

Comprehensive Plan Report

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

11/22/2016

BARTON HIGH SCHOOL NCES - 50273000040

BARTON-LEXA 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)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 08/26/2015	
		Objective Met - 11/02/2015	
	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:	We currently, as a high school leadership team, have structure and policy to represent our faculty. This team meets bimonthly addressing indicators to show school improvement. All evidence of leadership team meetings will be shared with all stakeholders.	
Plan	Assigned to:	Chris Goodin	
	How it will look when fully met:	A leadership team will be made up of the principal and teachers. This team will have a specific purpose and a scheduled time to meet. This team's purpose will be well-defined and understood by all staff.	
	Target Date:	05/30/2016	
	Tasks:		
	1. Market the BLT as a leadership team to represent the staff rather than a governing body.		
	Assigned to:	Chris Goodin	
	Added date:	09/09/2015	
	Target Completion Date:	05/30/2016	
	Comments:	Mr. Goodin will reiterate that this team represents all staff not governs all staff. This could be through email or dialogue.	
	Task Completed:	10/23/2015	
	2. Propose a policy for the creation of a team that includes members from a leadership team, an instructional team, and a community council with each team having a specific purpose and specific time to meet and request that this become a standard policy for the district.		
	Assigned to:	Chris Goodin	
	Added date:	03/03/2016	
	Target Completion Date:	05/05/2017	
	Comments:		

	3. Open lines of two-way communication for all stakeholders will be put in place through email and suggestion box.		
	Assigned to:	Jake Gerrard	
	Added date:	11/02/2016	
	Target Completion Date:	05/05/2017	
	Frequency:	monthly	
	Comments:	The team's discussion and decision making will be shared with all stakeholders via email.	
Implement	Percent Task Complete:		
	Objective Met:	11/2/2015	
	Experience:	11/2/2015 The BLT has met regularly, filled the two vacancies, and shared its purpose as a representative body rather than a governing body.	
	Sustain:	11/2/2015 The team will continue to meet twice a month and pursue leadership opportunities to improve our school.	
	Evidence:	11/2/2015 There are meeting minutes and emails to confirm our meetings and objectives.	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/07/2015	
	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:	There is an agenda, a sign-in sheet, and minutes created for each meeting. The agenda is shared previous to the meeting in order for members to review their Wise Ways. These are compiled by the process manager and kept in a hard copy notebook as well as online.	
Plan	Assigned to:	Carolyn Gruby	
	How it will look when fully met:	The process manager will create an agenda, a sign-in sheet, and minutes for each meeting. The agenda will be shared through email previous to the meeting in order for members to review their Wise Ways, indicators, and task lists. The team members will receive an email of the Comprehensive Plan Report monthly. A hard copy of the agendas, sign-in sheets, and minutes will be compiled by the process manager and kept in a notebook as well as online.	
	Target Date:	05/26/2016	
	Tasks:		
	1. The process manager will continue to create agendas, minutes, and sign-in sheets for meetings. The agenda will be emailed to team members previous to each meeting.		
	Assigned to:		

	Assigned to:	Carolyn Gruby
	Added date:	12/07/2015
	Target Completion Date:	05/31/2016
	Frequency:	twice monthly
	Comments:	
	2. The process manager will email the Comprehensive Report Plan monthly to all team members.	
	Assigned to:	Carolyn Gruby
	Added date:	12/07/2015
	Target Completion Date:	05/31/2016
	Frequency:	monthly
	Comments:	
	3. The process manager will continue to create an agenda, sign-in sheet, and minutes for each meeting. The agenda will be shared via email previous to the meeting in order for members to review their WiseWays, indicators, and task lists. The team members will receive an email of the comprehensive plan report monthly. An online and hard copy of the agenda, sign-in sheets, and minutes will be kept in a notebook by the process manager.	
	Assigned to:	Jake Gerrard
	Added date:	11/02/2016
	Target Completion Date:	05/17/2017
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/07/2015
	Evidence:	The leadership team has a set schedule of bimonthly team meetings. The team is represented by the principal, counselor, literacy facilitator, and teachers. The team meets for an hour after school to assess, plan, and monitor the required state indicators. There is a sign-in sheet, agenda, and minutes for each meeting as well as a comprehensive report plan to monitor the team's progress.
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/14/2016
	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:	Data being used to assess this indicator include ACT Aspire, Think Through Math, STAR Reading, and various classroom assessments. The leader has developed grade and content level teams that meet weekly to identify students that need support and create learning goals.

Plan	Assigned to:	Chris Goodin
	How it will look when fully met:	Principal will make schedule for grade level and content meetings that allow for vertical and horizontal alignment per teacher needs. Teachers will use student academic data to inform instructional practices.
	Target Date:	05/15/2017
	Tasks:	
	1. Create schedule to be followed by teams.	
	Assigned to:	Chris Goodin
	Added date:	09/28/2016
	Target Completion Date:	10/19/2016
	Comments:	
	2. Data analysis will be monitored quarterly by the leadership team and then previously reviewed data will be shared with all stakeholders.	
	Assigned to:	Donna Vondran
	Added date:	09/28/2016
	Target Completion Date:	10/11/2016
	Frequency:	four times a year
	Comments:	
	3. In faculty meetings, grade level and content level teams will collaborate to share strategies aimed at improving vertical and horizontal alignment.	
	Assigned to:	Chris Goodin
	Added date:	09/28/2016
	Target Completion Date:	10/20/2016
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

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)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 11/16/2015	
	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:	Focus walk-throughs are being conducted by leadership team weekly. This data is being analyzed, summarized, and shared with all stakeholders.	
Plan	Assigned to:	Chris Goodin	
	How it will look when fully met:	The principal and academic coaches will share data using a standardized walk-through form. The principal will disaggregate data and review with the BLT(Building Leadership Team). The BLT will make	

		recommendations as needed.
	Target Date:	05/26/2016
	Tasks:	
	2. Trend data will be gathered, analyzed, and shared with the BLT to determine future professional development.	
	Assigned to:	Chris Goodin
	Added date:	11/23/2015
	Target Completion Date:	05/17/2017
	Comments:	
	3. A schedule has been created for three people on the leadership team to conduct classroom walk-throughs.	
	Assigned to:	Donna Vondran
	Added date:	11/02/2016
	Target Completion Date:	05/17/2017
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 11/23/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are required to submit a professional growth plan.
Plan	Assigned to:	Chris Goodin
	How it will look when fully met:	Teachers will modify their professional growth plans following the principal observations. These plans will be aligned with district and school goals for teacher achievement and teachers' classroom responsibilities, including curriculum, instruction, and student assessment. Evidence can include professional growth plans and principal observations.
	Target Date:	05/27/2016
	Tasks:	
	1. The principal will monitor all PGP's and will have conversations with teachers concerning feedback and next steps.	
	Assigned to:	Chris Goodin
	Added date:	11/23/2015
	Target Completion Date:	05/26/2016
	Comments:	
	2. Teachers will revise and update their PGP's based on principal's feedback.	
	Assigned to:	Chris Goodin

	Added date:	11/23/2015
	Target Completion Date:	05/26/2016
	Comments:	
	3. The principal will conduct formal observations and collaborate with teachers using the TESS model, analyzing their PGP and professional development needs.	
	Assigned to:	Chris Goodin
	Added date:	11/02/2016
	Target Completion Date:	05/17/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 12/07/2015
	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:	Currently our professional development is differentiated through a variety of topics as a whole group and break-out sessions to meet individual needs of teachers. Also, teacher surveys are used to determine the needs of teachers for this differentiation and school-wide training. Great Rivers Educational Coop provides ongoing training to content areas throughout the year.
Plan	Assigned to:	Chris Goodin
	How it will look when fully met:	High quality, differentiated professional development will be provided to staff members increasing educator effectiveness. Needs will be determined through data collected from surveys and focus walks. Trend data will also be used to determine professional development needs.
	Target Date:	05/26/2016
	Tasks:	
	1. The leadership team will analyze the data from focus walks, trend data, and surveys to determine the professional development needs.	
	Assigned to:	Chris Goodin
	Added date:	12/07/2015
	Target Completion Date:	05/26/2016
	Comments:	
	2. Tammie Moore will be creating a district wide, midyear needs assessment on professional development for all teachers to complete.	
	Assigned to:	Tammie Moore
	Added date:	11/02/2016
	Target Completion Date:	01/04/2017
	Comments:	

3. Teachers will follow up debriefing and reflection of professional development needs by various, flexible opportunities at Great Rivers Coop.

Assigned to:	Chris Goodin
Added date:	11/02/2016
Target Completion Date:	07/31/2017
Frequency:	twice a year
Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
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School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)
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Status	Tasks completed: 1 of 4 (25%)
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Assessment	Level of Development:	Initial: Limited Development 02/04/2016
	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:	Barton/Lexa High School is currently developing a plan to restructure the school year and school's master schedule for the school year 2016-17.

Plan	Assigned to:	Chris Goodin
	How it will look when fully met:	The school year will begin in early August and end in early to mid-May. Also, the school day will be restructured with two goals in mind. One goal is that students who need the most support are given more instructional opportunities increasing learning. The other goal of restructuring the school day is that all teachers will have time at the end of each day to conduct collaborative instructional planning. The school will take a new approach with the RTI and enrichment program. A plan will be created to monitor the effectiveness of the program.
	Target Date:	08/01/2016

Tasks:

1. The district applied for waivers concerning the restructuring of the school year and the school day.

Assigned to:	David Tollett
Added date:	02/04/2016
Target Completion Date:	03/01/2016
Comments:	
Task Completed:	01/14/2016

2. The high school will create a new master schedule reflecting the restructured school day.

Assigned to:	Chris Goodin
Added date:	02/04/2016
Target Completion Date:	07/01/2016
Comments:	

3. The High School will continue to collaborate on instructional planning and "at risk" students in regularly

	scheduled PLCs.		
	Assigned to:	Chris Goodin	
	Added date:	11/02/2016	
	Target Completion Date:	05/17/2017	
	Frequency:	weekly	
	Comments:		
	4. The interventionists are currently using Think Through Math, Plato, and Tinker to improve student growth for struggling students.		
	Assigned to:	Chris Goodin	
	Added date:	11/02/2016	
	Target Completion Date:	05/17/2017	
	Frequency:	daily	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)	
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 03/03/2016	
	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:	The current level of development is limited in recruiting teachers to support transformations. The district is actively and strategically marketing strengths and developing high and unyielding standards for candidate selection and aggressively reaching out to all possible candidate pools.	
Plan	Assigned to:	Chris Goodin	
	How it will look when fully met:	The school will have a fully developed recruiting plan to address steps to attract highly-qualified and experienced teachers in low poverty and minority backgrounds. The school will create a new recruitment plan that will actively and strategically market strengths of the school, focus on high and unyielding standards for candidates, and extend the search to all possible candidate pools when recruiting for difficult-to-staff positions.	
	Target Date:	05/30/2016	
	Tasks:		
	1. The district will apply for the Bonus Incentive Grant to attract or retain new highly qualified staff.		
	Assigned to:	David Tollett	
	Added date:	03/03/2016	
	Target Completion Date:	03/03/2016	
	Comments:		

Task Completed: 02/17/2016

2. The school will create a new recruitment plan that will actively and strategically market the strengths of the school, focus on high and unyielding standards for candidates, and extend the search to all possible candidate pools when recruiting for difficult-to-staff positions.

Assigned to: David Tollett

Added date: 03/03/2016

Target Completion Date: 05/27/2016

Comments:

Implement Percent Task Complete: Tasks completed: 1 of 2 (50%)

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)

Status Tasks completed: 3 of 5 (60%)

Assessment Level of Development: Initial: Limited Development 09/23/2015

Index: 6 (Priority Score x Opportunity Score)

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

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

Describe current level of development: Instructors are teaching the CCSS in math and literacy. Instructors in other subject areas adhere to the Arkansas frameworks.

Plan Assigned to: Chris Goodin

How it will look when fully met: After determining the class of highest priority, each teacher will create a day-by-day, sustainable curriculum map that will include vertical and horizontal alignment for 178 days of instruction. Teachers will then develop curriculum maps starting with lowest tested grade level, and additional course maps will be created and implemented thereafter.

Target Date: 05/25/2018

Tasks:

1. The superintendent will schedule ten days of PLC time to create curriculum maps.

Assigned to: David Tollett

Added date: 11/23/2015

Target Completion Date: 10/01/2015

Comments:

Task Completed: 09/25/2015

2. The superintendent will introduce the template for the curriculum maps that teachers will be developing.

Assigned to: David Tollett

Added date: 11/23/2015

Target Completion Date: 10/27/2015

Comments:

Task Completed: 10/27/2015

3. Teachers will create a list of enrichment activities to compliment the curriculum they are developing.

	Assigned to:	David Tollett
	Added date:	11/23/2015
	Target Completion Date:	11/17/2015
	Comments:	
	Task Completed:	11/17/2015
	4. Curriculum maps will be developed by the teachers.	
	Assigned to:	David Tollett
	Added date:	11/23/2015
	Target Completion Date:	08/05/2016
	Comments:	
	5. From the waiver to reconstruct the school day, teachers meet in content and grade-level PLCs to further develop horizontal and vertical alignment in curriculum maps.	
	Assigned to:	Chris Goodin
	Added date:	11/04/2016
	Target Completion Date:	05/17/2017
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 3 of 5 (60%)
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)	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/08/2015
	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:	Barton High School uses a PLATO program to assess three times a year. Reports of weaknesses and strengths are shared with staff through PLC's with instructional specialists. These reports are also submitted to principals and the leadership teams.
Plan	Assigned to:	Chris Goodin
	How it will look when fully met:	There will be three tests-a pretest, a mid-year, and a post test administered. These will be formative assessments for all students. The leadership team will review the evidence and the instructional teams will share the information with individual teachers including special ed.
	Target Date:	05/29/2015
	Tasks:	
	1. Administer three formative assessments-pre, mid, post for literacy, math, and science.	
	Assigned to:	Donna Vondran
	Added date:	10/08/2015
	Target Completion Date:	05/27/2016

	Frequency:	three times a year	
	Comments:		
	2. A PLC will be conducted by instructional facilitators with all math, literacy, and science teachers Grades 7-11. Disaggregation of data will include item distribution analysis and areas of strengths and weakness. These results will determine the adjustments in instruction and differentiation.		
	Assigned to:	Donna Vondran	
	Added date:	10/08/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	three times a year	
	Comments:		
	3. In Special Education ongoing assessments will be conducted, and the results will determine individual interventions in math and literacy. The special ed teacher will use intervention data to aid in writing IEP goals and monitoring the effects of the special ed intervention.		
	Assigned to:	Latrenda Mills	
	Added date:	10/08/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	weekly	
	Comments:		
	4. Barton High School no longer uses PLATO for formative assessments. The district now uses ACT Aspire Periodic Assessments three times a year. Reports of weaknesses and strengths are dissaggrated by staff and then monitored on Student Learning Plans.		
	Assigned to:	Donna Vondran	
	Added date:	11/04/2016	
	Target Completion Date:	05/17/2017	
	Frequency:	three times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (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)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 02/18/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the process of developing a day-by-day curriculum map based on 178 days of instruction.	
Plan	Assigned to:	Chris Goodin	
	How it will look when fully met:	After determining the class of highest priority, each teacher will create a day-by-day, sustainable curriculum map that will include vertical and horizontal alignment for 178 days of instruction. Teachers will then develop curriculum maps starting with lowest tested grade level, and	

		additional course maps will be created and implemented thereafter.
	Target Date:	05/31/2018
	Tasks:	
	1. Ten PLC's will be held for teachers to develop the 178 day curriculum map.	
	Assigned to:	David Tollett
	Added date:	02/18/2016
	Target Completion Date:	03/01/2016
	Frequency:	twice monthly
	Comments:	
	Task Completed:	03/01/2016
	2. Five additional curriculum days in June 2016 will be held to monitor and revise the curriculum maps.	
	Assigned to:	David Tollett
	Added date:	02/18/2016
	Target Completion Date:	06/15/2016
	Comments:	
	Task Completed:	08/05/2016
	3. During the 2016-17 school year, revisions will be made to the curriculum maps that were created to ensure functionality.	
	Assigned to:	David Tollett
	Added date:	02/18/2016
	Target Completion Date:	05/31/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator	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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/03/2016
	Evidence:	A school, parent and student compact is sent home at the beginning of the school year. This compact includes the responsibilities of parents, students, and school regarding the expectations of each party. The compact focuses on four areas: instruction, studying, respect & responsibility and community. The compact is signed by all three parties and kept on file.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)	
Status	Tasks completed: 1 of 3 (33%)	
Assessment	Level of Development:	Initial: Limited Development 02/29/2016
	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:	All students receive guidance with the 9th, 11th, and 12th grades specifically targeted for college and career. Financial literacy, soft/hard skills, and character education are addressed through CAP(Career Action Planning). Seniors meet on a one-on-one basis to discuss each student's college/career plan. A variety of field trips are provided to expose students to college/career opportunities. A variety of speakers from colleges and military branches visit the schools and meet with the students. Our counselor administers the PSAT, the ASVAB, and the ACT to every junior in high school, assists students with college entry steps, and provides help with financial aid paperwork.	
Plan	Assigned to:	Monique Miller	
	How it will look when fully met:	All students will receive guidance with the 9th, 11th, and 12th grades specifically targeted for college and career. Financial literacy, soft/hard skills, and character education will be addressed through CAP(Career Action Planning). Seniors will meet on a one-on-one basis to discuss each student's college/career plan. A variety of field trips will be provided to expose students to college/career opportunities. A variety of speakers from colleges and military branches will visit the schools and meet with the students. Our counselor will administer the PSAT, the ASVAB, and the ACT to every junior in high school, assist students with college entry steps, and provide help with financial aid paperwork. There will be additional career exploration opportunities through job shadowing (the marketing apprenticeship program), the development of four career paths, and communication with parents concerning these career paths.	
	Target Date:	08/01/2016	
	Tasks:		
	1. Create career paths for Grades 9-12.		
	Assigned to:	David Tollett	
	Added date:	02/29/2016	
	Target Completion Date:	08/01/2016	
	Comments:		
	Task Completed:	02/26/2016	
	2. Communicate career paths to parents through the student registration process.		
	Assigned to:	David Tollett	
	Added date:	02/29/2016	
	Target Completion Date:	06/15/2016	
	Comments:		
	3. Formulate the marketing apprenticeship program by establishing partnerships with local businesses.		
	Assigned to:	David Tollet	
	Added date:	02/29/2016	
	Target Completion Date:	08/01/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	

