni Walters	
	How it will look when fully met:	Literacy, math, and science units will be implemented completely into all K-2 classrooms with social studies being integrated into the literacy units. All units will include all standards in all content areas. The units will be aligned with standards and student assessments along with the Sheridan report card.	
	Target Date:	05/12/2017	
	Tasks:		
	1. Science Units will be developed by grade level teachers along with instructional specialists.		
	Assigned to:	Lindsey Bohler	
	Added date:	03/03/2016	
	Target Completion Date:	03/31/2017	
	Comments:		
	2. Literacy units will continually be updated as new resources are available.		
	Assigned to:	Toni Walters	
	Added date:	03/03/2016	
	Target Completion Date:	03/31/2017	
	Comments:		
	3. Math Units will continually be updated as new resources are available.		
	Assigned to:	Whitney Johnson	
	Added date:	03/03/2016	
	Target Completion Date:	03/31/2017	
	Comments:		
	4. Social Studies standards will be aligned with grade level curriculum.		
	Assigned to:	Shelly Allen	
	Added date:	03/03/2016	
	Target Completion Date:	03/31/2017	
	Comments:		

Implement	Percent Task Complete:	0%
Family Community Engagement		
Defining the purpose, policies, and practices of a school community		
Indicator	IVA01 - 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)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 12/14/2015
	Evidence:	The leadership team discussed the Wise Ways for this indicator. The team believed this indicator is fully implemented through the Parent Compact that includes how parents (families) can support their students' learning at home. The Title 1 Compact is given to all parents/families at the beginning of each year to sign and return. The students, teachers, and principals each sign the compact as well. The compacts are then kept on file until the end of the school year. A copy of the Title 1 Compact can be found in the Document Uploads.
	Added date:	