

Comprehensive Progress Report

Mission:

Stagecoach is a safe and caring environment that values the whole child, engages learners in meaningful ways, and fosters a love of lifelong learning for all.

Goals:

Alter the text and click the update link on the left



! = Past Due Actions KEY = Key Indicator					
Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	A Leadership Team, consisting of the principal, assistant principal, counselor, a teacher from each grade level (K-4), the process manager, an interventionist, and an activity teacher was established in July 2015. This team meets on a regular basis for planning and decision making within the school. This decision-making group is organized, plans, and monitors the school-wide activities. The members of the Leadership Team meet with their established teams to provide clear and concise communication with all members of the school community. Activities are monitored by the Leadership Team in order to use feedback for improvement in all areas. Each grade has a team leader who is on the Leadership Team. This team leader provides the communication from Leadership Team to grade level teams and vice versa.	Full Implementation 11/13/2015			

ID02		All teams have written statements of purpose and by-laws for their operation.(37)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Building norms but not sure all teams have norms.	Limited Development 10/21/2014		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Each professional learning community will develop norms for their own team.	Objective Met 11/30/16	Pam Wilson	09/02/2016
Action(s)	Created Date				
1	10/21/14	Provide teams with copy of current building norms.	Complete 09/08/2016	Haley Beavert	11/03/2014
		<i>Notes:</i> Teams will be given a copy of the by-laws, purpose, and expectations for meetings for the school year. By creating a clear statement of purpose, this gives structure and will keep all team members on the same page and each team member will know what to expect during the meetings, such as overall district expectations, school improvement information, a school mission statement, and the school vision.			
2	10/21/14	PLC's will develop norms for their team.	Complete 09/08/2016	Haley Beavert	09/02/2016
		<i>Notes:</i> Teams will establish their by-laws, purpose, and expectations for meetings for the school year. By creating a clear statement of purpose, this gives structure and will keep all team members on the same page and each team member will know what to expect during the meetings, such as overall district expectations, school improvement information, a school mission statement, and the school vision.			
3	10/21/14	Teams will turn in norms in binder.	Complete 09/08/2016	Pam Wilson	09/08/2016
		<i>Notes:</i>			
Implementation:			11/30/2016		
Evidence	9/08/16	Evidence is shown by hard copy of norms kept by the process manager in a binder.			
Experience	9/08/16	School-wide norms were given to team PLC team leaders. Team norms were developed from those and kept in the team leaders' binders.			
Sustainability	9/08/16	All teams will continue to review and monitor norms as needed for optimal, effective meetings.			

!	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Each team operates with an agenda, keep minutes, stay focused, and follows through with the plans they make. Minutes are turned in to the principal weekly and questions are addressed, immediately or as soon as possible, as needed.	Limited Development 10/21/2014		
How it will look when fully met:		Teams will turn in agendas and notes weekly. This includes embedded sessions and team leader meetings.		Pam Wilson	05/25/2017
Action(s)	Created Date		2 of 3 (67%)		
1	10/21/14	Team leaders will receive binders.	Complete 08/31/2016	Pam Wilson	08/31/2016
		<i>Notes:</i> Team leaders signed for binders. Preparing agendas and keeping minutes is standard operating procedure for effective teams. This helps each team member take ownership in the discussion and operations of the school.			
2	10/21/14	Team leaders received template for agenda and notes.	Complete 08/31/2016	Pam Wilson	08/31/2016
		<i>Notes:</i> A template with a sample agenda and meeting notes will be given to each team leader. This will help ensure an agenda will be prepared for each team meeting. This gives each attendee the ability to know ahead of time what will be discussed and how to prepare for the meeting.			
3	10/21/14	Team leaders will complete weekly notes and turn in to Principal weekly if they are not in meeting.		Pam Wilson	05/25/2017
		<i>Notes:</i> An agenda will be prepared for each team meeting. This gives each attendee the ability to know ahead of time what will be discussed and how to prepare for the meeting. It also gives each team member a sense of ownership in the overall improvement of the school. Detailed notes and accurate records will also be taken to ensure all objectives in the agenda have been met.			

!		ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			A Leadership Team, consisting of the principal, assistant principal, counselor, a teacher from each grade level (K-4), the process manager, an interventionist, and an activity teacher was established in July 2015. This team meets on a regular basis for planning and decision making within the school. These meetings include face-to-face and group emails This decision-making group is organized, plans, and monitors the school-wide activities. The members of the Leadership Team meet with their established teams to provide clear and concise communication with all members of the school community. Activities are monitored by the Leadership Team in order to use feedback for improvement in all areas.	Limited Development 10/21/2014		
<i>How it will look when fully met:</i>			Team will meet monthly.		Debbie Grimes	05/25/2017
<i>Action(s)</i>		<i>Created Date</i>		1 of 2 (50%)		
2	12/2/14	Leadership Teams have been formed. We meet once monthly in the media center and several times monthly (as needed) for group email communication.		Debbie Grimes	05/25/2017	<i>Notes:</i> The Leadership Team was formed consisting of the principal (Pam Wilson), assistant principal/instructional facilitator (Haley Beavert), school counselor (Whitney Malham), process manager and teacher (Debbie Grimes), one teacher from each grade (Marsha Moses-K, Brenda Steinsiek (1st), Kaci Moore (2nd), Jennifer Holowell (3rd), Christi Lyons (4th), Kimberly Noblitt (SPED/CBI), Liz Jones (Media Specialist), Robin Casteel (wellness coordinator). and activity teacher (Debbie Cooper). The Leadership Team will be headed by the principal, and duties will consist of ensuring communication and coordination among grade levels and throughout the school. The Leadership Team will operate with an agenda, keep minutes, stay focused, and follow through with the decisions made in the meetings.
4	3/6/15	Instructional Teams for each grade level and special education/activities will be formed.	Complete 07/20/2016	Pam Wilson	07/20/2016	

Notes: Instructional Teams are formed consisting of each grade level. One team member will be appointed as "team lead" to provide an agenda, take meeting minutes, help the team stay focused, and to ensure the team follows-up to what plans are made during the meeting. Teams will discuss students to ensure instruction is planned accordingly and improvements are made over time. They will be guided by a common purpose and share a common vision, that reflects what the school should be like. The Instructional Teams will meet weekly, on Wednesday, during a shared planned time. Instructional Team leaders are Marsha Moses (kindergarten), Brenda Steinsiek (1st grade), Kaci Moore (2nd grade), Jennifer Holowell (3rd grade), Christi Lyons (4th grade), Kimberly Noblitt (special education), Robin Casteel (wellness), Liz Jones and Debbie Cooper (activities).

!		ID09	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(44)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			PLC teams were meeting but had varied tasks and were not always focused on instruction.	Limited Development 11/30/2016		
<i>How it will look when fully met:</i>			<p>2016-2017</p> <p>According to data, grade level teams were established and were functioning in different ways. Some teams were planning together but most were not looking at data in order to plan as a team.</p> <p>10 staff members attended DeFour training in the summer of 2016 on the organized PLC model and studied DeFour's work.</p> <p>Staff member presented to leadership team and to the entire faculty in August of 2016.</p> <p>Teams developed norms.</p> <p>Teams developed a smart goal for the year.</p> <p>Teams unpacked math standards for the first nine weeks choosing 2 or three standards to focus on.</p> <p>PLC teams worked to developed common assessments for the first nine weeks.</p> <p>PLC teams discussed what proficiency looks like and grading process.</p> <p>PLC teams then looked at results and discussed how to intervene for those struggling.</p> <p>PLC teams had kid talks to discuss students and their progress.</p> <p>This is a continual process for each nine weeks.</p> <p>In third and fourth grades Aspire tests were used to monitor how students did. Teachers used results with students focusing on those problems they should have been able to complete.</p>		Pam Wilson	05/19/2017
Action(s)	Created Date			1 of 4 (25%)		
1	11/30/16		10 staff members attended DeFour training in the summer of 2016 on the organized PLC model and studied DeFour's work. Staff member presented to leadership team and to the entire faculty in August of 2016.	Complete 08/31/2016	Pam Wilson	08/31/2016
<i>Notes:</i>						

2	11/30/16	Teams unpacked math standards for the first nine weeks choosing 2 or three standards to focus on. PLC teams worked to developed common assessments each nine weeks.		Haley Beavert	05/25/2017
<i>Notes:</i>					
3	11/30/16	PLC teams discussed what proficiency looks like and grading process. PLC teams then looked at results and discussed how to intervene for those struggling.		grade level chairs	05/26/2017
<i>Notes:</i>					
4	11/30/16	PLC teams then looked at results and discussed how to intervene for those struggling. PLC teams had kid talks to discuss students and their progress. In third and fourth grades Aspire tests were used to monitor how students did. Teachers used results with students focusing on those problems they should have been able to complete.		grade level chairs	05/26/2017
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
!	IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Principals will monitor instruction in classrooms by observation and weekly lesson plans.	Limited Development 10/21/2014		
<i>How it will look when fully met:</i>		Principals will monitor classroom instruction. TESS evaluations and district requirements.		Pam Wilson	05/25/2017
Action(s)	Created Date		0 of 2 (0%)		
1	10/21/14	Principals will conduct classroom walk through		Haley Beavert	05/25/2017

<p><i>Notes:</i> The principal, being the instructional leader of the school, will be visible daily in the classrooms, focusing on rigorous instructional practices. The principal will be deeply involved in the instructional program and pedagogy. Providing knowledge in effective practices, giving encouragement and regular feedback, and being personally involved with colleagues in crafting, implementing, and monitoring assessment systems will help improve student performance.</p>					
2	3/6/15	Classroom teachers will turn in lesson plans weekly by Monday morning.		Pam Wilson	05/25/2017
<p><i>Notes:</i> Teachers will be required to turn in their lesson plans (either electronically or hard copy) to the principal by 9:00AM on the first day of the school week. By doing this, the principal can monitor and support teachers in their daily progress and provide positive feedback in order to improve student performance and improve classroom instruction.</p>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Aligning 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>		Principals observe frequently to see daily, highly-effective instruction. They give detailed feedback to teachers and staff to ensure that high-quality instruction and clear, concise communication is used throughout the building. Principals then conduct one-on-one conferences to help support teachers by developing their skills and using peers to enhance the learning process. TESS is used for accountability and to help principals and teachers determine level of expertise and professional development needs by using the TESS rubrics. They then conduct professional development to help teachers improve and/or introduce new skills. The principals also gather data, such as the SAI survey conducted in March, to determine the needs of individual teachers as well as building-wide. All this is to keep students at the center of our purpose.	Limited Development 03/29/2016		
How it will look when fully met:					
Action(s)	Created Date				
<i>Notes:</i>					

IF06		Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers develop individual professional development plans with the use of feedback from principals during classroom observations, team meetings, and through the use of SAI surveys. Recent professional development included training on Google classroom and formative assessments.	Limited Development 03/29/2016		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					
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>		Staff members attend professional development based on curriculum focus for the year and some choice.	Limited Development 03/02/2016		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
!	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The extended learning time program this year will be different from years past. Project Based Learning will be the design for this year's after school instructional boot camp. Teachers will be provided with professional development in order to help to them use extra school time effectively. Brainstorming with teachers and staff will help determine how to restructure the school day so that the students who need the most support are given more instructional opportunities. Literacy and math interventionist help provide support to students and teachers daily through pull out and push in programs. Leadership will create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement. Improvement will be made upon ongoing assessments, feedback from students, parents and staff.	Limited Development 11/13/2015		
<i>How it will look when fully met:</i>		Our before school program will consist of Zeal (online math tutoring/intervention) for 3rd and 4th graders. Beginning March 27th, for 3, 3 day a week sessions (for a total of 9 sessions) our after school programs will consist of "Beyond the Bell" (BTB) for literacy grades 3 and 4, and Zeal for math grades 3 and 4. Students at risk will be offered these programs. Block scheduling with intervention is provided for both literacy and math throughout the year.		Debbie Grimes	04/28/2017
Action(s)	Created Date		0 of 1 (0%)		
1	3/28/16	In efforts to engage students in an extended day through supplemental educational services, Cabot School District has allocated funds to provide Zeal and Beyond the Bell to students at risk academically. The purpose of this extended day performance-based learning is to help students become more confident in problem-solving, provide those in need with a supportive instructional opportunity, and engage students in mathematics and literacy (writing and reading). Students in grades 3 and 4 will be offered this opportunity based on teacher observation and struggling student achievement. Administration will implement professional development to aid teachers in using extra school time effectively. Teacher observation and data collected from summative assessments and ACT Aspire results will help to create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.		Debbie Grimes	04/28/2017

Notes: Zeal will be used real time during school days for students who are working below grade level in math starting in January. Data will be taken by teachers to determine if additional support is needed after school. Beyond the Bell (BTB) will be from March 27-April 13th for at-risk 3rd and 4th grade literacy students.

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Cabot Public Schools is and has been a district with competitive salaries, support, professional development, and high-quality and state-of-the-art technology, and high expectations for all faculty, staff, and students. The district provides mentors for each novice teacher in order to help prepare them for a successful first year and beyond.	Limited Development 03/29/2016		
How it will look when fully met:					
Action(s)	Created Date				

Notes:

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging 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
<i>Initial Assessment:</i>		Our grade level instructional teams use instructional units and plans, and formative and summative assessments to align their curriculum with Common Core standards and district pacing guides. Differentiation of instruction, aligned to standards, is provided for students as teams work together to support those needs. Teams plan together, create and share activities, and communicate strategies used in order to work smarter and not harder.	Limited Development 11/13/2015		
<i>How it will look when fully met:</i>		During PLC times we are currently discussing struggling students.		Pam Wilson	05/25/2017
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	3/28/16	Teacher Instructional Teams, organized by grade-level, grade-level cluster, or subject area, meet weekly to develop instructional units, formative assessments, and instructional plans. Using the Common Core Standards, state standards, and Cabot Public Schools pacing guides, units have been developed to ensure continuity throughout the district for grade levels and vertical teams. Teachers work together to share ideas and to help meet the needs of all students by differentiating curriculum in various ways, including technology. Teachers also use a variety of formative and summative assessments to determine outcome of effective teaching practices. Teachers observe effective teachers within the building and district in order to obtain ideas to enhance their own learning environment. Teachers of students with disabilities communicate regularly with the general education teachers in order to include all students in the classroom. Teachers of all students need to possess knowledge about the varied characteristics and instructional needs of students in special education, which is enhanced through communication and instructional plans.		Pam Wilson	05/25/2017
<i>Notes:</i>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assessing 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>		Our school uses a variety of assessments throughout the year to determine proficiency of standards taught. Cabot School District provides end-of-module assessments for math modules. These are given after each module, approximately 7 per year. Results are reviewed by the teams to determine mastery of content and make adjustments in instructional plans as needed. Formative assessments (formal and informal) are also given throughout units. Pre-assessments, formative, and summative assessments are given in areas of mathematics, reading (DIBELS, Developmental Reading Assessment, Oral Reading Fluency, etc.), word study (Developmental Spelling Assessment), social studies, and science. Annual assessments such as state standards assessments and standardized achievement tests are given each April.	Limited Development 03/29/2016		
<i>How it will look when fully met:</i>		Students in 3rd and 4th grade will be given interim ACT Aspire assessments to monitor progress in mathematics and science. Students will be given formative assessments during computer lab instruction with writing prompts using Chromebooks. Students will also be given interim assessments using Edulastic to monitor progress in reading.		Haley Beavert	04/14/2017
Action(s)	Created Date		0 of 1 (0%)		
1	3/27/17	Students in 3rd and 4th grade are given district-wide assessments throughout the year to monitor progress in preparation for the ACT Aspire assessment in April. During PLC meetings, teacher and administrators analyze data and discuss areas for improvement and intervention possibilities.		Haley Beavert	04/14/2017
<i>Notes:</i>					

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound instruction in a variety of modes			
!	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are required to use district pacing guides to align Common Core standards, curriculum, instruction, and assessment. Teachers use common assessments at the end of each math module to determine the needs of students in terms of intervention and future instruction. The district provides rubrics within literacy and math to help teachers assess students similarly across the district. Teachers are provided science and social studies units that include assessments within those disciplines to ensure a consistent curriculum, pacing, and vertical alignment throughout the grade levels.	Limited Development 10/21/2014		
<i>How it will look when fully met:</i>		Teachers will use pacing guides to guide instruction. Teachers will complete and turn in lesson plans weekly.		Pam Wilson	05/25/2017
Action(s)	Created Date		0 of 3 (0%)		
1	10/21/14	Teachers will turn in lesson plans weekly		Pam Wilson	05/25/2017
		<i>Notes:</i> Teachers will be required to turn in their lesson plans (either electronically or hard copy) to the principal by 9:00AM on the first day of the school week. By doing this, the principal can monitor and support teachers in their daily progress and provide positive feedback in order to improve student performance and improve classroom instruction. These lesson plans will reflect the district's curriculum guides in the subjects pertaining to their area of instruction.			
2	10/21/14	Teachers will use CPS Google sites for literacy pacing guides and lessons.		Pam Wilson	05/25/2017
		<i>Notes:</i> Kindergarten through 4th grade teachers will use the district's pacing guide located on the district's wiki. Literacy specialists within the district have developed these lessons, using Common Core curriculum. These pacing guides are given to align curriculum, instruction, standards, and assessment in order to provide a clear direction for instruction. The documents help ensure that students across Cabot Public Schools are being provided the same curriculum, instruction, and expectations. It also ensures that there is coherence not only within the grade level, but vertically as well.			
3	10/22/14	Teachers will use Engage NY for math pacing available on the CPS Google site.		Pam Wilson	05/25/2017

Notes: Kindergarten through 4th grade teachers are given unit modules of Engage NY lessons, aligned with Arkansas state standards, as well as additional resources located on the district's Google sites. These unit modules, in the form of pacing guides, align curriculum, instruction, standards, and assessment in order to provide a clear direction for instruction. The documents help ensure that students across Cabot Public Schools are being provided the same curriculum, instruction, and expectations. It also ensures that there is coherence not only within the grade level, but vertically as well.

		IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Lesson plans are turned in or emailed by Monday at 9 am.	Full Implementation 11/10/2015		
		IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Embedded training, teacher have assessment samples, data wall, exit tickets	Full Implementation 11/10/2015		
!		IIIA35	Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Students will be highly engaged.	Limited Development 10/21/2014		
<i>How it will look when fully met:</i>			Students will be highly engaged in classrooms. This is an on-going task.		Pam Wilson	05/25/2017
<i>Action(s)</i>	<i>Created Date</i>			0 of 2 (0%)		
1	10/21/14	Teachers will develop lesson plans that provide opportunities for engagement.			Haley Beavert	05/25/2017
<i>Notes:</i> Teachers will engage students in lesson content and materials and employ strategies to keep students on track. Depth of Knowledge (DOK) questioning and Bloom's Taxonomy will be a focus in lesson plans and in the classroom. Students will be given activities that provide opportunities which encourage and require learners to actively participate.						
2	3/6/15	Teachers will maintain high engagement levels using frequent behavior checks.			Haley Beavert	05/25/2017

Notes: Teachers will create emotionally and intellectually safe classrooms. Students who are encouraged by their teacher and classmates will be more effectively engaged in challenging tasks. Teachers must be acutely aware when students are or are not paying attention and deeply engaged in a lesson or activity. Noticing and monitoring task commitment in students and level of engagement allows teachers to redirect students efficiently and effectively, while providing additional instruction or reinforcement for struggling students.

Core Function:		Classroom Instruction			
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions			
	IIID04	The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade level teams meet to discuss students and progress. RTI team meets regularly. Interventionists collaborate with teachers.	Limited Development 03/02/2016		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
Notes:					

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			
	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers communicate weekly via newsletters, Class DOJO, Smore, emails, phone calls, and notes. The principal also sends an electronic email newsletter (and a printed copy to those who do not have email) to all parents/families to communicate upcoming activities and additional information. Parents, school staff, and students share responsibility for improving academic achievement because these forms of communication describe how the school and parents can work together to help students achieve both academically and socially. Math module parent letters are also sent on a regular basis with tips on how to help students at home. Additionally, the math interventionist regularly sends home newsletters that include math games to help develop fluency and confidence in struggling students.	Limited Development 11/13/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		In addition to administration, each teacher is of making the connection between home and school. Parental support and clear, concise communication between home and school is a huge priority in order to meet the needs of each students and family in the school and district. Regular events are held throughout the year to encourage parents and community members to be a part of the learning environment. This includes a Veteran's Day breakfast for military personnel and their families, Winter Family Night, 1st grade music programs, Family Night/Art Show, Kindness Challenge, One Book One School, Parent/Teacher conferences held in October and March, a PTO sponsored Hoe Down, as well as bi-weekly principal newsletters, weekly newsletters from teachers to their families, class DOJO, Fitness Frenzy, and several class events/parties throughout the year. Volunteers are encouraged and welcomed to each event as well as to help in the teacher's work room on daily tasks and projects.	Objective Met 03/27/17	Stacy Noechel	05/25/2017
Action(s)	Created Date				
1	3/27/17	A parent survey was conducted using Google Sheets through our school website.	Complete 10/21/2016	Jessica House	10/21/2016

Notes: Based on the results, we had 25 parents submit the survey and 4/25 were scores of 4/5 and 21/25 scores were 5/5.

Implementation:

03/27/2017

Evidence

3/27/2017

10/10/2016 8:46:56 Alex Strube Andrea Strubw
andrea.strube@cps.k12.ar.us 4 Yes No

10/10/2016 8:56:02 Bella Benedict Stephanie Benedict
jwbsne44@yahoo.com 5 No No

10/10/2016 8:56:29 Kaeleigh Enriquez Carrie McDaniel
camcd232002@yahoo.com 5 No No

10/10/2016 9:31:03 Nicholas Barbara bejohnsonx2@yahoo.com 5 No,
the staff knows our names, treats us with respect and we couldn't be
happi Yes Yes No

10/10/2016 9:49:36 Isabella Johnson Amber Johnson
razorbackgrl@msn.com 5 No No

10/10/2016 10:39:24 Cody nease Melissa nease
melissa_nease@yahoo.com 5 No No No No

10/10/2016 11:24:26 Jason Leder Farah Leder fleder@cebridge.net 5
Yes No

10/10/2016 12:05:17 Carter Brown Rebecca and Kyle Brown
Crkbrown@gmail.com 5 Have some PTO meetings in the evening so
working parents can attend Yes No

10/10/2016 13:32:56 Ethan Bickerstaff Heather Bickerstaff
heather.bickerstaff@yahoo.com 5 Nothing at all No No No

10/10/2016 21:24:14 Alysson Kohler Lou & Carmelita Kohler
biglouzz@yahoo.com 5 None No No None

10/11/2016 10:06:08 Shelby Woodard Sarah Woodard
sarah.woodard@badger.k12.ar.us 5 No No No Use class dojo school
wide

10/11/2016 20:51:38 Reed Christensen Ryan Christensen
Gipsonchristensen@gmail.com 5 Update online calendar No No

10/11/2016 21:07:57 Elizabeth Weithman Lisa Weithman
lisaweithman@yahoo.com 5 no Yes No

10/12/2016 4:28:09 Colton McMasters Jennifer Mize
Jennifer_d_mize@yahoo.con 4 No No

10/17/2016 10:01:45 Macee Shelton Jamie Layes-Shelton jamie.layes-
shelton@cps.k12.ar.us 5 Yes No

10/17/2016 10:48:19 Elizabeth & Alexandra Fiore Dan & Heather Fiore
sixkidstolove@aol.com 5 No Yes Yes No

	<p>10/17/2016 11:19:29 Maggie Smith Lori Smith Evanlori@yahoo.com 5 No ma'am Yes No</p> <p>10/17/2016 12:48:47 Christopher & Camron Fowler Monica Barfield mfbarfield@yahoo.com 4 No No</p> <p>10/17/2016 13:46:45 Isabella Blum Michelle Blum Michelleperin@yahoo.com 5 Yes No</p> <p>10/17/2016 15:06:42 Payton Burnette Marti Burnette martibutnette@yahoo.com 5 Yes No</p> <p>10/17/2016 18:57:23 Wesley Stanley Kristy Stanley sneakingstine@aol.com 5 No No No No</p> <p>10/17/2016 19:08:33 Payton Christy frogateme@gmail.com 5 No No</p> <p>10/17/2016 21:10:22 Sean Powers Jennifer Powers jennifer.kisner.powers@gmail.com 4 Yes No</p> <p>10/17/2016 21:48:56 Isabella Johnson Jason and Amber Johnson razorbackgrl@msn.com 5 Yes No</p> <p>10/20/2016 12:32:39 Hudson Smith Courtnie Smith christensen_422@hotmail.com 5 No No</p>			
<p>Experience</p>	<p>3/27/2017 25 parents filled out the survey. The following information was given for parents to fill out: Timestamp Student Name Parent Name Parent E-mail How welcome do you feel at Stagecoach? Is there anything that we can do to make you feel more welcome? Are you aware that we have a parent center available for you to check out material to help your child at home? Have you ever used the Parent Center? Do you have any suggestions to make your experience at Stagecoach better?</p>			
<p>Sustainability</p>	<p>3/27/2017 More effort will be put into parents completing the survey, such as kiosks used during parent/teacher conferences or during Family Nights.</p>			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Ann Rider, our school counselor, plans hands-on opportunities for students to explore different careers during Career Week. Community members are encouraged to attend and present to students about their careers. Students are also given the opportunity to dress as their aspiring career. Mrs. Rider will also talk about students's future stories.	Limited Development 03/29/2016		
<i>How it will look when fully met:</i>					
Action(s)	Created Date				
<i>Notes:</i>					