

Comprehensive Progress Report

Mission: Our mission at Northside Elementary School is to educate the whole child while ensuring success every day. Our vision is that Northside Elementary School is a place where children learn and achieve at high standards in a safe and loving environment based on their own unique abilities. Students will become successful and responsible citizens.

NORTHSIDE ELEMENTARY'S VISION STATEMENT

Vision: Northside Elementary School is a place where children learn and achieve at high standards in a safe and loving environment based on their own unique abilities. Students will become successful and responsible citizens.

NORTHSIDE ELEMENTARY'S MISSION STATEMENT

Our mission at Northside Elementary is to educate the whole child while ensuring success every day.

Goals:

Alter the text and click the 'Update' link. Be sure to 'Save' when done.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
ID04	All teams prepare agendas for their meetings.(39)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	We currently have all teams(Grade Level, Leadership, RTI, Faculty and ACSIP) in place. Agendas and minutes are kept for each meeting. During Grade Level meetings, agendas and minutes are kept in the Supplemental Salary Binders and shared with the Interventionists, Team members and Administration. (to be implemented). Leadership agendas and minutes are kept by the principal and are shared by the Team Leader with the Grade Level Team. RTI agendas and minutes will be kept by the facilitator on the Student Decision Form. Faculty meetings, agendas and minutes are kept by the Principal. ACSIP agendas and minutes will be kept in Indistar and shared with the ACSIP team members.		Limited Development 09/16/2015		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	All teams will prepare agendas and keep minutes of their meetings. Evidence will include copies of team agendas and minutes to include grade level, leadership, RTI, Faculty and ACSIP.		Objective Met 12/05/16	Suzie Kelley	05/31/2017
Action(s)	Created Date				
1	3/16/16	Agenda template will be created and shared with all team leaders.	Complete 12/05/2016	Suzie Kelley	05/31/2017
		<i>Notes:</i> As soon as template is created the process coordinator will upload into Indistar. Template has been uploaded by Karen Goodman on 12/5/16.			
2	3/16/16	Sample copies of each type of meeting agendas and minutes will be uploaded into Indistar	Complete 12/05/2016	Karen Goodman	05/31/2017
		<i>Notes:</i> Sample meeting agendas, meeting minutes, and email of meeting dates have been uploaded by Karen Goodman as evidence of IDO4.			
3	3/16/16	Meeting minutes will be kept for each type of team meeting.	Complete 12/05/2016	Suzie Kelley	05/31/2017
		<i>Notes:</i> Mrs. Kelley has a current system in place for keeping up with each PLC's meeting minutes. All grade level team minutes have been filed up to date.			
<i>Implementation:</i>			12/05/2016		

Evidence	12/5/2016 Evidence, in the form of sample agendas and minutes, has been uploaded into Indistar under the folder for ID04.				
Experience	12/5/2016 The tasks were not difficult, but they required consistency and accountability on the part of all involved. In addition, meetings ran more efficiently. Agendas allowed for prior reflection and kept the conversations on task while the minutes allowed for post reflection and drove future meeting agenda topics.				
Sustainability	12/5/2016 Upcoming agendas will be shared prior to each meeting and meeting minutes will be filed by Mrs. Kelley once the meetings are adjourned.				
		ID07	Implementation Status	Assigned To	Target Date
Initial Assessment:	The Leadership Team consisting of the principal, teachers and other key professionals meets twice a month for at least an hour as documented in Indistar. Our evidence will consist of our calendar of meeting dates, agendas and minutes and a list of team members and their titles. Meetings will continue twice a month to assess, create and monitor the Key Indicators for this school year.	Full Implementation 02/07/2016			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
!	IE02	The principal develops the leadership capacity of others in the school. (53)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Building principal has established a leadership team with representatives from each grade level and specialty area. The leadership team made a commitment to serve for two years as team leader for their group and meets after school monthly. In addition, the team meets during the summer to make plans for the upcoming school year. In an effort to build more leadership capacity within the building, two teachers have been sent to the Arkansas Teacher Leader Institute. The building will be trained in #observeme initiative and encouraged to set goals they'd like others to observe them doing in order to build leadership capacity among teachers and in order to establish collaboration and growth mindset among teachers.	Limited Development 10/10/2017		
<i>How it will look when fully met:</i>		Leadership capacity is built among teachers so that building programs are sustainable despite changes in leadership.		Suzie Kelley	05/07/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/11/17	Two teachers will attend Arkansas Teacher Leader Institute and share with faculty about their projects.		Suzie Kelley	07/01/2019
<i>Notes:</i>					
2	10/11/17	Leadership team consisting of a representative from each grade level will meet over the summer to develop plans for the school year and then will meet monthly to discuss progress on school programs.		Suzie Kelley	05/18/2018
<i>Notes:</i>					
3	10/11/17	School staff will be trained in #ObserveMe philosophy. Every other month, one PLC will be devoted to teachers observing another teacher and will report to their grade level team.		Karen Goodman	08/18/2018
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal does record indicators of effective practice according to the TESS Rotation Schedule. Peer Observations are currently being utilized by teachers using SBOT's and Teacher to Teacher observations in building and between buildings. Upon teacher request peer observations may occur as needed for specific teaching components. The principal has a current spreadsheet showing individual teacher TESS components linked to personal/school PGP's but does not currently use this information to show patterns or practice. The leadership team does not review the principal's data in planning professional development. Professional Development for the current school year is determined by student/building needs and not deficit areas of the teachers. Evidence to be collected will be the TESS Rotation Schedule, sample peer observations and spreadsheet linking teacher TESS components to PGP's.	Limited Development 02/07/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Principal will provide the Leadership Team with a summary of Tess Components rated at a 1 or a 2. This will be used in conjunction with the end of the year teacher survey to plan next year's professional development. Evidence of this indicator will include the sample peer observations and/or surveys and TESS Components spreadsheet linked to PGP's.	Objective Met 04/20/17	Suzie Kelley	04/28/2017
Action(s)	Created Date				
1	3/28/16	Principal will create spreadsheet to show TESS Components (areas of concern) linked to PGP's.	Complete 04/20/2017	Suzie Kelley	04/28/2017
		<i>Notes:</i> Principal will give spreadsheet to process coordinator to upload into Indistar			
2	3/28/16	Process coordinator will upload a sample peer observation and/or survey into Indistar	Complete 04/20/2017	Karen Goodman	04/28/2017
		<i>Notes:</i>			
<i>Implementation:</i>			04/20/2017		

Evidence	4/20/2017 Evidence collected and shared with the Leadership team includes TESS Rotation Schedule, sample peer observations and spreadsheet linking teacher TESS components to PGPs.			
Experience	4/20/2017 Completing the tasks for this objective was not difficult. Mrs. Kelley already had a list of TESS components linked to teachers PGP goal for task 1. She simply copied the data and moved it into a spreadsheet then emailed the process coordinator for uploading. For completion of task 2, several teachers in our building had participated in peer observations during the 2016-2017 school year. All teachers are given an observation form for notes. We obtained a copy of that form from a teacher who had participated this year and uploaded it. After examination PGPs and TESS components, the Leadership determined that there is a need for classroom management and discipline training among some teachers. Mrs. Kelley has registered some teachers for Responsive Classroom training during the summer of 2017.			
Sustainability	4/20/2017 Mrs. Kelley will continue to link teachers' PGPs to TESS components and use the spreadsheet for the 2017-2018 school year in order to show patterns and practices and determine future professional development.			
	IF06 Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
Initial Assessment:	At the end of the year review the results of teacher classroom observations are used to write next years Professional Growth Plans. The Danielson approach is used for obtaining the classroom observations and discussing the results. It is the teacher's responsibility to attend a minimum of 6 hours of professional development which supports that teacher's Professional Growth Plan. Next year at the end of the year review we will write our new Professional Growth Plan. Evidence will include teacher evaluations in Bloomboard, Individual Teacher's Professional Growth Plan and Individual Teacher's professional development documentation in Shoebox.	Full Implementation 10/27/2015		

	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our current level of development is limited development. The areas under the indicator that need the most improvement are Implementation, Resources and Leadership.	Limited Development 10/22/2014		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Learning Communities - Grade level teams will meet weekly with a weekly focus to include literacy, math, embedded and kid talk. Evidence - Team meeting minutes. An optional Math PLC will be implemented. Evidence - Agenda Leadership - Continue sending representatives to the Leadership Institute. Evidence - Completion Certificate from the Institue Continue to encourage teachers to participate in AIMM training which will qualify them to be a mentor for new teachers/student teachers. Evidence - AIMM training completion certificate and Documentation through the Moodle data system. Resources - Provide all teachers with training for District required professional development to include but not limited to ELLA, ELF, M3. Evidence - Training completion certificate/Documentation Interventionists will support teachers through providing resources, modeling lessons, observing/feedback, assessments/identification of new students. Evidence - Schedules, Assessments, Observation notes. Data - Computer Software (Progress monitoring through Dibels and computer software programs) will be utilized by school staff to drive instruction to monitor student progress. Evidence - Data Wall and computer software reports Learning Designs- District PGP - Parental Involvement, School PGP - Positive Teacher Language, Individual Teacher PGP's Evidence: Documentation from all PGP's Implementation - All teachers will be offered yearly training with ELLA, ELF and M3, CTAT. New teachers will be required to attend ELLA, ELF and M3. Evidence: Teacher Documentation of Professional Development. Outcomes - All teachers are participating in TESS according to their assigned yearly track. Evidence: Observation data, artifacts in Bloomboard and End of Year PGP Review or Summative Observation.	Objective Met 04/20/17	Karen Goodman	05/17/2017
Action(s)	Created Date				
1	3/31/15	The principal will maintain a monthly calendar of scheduled literacy, math, embedded and kid talk days. A monthly calendar will be obtained to document the meetings	Complete 04/20/2017	Miriam Berryhill	05/17/2017
<i>Notes:</i> APIF will provide a copy of the monthly calendar's that reflect the Plan Time - Discussions for literacy, math, embedded and kid talk days to process coordinator for uploading.					

2	3/31/15	Team leaders will provide principal a copy of team meeting minutes to document that literacy, math, embedded and kid talk are being discussed monthly.	Complete 04/20/2017	Suzie Kelley	05/17/2017
<i>Notes:</i>		Suzie will give team meeting agendas to process coordinator for uploading.			
Implementation:			04/20/2017		
Evidence	4/20/2017	Evidence includes observation data, artifacts in Ed Reflect, end of year PGP reviews, summative observations, monthly calendar of PLC topics, and team meeting minutes.			
Experience	4/20/2017	<p>The format of team grade level meetings (PLCs) have changed multiple times this year.</p> <p>We began the year with a focus on breaking down and discussing the standards. We identified one essential standard in each grade level and developed formative assessments to identify and intervene gaps in student learning, challenge students who needed extended learning, and widen our knowledge of teaching strategies for that standard. During the second nine weeks, we decided that other issues needed to be addressed such as; scheduling conflicts within the math and literacy block, kid talks, and specific content in areas other than the focus area. We decided to go back to our weekly rotation of math, literacy, kid talks, and embedded sessions. Then, during the third nine weeks there was an emphasis on analyzing interim assessment data and ensuring our students were prepared for upcoming state standardized testing.</p>			
Sustainability	4/20/2017	<p>For the 2017-2018 school year:</p> <ul style="list-style-type: none"> *NSE will continue to have focused weekly PLCs in the areas of content, kid talks, and embedded professional development. *Teachers will participate in TESS according to their assigned yearly track, and attend literacy, math, and technology professional development as required by the district. *Mrs. Kelley will send two teachers to the Leadership Institute. 			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Northside Elementary offers Extended Learning Opportunities (ELO), Intervention schedules have been created and implemented, Daily schedules have increased math minutes per day, currently use Computer Programs.	Limited Development 10/22/2014		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		ELO- Our after school program will begin on Nov. 4. Students who are placed on an AIP are recommended for this extended day learning. It is from 3:30-5:00 on Tuesdays and Thursdays. Students get both small group instruction and computer program time each day. The computer program has a pre-assessment that places each child on their specific performance level and they work from there. It monitors their progress and moves them on as they are ready. The small group instruction is taught by a certified teacher and it supports the instruction that the student receives during the regular school day. Evidence- review monthly progress reports for ELO students using the computer programs accessed by students.) Intervention Schedules- Interventionists have a rotating schedule to ensure that students are getting the instruction they need but not missing the same content in the gen ed setting everyday. (Double blocking) Evidence- Interventionists schedules. Increase Math Minutes- As a district we increased the number of minutes spent on math instruction daily. Evidence- current math block schedule. Computer Program- We currently use MobyMax for literacy and math as a supplemental intervention. The students use this programs in ELO as well as during the school day. It is also offered for parents to access at home. Evidence- Progress reports	Objective Met 03/27/17	Karen Turner	05/17/2017
Action(s)	Created Date				
1	1/27/15	The principal will ensure that the teacher's schedules will reflect the increased number of math minutes per day in accordance with district policy	Complete 02/10/2015	Suzie Kelley	01/27/2017
		<i>Notes:</i> Principal will give the Process Coordinator copies of daily schedules to upload into Indistar.			
2	1/27/15	Math and Reading Interventionists will provide copies of daily schedule to principal.	Complete 12/12/2016	Suzie Kelley	01/27/2017

Notes: Principal will give copies of daily schedule to Process Coordinator to upload into Indistar

3 1/27/15 The ELO Lead Teacher will obtain samples of progress reports from the ELO teachers.

Complete 03/27/2017

Karen Turner

03/31/2017

Notes: Karen Turner will give Process Coordinator a spreadsheet sample to upload into Indistar

Implementation:

03/27/2017

Evidence

3/27/2017
Teacher schedules showing the increased math minutes, and literacy and math intervention schedules showing increased minutes on targeted instruction during the school day have been uploaded. A spreadsheet was created to track ELO student progress in both literacy and math and has been uploaded as evidence, as well.

Experience

3/27/2017
This objective required some time to meet it effectively. Northside has offered extended learning opportunities for students in the past through math and literacy intervention, computer programs, increased math minutes, and an after school program. There were issues that had to be sorted out, though, with regards to tracking individual student progress. Literacy data is secured on a district Data Wall, so that information was available and entered into spreadsheet created to track individual student progress of those who receive intervention services and attend ELO after school. The district does not have a similar site for math data, so we are in the process of creating our own Northside math data wall which will be in place for the 2017-2018 school year. Once that document is in place we can import individual scores from both data walls into our ELO spreadsheet.

Sustainability

3/27/2017
For the 2017-2018 school year, a pre-test will be given on a district selected computerized math program to serve as beginning of the year scores. A mid-year assessment will be given in December or January and an end of year assessment will be given in April or May. Literacy scores will continue to be progress monitored and updated regularly.

Grade level teachers will continue to ensure that schedules accommodate the additional math minutes. Intervention services will continue to be provided during the school day for lower achieving students.

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensure High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school district hires teachers with Highly Qualified Teacher status. Administrators in each building work closely with the Director of Personnel to ensure that all certified personnel meet HQT requirements for the position. If the candidate is not HQT but is still the best candidate for the position, the Director of Personnel works with the Director of Professional Development to create a plan for the teacher. The building administrator and the personnel department work together to monitor the teacher's progress on his/her plan.	Limited Development 10/22/2014		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		Administrator works with Director of Human Resources to hire Highly Qualified Teachers and to maintain records on Highly Qualified Teachers.	Objective Met 11/28/17	Suzie Kelley	08/18/2017
Action(s)	Created Date				
1	3/31/15	Principal will meet with Lisa Baker to discuss status of Highly Qualified Teachers and maintain accurate records.	Complete 10/02/2017	Suzie Kelley	08/18/2017
<i>Notes:</i>					
<i>Implementation:</i>			11/28/2017		
<i>Evidence</i>		11/28/2017 Staff records from CAO			
<i>Experience</i>		11/28/2017 Mrs. Kelley determined through information provided by Central Office staff that all teachers are highly qualified.			
<i>Sustainability</i>		11/28/2017 Mrs. Kelley and the leadership team will continue to make sure that each new member of the faculty is considered highly qualified.			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engage teachers in aligning instruction with standards and benchmarks			
	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Teacher representatives to include regular and special education members, meet periodically with curriculum specialists at the district level to develop standards-aligned units of instruction. The teacher representatives return to their buildings to share the information with their own schools and teams. The units of instruction that are created are also added to a secure district Google Site that teachers can access as needed throughout the year for planning and implementation of instruction. All units of instruction are aligned with the state Common Core standards. In the regular education and special education setting, instruction is differentiated so that it is targeted to the needs of each student. Differentiation consists of reading and math interventionists, guided reading in small groups, math rotations in the classroom and Gifted and Talented programs to address students individual levels of functioning in the areas of reading and math. We also offer an after school program to address the needs of struggling students. We differentiate our special education curriculum in the different special education settings to include CBI, Self-Contained and Resource settings. In our district, we have an English Language Learner building that houses the majority of our English Language Learners. We do have some ELL students in our buildings that are served in the regular education and special education settings. We have some teachers who have ESL endorsements and we currently have an ESL para that supports these students in our buildings.

Full Implementation
11/13/2015

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Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
!	IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Student's in grades 1st through 4th are given the state Benchmark yearly to gauge assessment of learning. The Leadership Team reviews the state benchmark assessments when results are available.</p> <p>Throughout the year we have multiple assessments to guide our teaching and assess for learning. Instructional Assessments (Dibels, Running Records, End of Module Assessments, technology program assessments, etc) and Classroom Observations are used in K-2nd to systematically review student growth and placement in services to include GT, Intervention, SPED. We currently use various benchmark assessments in K-2nd at least beginning, middle and end of the school year to guide student placement in small groups and/or above stated services along with the state Benchmark assessments.</p>	Limited Development 03/13/2016		
<i>How it will look when fully met:</i>		To fully meet this indicator all student Literacy data will be entered on our district data wall at least 3 times a year. All Student math data will be entered on the school created math wall at the beginning of the year. State Benchmark data will be placed on the school created student profile sheet. This data will be used to guide discussions on student progress and student academic needs and strengths. Literacy instruction will be guided by the literacy data for all students. Math instruction will be guided by technology program assessments for all students. The evidence that will be needed to show that this objective is fully met will be a copy of the District Assessment Calendar, a copy of the student data wall spreadsheet, the student profile sheet and the school created math wall spreadsheet.		Suzie Kelley	05/31/2017
Action(s)	Created Date		0 of 3 (0%)		
1	3/16/16	Student math data wall spreadsheet will be created to include data from the technology program assessments.		Suzie Kelley	01/08/2018
<i>Notes:</i>		Process coordinator will enter copy of spreadsheet into indistar when it is created.			
2	3/16/16	Process Coordinator will upload copy of District Assessment Calendar, student data wall spreadsheet and student profile sheet to Indistar		Karen Goodman	10/06/2017
<i>Notes:</i>					
3	3/16/16	Faculty will be trained on how to utilize the math wall spreadsheet.		Suzie Kelley	01/08/2018
<i>Notes:</i>					

IID11		Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Northside currently implements and utilizes Pre and Post testing for academic areas. We use continued data for identification of low achieving and high achieving students.	Limited Development 10/22/2014		
		Priority Score: 1 Opportunity Score: 1	Index Score: 1		
<i>How it will look when fully met:</i>		All teachers will use Pre/Post tests, Kid Talks, Dibels, running records, DRA, DSA, teacher anecdotal records, Special Education Testing to drive our instruction as well as placement/dismissal of students in intervention programs or special education (GT) services. Placement/Dismissal Evidence - Data Wall, Kid Talk, RTI packet, Team Meeting minutes Drive instruction Evidence - Lesson plans, Math and Literacy Team Meetings, Teacher anecdotal notes	Objective Met 04/20/17	Suzie Kelley	05/17/2017
Action(s)	Created Date				
1	3/31/15	APIF will collect RTI paperwork before RTI meetings to ensure that all assessment data is included and reviewed during the RTI meetings.	Complete 12/12/2016	Miriam Berryhill	05/17/2017
		<i>Notes:</i> Process Coordinator will upload blank RTI documents as evidence			
2	3/31/15	Principal will ensure that all Data Wall entries are entered and up to date to include Dibels progress monitoring, guided reading levels at report card time, DSA and all other assessment data.	Complete 04/20/2017	Suzie Kelley	05/17/2017
		<i>Notes:</i> Process coordinator - upload a data wall screen shot page for evidence. Blank out all identifying names and information.			
<i>Implementation:</i>			04/20/2017		
<i>Evidence</i>		4/20/2017 Evidence of full implementation: Data wall, kid talks, RTI, PLCs, lesson plans, teacher notes and teacher trainings.			
<i>Experience</i>		4/20/2017 This objective was not a difficult one. Teachers of NSE continually progress monitor students through the use of pre and post module/unit tests, Dibels, running records, DSA, Front Row Ed, and anecdotal notes. Our district requires teachers to input this data into a district-wide data wall. This is an established practice that has been in place for a while.			

Sustainability	4/20/2017 We must continue to train teachers on progress monitoring methods, data collection and review, and data wall use in order to identify students in need of intervention and/or RTI referral.			
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Core Function:	Classroom Instruction
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Effective Practice:	Expect and monitor sound instruction in a variety of modes
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III A01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The yearly expectation by the district is to utilize the district guides that align standards, curriculum, instruction and assessment.	Full Implementation 03/13/2016		
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Core Function:	Family Engagement in a School Community
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Effective Practice:	Explain and communicate the purpose and practices of the school community
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FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Parental involvement activities are in place including a Title 1 compact.	Limited Development 10/22/2014		
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	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
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How it will look when fully met:	At the beginning of each school year, all parents receive a copy of the Title 1 student/teacher/parent compact. We encourage all parents to discuss this with their child, sign it, and return it to school. These are kept on file in the office. Our plan to improve on this indicator is to survey parents on their involvement in our One Book One School family involvement initiative and Reading is Sweet Family Night to gain insight as to what would encourage more participation in the future. Evidence: Compact, One Book One School parental involvement letter and bookmark, parental involvement survey.	Objective Met 03/27/17	Karen Goodman	05/17/2017
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Action(s)	Created Date			
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1	3/31/15	The principal will ensure that copies of the Title 1 student/teacher/parent compact are kept on file in the office during the school year.	Complete 01/23/2017	Suzie Kelley	05/17/2017
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<i>Notes:</i>				
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2	3/31/15	Process Coordinator will upload a copy of the One Book One School parent letter and bookmark that was sent home to student families.	Complete 03/27/2017	Karen Goodman	03/31/2017
		<i>Notes:</i> Obtain letter from school media specialist.			
3	2/27/17	APIF will create and distribute a One Book One School parental involvement survey.	Complete 03/27/2017	Miriam Berryhill	03/31/2017
		<i>Notes:</i> The blank family survey and a completed family survey for One Book One School Reading is Sweet Family Night were uploaded as evidence.			
Implementation:			03/27/2017		
Evidence	3/27/2017	The school's Title I Compact, the parent letter and bookmark for One Book One School, and a copy of one family survey have all been uploaded as evidence of fully meeting this objective.			
Experience	3/27/2017	In pursuing this objective, team members were made more aware of our Title I Parent Compact and the importance of communicating shared learning responsibilities with families. A spreadsheet was created to keep track of the number of signed and returned compacts, but since they were sent out multiple times during the year we had some duplicates. We decided to survey families to gain better insight as to the effectiveness of One Book One School on at-home learning responsibilities. The feedback was very positive, nightly reading participation was high, and we had high attendance at our Reading is Sweet family night.			
Sustainability	3/27/2017	We need to continue to send Title I Compacts home with each student expressing the need for families to support their student's learning at home. We will also make some minor changes/additions to our One Book One School as suggested in family surveys and continue to seek feedback from this and other family involvement nights/celebrations at school.			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date

Initial Assessment:	At the elementary school level we feel that we are fully implemented on this indicator by utilizing graduation signs at the ends of the hallways that travel with the students to middle school, Career Day yearly, setting goals in classroom by using Hopes and Dreams, Career Day/ Veteran's Day special guest visits, Counseling curriculum to address college goals. We will sustain these efforts by doing the above items yearly. Evidence of this indicator will include pictures of Hopes and Dreams, Lesson plan from the counselor stating college and career readiness, pictures of special guests and graduation hallway signs.	Full Implementation 03/13/2016		
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Core Function:	Student-Focused Learning
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Effective Practice:	Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency
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	SE02	All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Many teachers in the building have had some components of Responsive Classroom training and there are varying degrees of implementation. Some classrooms are fully implementing a variety of components of RC including morning meeting, responsive teacher language,	Limited Development 10/11/2017		
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How it will look when fully met:	All teachers will have been trained to some extent in responsive classroom and have implemented components of responsive classroom including morning meeting, positive teacher language, and natural consequences.		Suzie Kelley	05/06/2019
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Action(s)	Created Date		1 of 6 (17%)		
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1	1/29/18	6 staff will attend Responsive Classroom training over the summer.	Complete 06/16/2017	Suzie Kelley	07/01/2017
		<i>Notes:</i>			

2	1/29/18	Staff will review major components such morning meeting, positive teacher language, interactive modeling, and a focus on logical consequences.		Miriam Berryhill	06/01/2018
		<i>Notes:</i>			

3	1/29/18	2nd grade team will focus their PLC meetings on Teaching Discipline in the Classroom.		Suzie Kelley	06/01/2018
		<i>Notes:</i>			

4	1/29/18	One representative from each grade level will attend behavior trainings at the Wilbur D. Mills Coop.		Suzie Kelley	06/01/2018
		<i>Notes:</i>			

5	1/29/18	Counselor will teach action of the week through Friday video and teachers will reinforce throughout the week.		Sara Stumpenhous	06/01/2018
<i>Notes:</i>					
6	1/29/18	Teachers will create class rules, teams will create grade level rules, and administrators will meet with student leadership team to create school wide rules. Rules will be shared with school in grade level assemblies and revisited after semester break. Rules will be posted in classrooms and around the room.		Miriam Berryhill	06/01/2018
<i>Notes:</i>					