

# 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.

November 30, 2016

**CARNALL ELEMENTARY SCHOOL** NCES - 50633000356

Fort Smith 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: 0 of 1 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 Leadership Team meets to discuss student needs as they arise.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Teams will meet monthly to discuss the needs of the students. Those needs can include educational concerns, behavior/discipline issues, and any other area to address. Documentation will include meeting minutes and agendas.	
	Target Date:	05/25/2016	

#### Tasks:

1. The Leadership Team will meet as needed to discuss student needs.

	Assigned to:	Tanya Johnson	
	Added date:	03/28/2016	
	Target Completion Date:	05/25/2016	
	Comments:		

**Implement** Percent Task Complete: 0%

**Indicator ID02 - All teams have written statements of purpose and by-laws for their operation. (37)**

**Status** Tasks completed: 0 of 1 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/07/2014	
	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:	Carnall has a mission statement. By-laws have not yet been developed. Statements of purpose are on agendas for November and December team meetings.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	By-laws and written statement of purpose will be placed in file in office.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. By-laws and written statement of purpose were developed during Oct. 28 meeting.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	10/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>ID03 - All teams operate with work plans for the year and specific work products to produce.(38)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Work plans for the year have not been implemented. Plans are created and modified based on needs.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Work plans for the year will be included in file in office.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. This was discussed during August school improvement team meeting and revisited during faculty meeting.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	10/01/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>		

<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Most teams prepare agendas for their meetings.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	An agenda for each meeting will also serve as a sign-in sheet for evidence that this indicator has been fully implemented.	
	Target Date:	05/25/2016	
	<b>Tasks:</b>		
	1. An agenda will be completed for meetings by all leaders of the meeting.		
	Assigned to:	Tanya Johnson	
	Added date:	03/28/2016	
	Target Completion Date:	05/25/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>ID05 - The principal maintains a file of the agendas, work products, and minutes of all teams.(41)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	Agendas, work products and minutes of meetings are kept in a file in the office.	
	Added date:		
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 Leadership Team at Carnall was already meeting one time per month and will add an additional meeting each month.	
<b>Plan</b>	Assigned to:	Tanya Johnson	

	How it will look when fully met:	Team meetings will be scheduled and placed on school calendar.	
	Target Date:	05/20/2016	
	<b>Tasks:</b>		
	1. Team meetings will be scheduled and placed on school calendar.		
	Assigned to:	Tanya Johnson	
	Added date:	03/14/2016	
	Target Completion Date:	05/20/2016	
	Comments:		
	2. Leadership Team meetings will be scheduled for remainder of the year and placed on school calendar.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	10/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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 team will regularly communicate with faculty and staff by providing updates through email, moodle and during staff meetings.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Regular, on-going communication will be observed.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. A Leadership Team review will be placed on all faculty meeting agendas in order to provide updates and regular communication with faculty. A Leadership Team tab will also be added to the Carnall Instructional Team Moodle Page.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	Data disaggregation PD, intervention team meetings and LPAC meetings.	
	Added date:		
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	Master Schedule illustrates how grade level teachers have common times for instructional planning.	
	Added date:		
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	SBC is available for teachers to meet and plan. SBC will be utilized school wide for instructional planning.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	SBC agendas and meeting minutes will be placed in file in the office.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. SBC meetings will be scheduled and placed on school calendar.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	10/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>School Leadership and Decision Making</b>			
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>			

<b>Indicator</b>	<b>IE05 - The principal participates actively with the school's teams. (56)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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 is not always available during team meetings due to district meetings, classroom observation or student behavior.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Teams will notify principal before team meetings. SBC meetings will be utilized for principal to meet with teams.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Principal will attend SBC meetings.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	TESS observations and teacher conferences	
	Added date:		
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	TESS observations and teacher conferences	
	Added date:		
<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	TESS observations and conferences	
	Added date:		

<b>Indicator</b>	<b>IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	TESS observations and conferences	
	Added date:		
<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	Quarterly Awards and classroom awards	
	Added date:		
<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	parent involvement activities, parent teacher conferences, principal open door policy	
	Added date:		
<b>School Leadership and Decision Making</b>			
<b>Aligning classroom observations with evaluation criteria and professional development</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	Reports have not been compiled to show strengths and weaknesses.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Create and share reports with staff illustrating strengths and areas in need of improvement.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Reports will be shared during Leadership Team meetings.		

		Assigned to:	Tanya Smith
		Added date:	10/29/2014
		Target Completion Date:	03/31/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	Reports have not been shared with Leadership Team.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Reports will be created to illustrate strengths and areas in need of improvement and shared with Leadership Team.	
	Target Date:	05/25/2016	
	<b>Tasks:</b>		
	1. Reports will be shared with the Leadership Team to develop professional development with the staff.		
		Assigned to:	Tanya Johnson
		Added date:	03/14/2016
		Target Completion Date:	05/25/2016
		Comments:	
	2. Professional development for the remainder of the year will be based on reports from classroom observations.		
		Assigned to:	Tanya Smith
		Added date:	10/29/2014
		Target Completion Date:	03/31/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	TESS observations, PD plans and sign-in sheets, conferences with teachers	
		Added date:	



<b>Indicator</b>	<b>IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	Observations by peers has not been implemented. Instructional facilitators and interventionists have observed teachers.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Time will bel scheduled for teachers to observe one another.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Schedule time within the day for teachers to observe their peers.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	TESS rubric	
	Added date:		
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 base their individual professional growth plan based on formal and informal TESS Observations.	
<b>Plan</b>	Assigned to:	Tanya Johnson	

	How it will look when fully met:	All teachers will have well developed professional growth plans based on classroom observations and TESS observations.	
	Target Date:	05/25/2016	
	<b>Tasks:</b>		
	1. Teachers will develop a professional development plan for the 2016-2017 school year.		
	Assigned to:	Tanya Johnson	
	Added date:	03/28/2016	
	Target Completion Date:	05/25/2016	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	PGPs and PD are based on needs identified in TESS components	
	Added date:		
<b>Indicator</b>	<b>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	TESS PGPs and self-assessments, TESS observations and conferences	
	Added date:		
<b>Indicator</b>	<b>IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	Time to share during PD and faculty meetings is not regularly scheduled.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Times to regularly share with other teachers will be placed on agendas for all meetings.	
	Target Date:	03/31/2014	

	<b>Tasks:</b>		
	1. Peer observations will be scheduled along with time for peer reflection.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Math and Reading Instructional Facilitators meet with individual teachers. They also meet with K-2 and 3-6 teachers for vertical alignment on Collaboration Days.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Faculty will meet for professional development during the school day.	
	Target Date:	05/25/2016	
	<b>Tasks:</b>		
	1. Teachers will meet for 1/2 day STEM Integration Day.		
	Assigned to:	Tanya Johnson	
	Added date:	03/28/2016	
	Target Completion Date:	01/25/2016	
	Comments:		
	2. Teachers will meet for 1/2 day of Professional Learning Community to develop learning opportunities for the students.		
	Assigned to:	Tanya Johnson	
	Added date:	03/28/2016	
	Target Completion Date:	02/08/2016	
	Comments:		
	3. Teachers will attend Response to Intervention professional development provided by the district.		
	Assigned to:	Tanya Johnson	
	Added date:	03/28/2016	
	Target Completion Date:	02/15/2016	
	Comments:		

	4. Teachers will be provided 1/2 day STEM Integration PD Day for STEM.
	Assigned to: Tanya Johnson
	Added date: 03/28/2016
	Target Completion Date: 03/07/2016
	Comments:
	5. Teachers will attend 1/2 Day PLC to develop lessons for students.
	Assigned to: Tanya Johnson
	Added date: 03/28/2016
	Target Completion Date: 03/31/2016
	Comments:
<b>Implement</b>	Percent Task Complete: 0%

### 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)**

**Status** Tasks completed: 0 of 1 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	After school tutoring occurs Monday-Thursday. Data is analyzed to determine if there is a need to change tutor participants.
<b>Plan</b>	Assigned to:	Tanya Johnson
	How it will look when fully met:	Students will attend after school tutoring Monday-Thursday during the school year.
	Target Date:	05/25/2016

#### Tasks:

	1. Teachers will collect data to determine if students are improving academically at the end of each nine weeks.
	Assigned to: Robin Pratt-Webber
	Added date: 03/28/2016
	Target Completion Date: 10/15/2015
	Frequency: four times a year
	Comments:
<b>Implement</b>	Percent Task Complete: 0%

### 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: 0 of 2 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	This is met by district.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	This plan is met by the district. However, the principal and assistant principal may participate in ETIP interviews during the 2nd and 4th nine weeks.	
	Target Date:	05/25/2016	
	<b>Tasks:</b>		
	1. Principal attends ETIP interviews.		
	Assigned to:	Tanya Johnson	
	Added date:	03/28/2016	
	Target Completion Date:	12/17/2015	
	Comments:		
	2. Assistant principal attends ETIP interviews.		
	Assigned to:	Melissa Bridges	
	Added date:	03/28/2016	
	Target Completion Date:	12/17/2015	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	

## 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: 0 of 2 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	This does not occur on a regular basis.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Teams will utilize SBC and submit agendas and meeting minutes.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Instructional Staff will meet with IF's to develop curriculum maps and lesson plans.		
	Assigned to:	Tanya Johnson	
	Added date:	03/16/2016	
	Target Completion Date:	03/31/2016	
	Comments:		
	2. Place this on SBC agendas and include in meeting minutes. Instructional Facilitators will also teachers develop units of study.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	Teachers utilize curriculum maps created by district teams.	
	Added date:		
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in assessing and monitoring student mastery</b>			
<b>Indicator</b>	<b>IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	This does not occur consistently.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Pre and post tests to assess student mastery will be placed on team meeting agendas throughout the year. PD will be planned to help staff create and utilize pre and post assessments.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Leadership Team will create presentation to share with staff during next faculty meeting.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	12/01/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	Pre and post tests are not utilized on a consistent basis.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Pre and post tests will be created for all unit studies.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Data will be collected from classroom teachers and analyzed by instructional teams and the school Leadership Team.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 10/28/2014	

		<b>Will include in plan</b>	
	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:	No implementation	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	This will be placed on agendas for instructional team meetings.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Item will be placed on agendas and included in meeting minutes.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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 is not currently kept on a consistent basis by teachers.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	PD will be scheduled to help teachers understand how and why individualized instruction benefits students.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Classroom observation data will be collected to analyze effectiveness of action.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		



<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IIB05 - All teachers re-teach based on post-test results.(95)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	This does not occur on a regular basis by all teachers.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Teachers will keep student data to document re-teaching of skills and concepts.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Classroom observation data will be analyzed to determine effectiveness of action.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in differentiating and aligning learning activities</b>			
<b>Indicator</b>	<b>IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	Curriculum maps created by district instructional departments.	
	Added date:		
<b>Indicator</b>	<b>IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	Not all units are organized, labeled and stored.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Grade level closets will contain units of studies that are organized, labeled and stored for teacher convenience.	
	Target Date:	05/30/2014	
	<b>Tasks:</b>		
	1. Storage closets will be cleared to allow room for storage.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Assessing student learning frequently with standards-based assessments</b>			
<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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 give students Developmental Reading Assessments, Developmental Spelling Assessments, and assessments developed by Instructional Facilitators.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IID03 - Teachers receive timely reports of results from standardized and objectives-based tests.(101)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	TLI assessment data, currently Benchmark data	
	Added date:		

<b>Indicator</b>	<b>IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 10/28/2014	
		Will include in plan	
	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:	Yearly learning goals have not been established and must be created.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	The Leadership Team will meet and create yearly learning goals.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Learning goals will be established during October Leadership Team meeting.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	10/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IID07 - The Leadership Team monitors school-level student learning data.(105)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	Student data is analyzed at each team meeting. SIT agendas and minutes reflect this action.	
	Added date:		
<b>Indicator</b>	<b>IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/28/2014	
	Evidence:	SIT agendas and meeting minutes reflect this action has been implemented.	
	Added date:		
<b>Indicator</b>	<b>IID09 - Instructional Teams use student learning data to plan instruction.(107)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	SBC will be utilized to reflect instruction is planned and based on student learning data.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	SBC agendas and minutes will reflect planning is based on student needs.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Classroom observation data will be analyzed to determine effectiveness of action.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2014	
	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:	This does not occur on a regular basis.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Instructional team agendas and meeting minutes will reflect utilization of student data.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Instructional Teams and Leadership Team will analyze data to determine needs and plans for support.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 10/28/2014	
		Will include in plan	
	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:	No implementation	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	This action will be incorporated into team meetings and documented in meeting minutes.	
	Target Date:	03/31/2014	
	<b>Tasks:</b>		
	1. Leadership Team meeting will analyze data quarterly to red flag students.		
	Assigned to:	Tanya Smith	
	Added date:	10/29/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	

### Classroom Instruction

#### Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Grade level curriculum maps, lesson plans indicating CCSS and K-2, 3-6 grade band meetings.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	Teachers will meet to plan for student success.	

	Target Date:	05/25/2016
	<b>Tasks:</b>	
	1. PLC's meet every two weeks to align standards and discuss student needs.	
	Assigned to:	Tanya Johnson
	Added date:	03/28/2016
	Target Completion Date:	12/17/2015
	Comments:	
	2. Teachers meet to discuss STEM Integration for 1/2 day.	
	Assigned to:	Tanya Johnson
	Added date:	03/28/2016
	Target Completion Date:	01/25/2016
	Comments:	
	3. PLC's meet 1/2 day for development of lessons and assessments.	
	Assigned to:	Tanya Johnson
	Added date:	03/28/2016
	Target Completion Date:	02/08/2016
	Comments:	
	4. Teachers meet to discuss STEM Integration for 1/2 day.	
	Assigned to:	Tanya Johnson
	Added date:	03/28/2016
	Target Completion Date:	03/07/2016
	Comments:	
	5. PLC's meet 1/2 day for development of lessons and assessments.	
	Assigned to:	Tanya Johnson
	Added date:	03/28/2016
	Target Completion Date:	03/31/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Indicator</b>	<b>IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)</b>	
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015
	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:	Title I funds are already used to purchase math and literacy materials to support learning, teachers collaborate to plan instruction that addresses standards, math and literacy facilitators also plan with teachers to ensure standards are addressed	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Kindergarten assessments, literacy assessments, TLI, classroom assessments	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Kindergarten assessments,literacy assessments, TLI, classroom assessments	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	small group instruction, interventions, after school tutoring, accommodations	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA08 - All teachers review the previous lesson.(117)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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 review previous activity more than previous learning purpose but the mindset is changing through the development of purpose during instruction and the communication of purpose.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives.(118)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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 review previous activities more than purpose of learning but the mindset is changing with more focus on purpose and communication of purpose during instruction.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA10 - All teachers stimulate interest in the topics.(119)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Interest is peaked during some instruction and learning, but not all.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA11 - All teachers use modeling, demonstration, and graphics.(120)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Many teacher use graphics and model for students, but not all. More planning by teachers is needed to fully implement. More collaboration is needed to fully implement.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA13 - All teachers explain directly and thoroughly.(122)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Explanations are provided primarily whole group not small group or individually.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA14 - All teachers maintain eye contact.(123)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Some teachers maintain eye contact during instruction, but not all.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA15 - All teachers speak with expression and use a variety of vocal tones.(124)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Some teachers speak with expression, but not all.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA16 - All teachers use prompting/cueing.(125)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Some teachers use prompting and cues, but not all.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA17 - All teachers re-teach when necessary.(126)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Some teachers re-teach when necessary - but mostly through whole group instruction.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA18 - All teachers review with drilling/class recitation.(127)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Some teachers review with drilling/class recitation, but not all teachers.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA19 - All teachers review with questioning.(128)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 01/23/2015	
	Evidence:	questions that recorded in lesson plans, teacher observations	
	Added date:		
<b>Indicator</b>	<b>IIIA20 - All teachers summarize key concepts.(129)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/23/2015	
	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:	Some teachers summarize key concepts, but not all.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA21 - All teachers re-teach following questioning.(130)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Utilization of assessments to determine when reteaching is necessary.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Some teachers encourage students to paraphrase, summarize and relate.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA26 - All teachers encourage students to check their own comprehension.(135)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Some teachers encourage students to check their own comprehension.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA27 - All teachers verbally praise students.(136)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Teachers verbally praise students but the praise is not specific.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA28 - All teachers travel to all areas in which students are working.(137)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2015	
	Evidence:	Classroom observations and TESS observations.	
	Added date:		
<b>Indicator</b>	<b>IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Some teachers interact instructionally with students.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures).(141)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Some students interact managerially with students.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	

	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:	Some teachers interact socially with students.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

**Indicator IIIA35 - Students are engaged and on task.(144)**

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Not all students are engaged and on task.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

**Indicator IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program.(149)**

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Some teachers assess student mastery in ways other than those provided by computer program.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

**Classroom Instruction**

**Expecting and monitoring sound homework practices and communication with parents**

**Indicator IIIB01 - All teachers maintain a file of communication with parents.(150)**

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Most teachers, but not all, maintain a file of communication with parents.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Most teachers, but not all, regularly assign homework.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIB03 - All teachers check, mark, and return homework.(152)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Most teachers check, mark and return homework.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2015	
	Evidence:	Parent teacher conferences	

		Added date:	
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound classroom management</b>			
<b>Indicator</b>	<b>IIIC01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Not all students are occupied with curriculum-related activities provided by the teacher while waiting for teacher assistance.	
<b>Plan</b>	Assigned to:	Not yet assigned	
		Added date:	
<b>Indicator</b>	<b>IIIC04 - Students raise hands or otherwise signal before speaking.(159)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2015	
	Evidence:	Classroom Procedures submitted before school begins and classroom observations	
		Added date:	
<b>Indicator</b>	<b>IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Most teachers use a variety of instructional modes.	
<b>Plan</b>	Assigned to:	Not yet assigned	
		Added date:	
<b>Indicator</b>	<b>IIIC06 - All teachers maintain well-organized student learning materials in the classroom.(161)</b>		
<b>Status</b>	In Plan / No Tasks Created		



<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Most teachers maintain well-organized student learning materials in the classroom.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/31/2015	
	Evidence:	Procedures and rules displayed before school begins.	
	Added date:		
<b>Indicator</b>	<b>IIIC09 - All teachers correct students who do not follow classroom rules and procedures.(164)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Most teachers correct students who do not follow classroom rules and procedures.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Most teachers reinforce classroom rules and procedures by positively teaching them.	
<b>Plan</b>	Assigned to:	Not yet assigned	

		Added date:	
<b>Family Engagement in a School Community</b>			
<b>Explain and communicate the purpose and practices of the school community</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/31/2015	
	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:	Signed compacts have been placed in all students' cumulative folders.	
<b>Plan</b>	Assigned to:	Tanya Johnson	
	How it will look when fully met:	All students will have signed compacts in their cumulative folders.	
	Target Date:	10/23/2015	
	<b>Tasks:</b>		
	1. Teachers will have parents sign the compacts at the parent teacher conferences.		
	Assigned to:	Lisa Bartmier	
	Added date:	03/28/2016	
	Target Completion Date:	10/23/2015	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>High School: Opportunity to Learn</b>			
<b>Ensure content mastery and graduation</b>			
<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Career and educational planning lessons during guidance with school counselor.
<b>Plan</b>	Assigned to:	Not yet assigned
	Added date:	