

Comprehensive Progress Report

Mission:

Mission: Walking Through the Doors to a Better Me!

Vision: To create a better tomorrow, today.

Goals:

Ward Central teachers will be engaged in PLCs (Professional Learning Communities). Through PLCs, teachers will examine data collected on each child and discuss a plan of instruction for those in need.

Ward Central Elementary will ensure there is a balance between relationship building and result oriented experiences for staff, students, and their families.



! = 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>		Ward Central has a summer leadership program. Each grade level, special team, and activity team has a representative. Guidelines were set for parent nights, building-wide schedules, roles as team leaders, and organization within a team. Motivational strategies are taught and implemented so team leaders can effectively lead. Issues and concerns are communicated to these team leaders, who then communicate with school administration.	Full Implementation 01/06/2016			

ID04		All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Administrators email agendas for embedded team meetings. Some team leaders provide an agenda ahead of regular team meetings. All teams take notes of discussion points during meetings.	Limited Development 09/29/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		PLC agendas will be sent no less than 24 hours in advance to team members. Evidence will consist of time stamped emailed agendas and notes taken from team meetings.	Objective Met 03/15/17	Andy Sullivan	05/31/2017
Action(s)	Created Date				
1	3/7/16	Building administration will communicate the need of a pre-planned agenda to all team leaders.	Complete 09/27/2016	Andy Sullivan	12/23/2016
<i>Notes:</i>					
2	3/7/16	Building administration will create a template for team meeting agendas. This will be distributed to grade level team leaders to use.	Complete 09/27/2016	Andy Sullivan	12/23/2016
<i>Notes:</i>					
Implementation:			03/15/2017		
Evidence	3/15/2017	Teams meet every Tuesday for team meetings. Agenda and minutes are kept in the team leaders binder for documentation.			
Experience	3/15/2017	The assistant principal provided all team leaders with a binder and template for team agenda and minutes.			
Sustainability	3/15/2017	Team leaders will continue to complete an agenda and minutes as well provide an agenda for all team members for each meeting.			

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>		Team leaders meet with administration twice annually. The demand of two hours monthly is restrictive.	Limited Development 01/06/2016		
<i>How it will look when fully met:</i>		The leadership team will meet twice each month for leadership meetings. Evidence of these meetings will consist of meeting agendas and notes taken from these minutes.		Dawn Verkler	05/31/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	3/7/16	Mrs. Verkler will address the school with a weekly digital meeting/memo. This memo will include important events and dates in the upcoming week.		Dawn Verkler	05/31/2019
<i>Notes:</i>					
2	3/7/16	Mrs. Verkler will assess the needs of the students and teachers to determine an effective (recurring) day and time for leadership to meet. She will analyze daily schedules to locate a day and time that does not interfere with the educational needs of the students, violate labor laws, or place restrictions on teachers' off contract time.		Dawn Verkler	05/31/2019
<i>Notes:</i>					
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal communicates with the Leadership team via biannual Leadership meetings and frequent email, texts, and Google calendar updates. Leadership members then distribute this information as needed to their teams. The flow of information also works in reverse, with faculty communicating to the principal via Leadership Team.	Full Implementation 03/31/2016		
ID11		Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each grade level has a common planning time. They meet at least weekly for team meeting to discuss data, instructional strategies, and building business. Self discipline and a good schedule will be needed to sustain this model.	Full Implementation 03/31/2016		
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)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Each summer teachers attend a week of professional development. One day is committed to data, and one or more days attend to curriculum/instructional units. To continue this, the responsibility falls on administration to plan appropriately for these PD days.	Full Implementation 03/31/2016		
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Core Function:	School Leadership and Decision Making			
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Effective Practice:	Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
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	IE05	The principal participates actively with the school's teams. (56)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Each team meets at least weekly for a team meeting. One or more administrator meets weekly with teams. The principal also communicates with teams several times per week via email, text, and Google calendar. With proper planning and prioritization by the principal, this is easily sustainable.		Full Implementation 03/31/2016		
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	IE06	The principal keeps a focus on instructional improvement and student learning outcomes.(57)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The principal prioritizes utilizing common assessments and data walls to drive instruction, intervention, and differentiation. The principal meets individually with all third and fourth grade students prior to standardized testing to review their previous year's achievement and set goal for the current year's testing. Again, prioritization and planning on the part of the principal will be necessary to sustain this.		Full Implementation 03/31/2016		
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	IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The principal checks lesson plans as needed. She encourages teachers to note standards and district units in their plans. The principal monitors classroom instruction via classroom walk-throughs and TESS.		Full Implementation 03/31/2016		
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	IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Due to the size of the school, the principal would need additional administrative staffing to handle all of her other job duties to be able to devote 50% of her time working directly with teachers.		Limited Development 03/31/2016		
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How it will look when fully met:					
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Action(s)	Created Date				
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Notes:

		IE09	The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal monitors teachers via classroom walk-throughs and TESS.	Limited Development 03/31/2016		
<i>How it will look when fully met:</i>						
<i>Action(s)</i>	<i>Created Date</i>					
<i>Notes:</i>						
		IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal celebrates students in the following ways: Good Character Breakfast, Caught Ya Being Good, Perfect Attendance, and daily rewards during standardized testing for students who use their entire time and appear to be giving their best work and using their strategies.	Limited Development 03/31/2016		
<i>How it will look when fully met:</i>						
<i>Action(s)</i>	<i>Created Date</i>					
<i>Notes:</i>						
		IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Staff and parents are able to address concerns via Class Dojo, email, parent advisory meetings, PTO meetings, or visits (formal or informal) to the principal's office.	Limited Development 03/31/2016		
<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:		Aligning classroom observations with evaluation criteria and professional development			
	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:		TESS gives great feedback that is used by administration. It is not currently shared with the rest of the staff due to potential ethics violations, morale, and the possibility of a formal grievance being filed.	No Development 03/31/2016		
How it will look when fully met:					
Action(s)	Created Date				
Notes:					
!	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
Initial Assessment:		We currently do not give classroom observation data to team leaders. Some topics are generalized during the summer leadership meeting, and some general building needs are addressed during EdCamp professional development sessions, which are led by building teachers.	Limited Development 01/06/2016		
How it will look when fully met:		Teachers will complete surveys detailing teaching strengths and weaknesses. These surveys will be analyzed to find areas of expertise and areas of need. Administration will then offer a variety of mini professional development sessions, EdCamp, allowing teachers to lead and learn.		Andy Sullivan	05/31/2017
Action(s)	Created Date		0 of 2 (0%)		
1	3/7/16	Building administration will create and distribute a digital survey for staff members to list areas of teaching expertise and deficit.		Andy Sullivan	05/31/2019
Notes:					
2	3/7/16	EdCamp professional development will be offered annually. Teachers will lead 15 minute sessions of professional development. Other teachers will attend sessions that are applicable to their teaching needs and educational field.		Andy Sullivan	05/31/2019
Notes:					

		IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal follows a prescribed rotation for observations using TESS. Adhering to this schedule will sustain this effort.	Full Implementation 03/31/2016		
		IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			TESS covers all requirements for this indicator. As long as the building adheres to TESS, this indicator is sustainable.	Full Implementation 03/31/2016		
		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 met with building administration in May 2015 to develop professional growth plans (PGP). These plans were based off classroom observations in the 2014-2015 school year. Subsequently, teachers created a professional development plan based off of their growth needs as indicated by their PGP.	Limited Development 09/29/2015		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Each fall, teachers will write a professional development (PD) plan. The plan will reference growth areas indicated in professional growth plans from May of the previous school year. Teachers will attend PD related to both plans, gather documentation of attendance, and implement strategies learned.	Objective Met 11/30/16	Andy Sullivan	09/30/2016
Action(s)	Created Date					
1	3/7/16		Each May, during a regular team meeting, building administration will present the district's professional development plan template, and guide teachers through planning their PD for the upcoming year.	Complete 05/18/2016	Andy Sullivan	05/31/2016
<i>Notes:</i>						
2	3/7/16		Teachers will analyze professional development offerings from the state, local co-op, and district along with professional development guidelines required by the state. Teachers will create a plan for their PD that satisfies all legal requirements and addresses the area of certification by each teacher.	Complete 05/18/2016	Andy Sullivan	05/31/2016

Notes:					
Implementation:		11/30/2016			
Evidence	<p>11/30/2016</p> <p>Teachers met and completed their PGP's via the Bloomboard system in May 2016. These PGP's were visited again in August after professional development was received during the summer and the beginning of the school year.</p>				
Experience	<p>11/30/2016</p> <p>Teachers were encouraged to pursue professional development which would enhance their professional growth plan. Teachers were required to pursue a minimum of 6 professional development hours during the summer which would enhance their PGP.</p>				
Sustainability	<p>11/30/2016</p> <p>Each year teachers will need to reassess their strengths and weaknesses to determine their PGP for the next year. This should be completed at the end of May each year.</p>				
	IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Cabot Public Schools prioritizes training related to Kagan strategies, Marzano, Ruby Payne, and utilizes instructional units that are researched based and include best practices.	Full Implementation 03/31/2016		
	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:		TESS fully covers requirements for this indicator. As long as we are using TESS, this is sustainable.	Full Implementation 03/31/2016		
	IF10	The principal plans opportunities for teachers to share their strengths with other teachers.(74)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are encouraged to share during team meetings, faculty meetings, and Ed Camp. Teachers are also often recommended to present at co-op and district PD sessions.	Full Implementation 03/31/2016		
	IF11	The school provides all staff high quality, ongoing, job-embedded, and	Implementation		

		differentiated professional development.(3984)	Status	Assigned To	Target Date
Initial Assessment:		Teachers complete a state required 30 hours of professional development each year. Teachers engage in book studies, HOTS training, weekly team meetings, embedded professional development, and professional development that fulfills their individual professional growth plan.	No Development 09/18/2014		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		<p>Ward Central Staff will participate in the following professional development trainings throughout the year:</p> <ul style="list-style-type: none"> *Bloomboard *TESS *Engage NY Math *Higher Order Questioning (Embedded) *The Positive Dog (Embedded) *Integrating Technology *Dyslexia <p>Completion of these objectives will be evidenced by documentation of the following:</p> <ul style="list-style-type: none"> *Bloomboard- Attendance to summer professional development; completion of digital portfolio using Bloomboard *TESS- Formal teaching evaluations *Engage NY Math- Integration of these lessons in lesson planning and teaching math *Higher Order Questioning (Embedded)- A minimum of two HOT questions per day documented in lesson plans *The Positive Dog (Embedded)- Attendance of embedded PD sessions *Integrating Technology- Teachers will integrate a variety of technology in core subjects (math, literacy, science, social studies) to enhance and extend learning opportunities. *Dyslexia- Attendance of summer professional development training 	Objective Met 11/30/16	Dawn Verkler	05/29/2015
Action(s)	Created Date				
1	10/9/14	All teachers will attend a district summer professional development training on dyslexia.	Complete 08/29/2014	Kristina Eisenhower	08/29/2014
<i>Notes:</i>					

2	10/9/14	Teachers will integrate a variety of technology in core subjects (math, literacy, science, social studies) to enhance and extend learning opportunities.	Complete 12/12/2014	Holly Woodruff	12/19/2014
<i>Notes:</i>					
3	10/9/14	All staff will read The Positive Dog and attend three hours of embedded PD sessions.	Complete 05/28/2015	Dawn Verkler	04/30/2015
<i>Notes:</i>					
4	10/9/14	All teachers will attend 9 embedded hours of professional development over Higher Order Thinking Skills.	Complete 04/30/2015	Dawn Verkler	04/30/2015
<i>Notes:</i>					
5	10/9/14	Teachers will write two HOT questions each day in lesson plans and use them in instruction.	Complete 09/30/2014	Dawn Verkler	09/30/2015
<i>Notes:</i> The entire school has undergone embedded hour training over HOT (higher order thinking) questions. Teachers are to include a minimum of two HOT questions into our lesson plans each day. Teachers highlight the questions so that they are easily visible, and lesson plans are left on the corner of the teacher's desk. Administrators regularly conduct CWTs to assess inclusion of HOT questioning.					
6	10/9/14	Teachers will attend summer professional development to learn to use Bloomboard.	Complete 08/13/2014	Tereasa Noblin	08/29/2014
<i>Notes:</i>					
7	10/9/14	Teachers will complete a digital portfolio using Bloomboard.	Complete 05/28/2015	Tereasa Noblin	05/29/2015
<i>Notes:</i>					
8	10/9/14	Teachers will integrate Engage NY Math as a part of their math instruction. This will be documented in lesson plans.	Complete 12/12/2014	Dawn Verkler	12/19/2014
<i>Notes:</i>					
9	10/9/14	Teachers will be formally evaluated on a rotating basis using TESS.	Complete 03/31/2016	Dawn Verkler	05/29/2015
<i>Notes:</i> TESS evaluations are updated to a four year rotation. Evaluation is ongoing throughout the year, with EOY evaluations in the spring as applicable.					
Implementation:			11/30/2016		
Evidence		11/30/2016 Observations were complete and entered into the Tess system by March 2016			

Experience	11/30/2016 Teachers were given observations based on their position in the rotation.			
Sustainability	11/30/2016 Observations occur every year based on a rotation system.			

Core Function:	School Leadership and Decision Making			
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Effective Practice:	Expanded time for student learning and teacher collaboration			
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	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
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Initial Assessment:		Ward Central Elementary offers a before and after school program called "Club Awesome." Students are targeted by regular classroom teachers as needing improvement in math, literacy, or needing learning challenges. Data collected by DIBELS, reading running records, Developmental Spelling Assessment, Developmental Reading Assessment, and math module assessments will be used to monitor the progress of these extended learning programs.	No Development 09/18/2014		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:		An average percentage of 80% of enrolled students in our after school program will attend extended learning times. Monitoring will be accomplished by entering children who are currently on the waiting list into open spots. We will continue clubs that are in high demand and discontinue those that have lower appeal/participation. Discontinued clubs will be replaced using data from student surveys. Online data walls will document student progress. Anecdotal notes by math and reading teachers will also document educational observations and gains.	Objective Met 11/30/16	Dawn Verkler	05/27/2016
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Action(s)	Created Date				
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1	10/20/14	Daily attendance will be taken for Club AWESOME (after school program).	Complete 12/12/2014	Jennifer Lea Griffin	12/18/2015
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Notes: Club AWESOME does not meet on Fridays.

2	10/20/14	The afterschool program coordinator will contact parents of students with poor attendance to confirm participation in the program. The coordinator will replace students who drop from the program with those on the current waiting list.	Complete 12/12/2014	Jennifer Lea Griffin	12/18/2015
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3	10/20/14	Club AWESOME coordinator will survey students to assess interests. When the first rotation of clubs ends, another survey will be administered to reassess club interests and demands.	Complete 12/12/2014	Jennifer Lea Griffin	12/18/2015
<i>Notes:</i>					
4	10/20/14	Jennifer Lea Griffin, coordinator of our after school program, will consult the Cabot Public Schools online data wall to monitor the academic needs of each Club Awesome attendee.	Complete 05/06/2016	Jennifer Lea Griffin	05/06/2016
<i>Notes:</i>					
Implementation:			11/30/2016		
Evidence		11/30/2016 Our after school program provided opportunities for students to practice skills needed to improve academically as well as learn new skills during club time.			
Experience		11/30/2016 The objective was easily attainable because of the high interest from our students in our after school program.			
Sustainability		11/30/2016 Provide academic and club activities which are interesting to our students so that numbers will stay or even improve.			

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:		The administrator of WC meets with district curriculum and personnel staff to outline needs of the building. Together they determine criteria for job applicants, collaborate on job requirements posted online, and necessary qualifications for applicants.		No Development 09/18/2014		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Every certified teacher will be labeled as "highly qualified" and will complete all requirements as designated by the Arkansas Department of Education.		Objective Met 11/30/16	Dawn Verkler	05/27/2016
Action(s)	Created Date					
1	3/31/15	Mrs. Verkler works with Lisa Baker, Director of Personnel, to determine that all Title 1 teachers are highly qualified teachers.		Complete 05/27/2016	Dawn Verkler	05/27/2016
		<i>Notes:</i>				
2	3/7/16	Qualifications for each posted job will be detailed on the job listing. Mrs. Baker will check qualifications as a part of the hiring process.		Complete 05/27/2016	Lisa Baker	05/27/2016
		<i>Notes:</i>				
Implementation:				11/30/2016		
Evidence		11/30/2016 All personnel records are kept at the Central Administration Office with detailed information about each teacher's qualifications.				
Experience		11/30/2016 Mrs. Verkler and Mrs. Lisa Baker worked together to pursue this objective.				
Sustainability		11/30/2016 Mrs. Verkler and Mrs. Baker will ensure that all new employees are highly qualified and trained accordingly.				

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

Initial Assessment:	Cabot Public Schools has a district-wide committee for each grade in each subject. Committee members are composed of teachers from each building to align content with standards, pace standards, and determine which skills are listed on each report card. Ward Central has several teacher in each grade level on various curriculum committees.	Full Implementation 01/06/2016		
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Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Engaging teachers in assessing and monitoring student mastery
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	IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Teachers will create common unit assessments to be used throughout the grade level to assess student mastery.	Limited Development 03/15/2017		
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How it will look when fully met:				
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Action(s)	Created Date			
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Notes:

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Assessing student learning frequently with standards-based assessments
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	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
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Initial Assessment:	All students are preassessed using DRA, DSA, and Engage NY math tests. Teacher frequently assess both formally and informally (multiple times throughout the year) to determine curriculum pacing. Grades 1-4 are formally assessed in the spring using the current statewide standardized testing dictated by ADE. Kindergarten students are assessed formally using QUALLS, KSA, ARRAN, PCA, and DIBELS.	Full Implementation 01/06/2016		
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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>		To be addressed	No Development 09/18/2014		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		<p>Each child will receive individualized instruction in reading and math. Children below level in reading will receive interventions both in the classroom and in a small group from one of three reading interventions. These small groups will meet daily and will focus on best practices to improve fluency, comprehension, oral reading, and decoding strategies. Children below level in math will receive interventions both in the regular classroom and in a small group from one of two math interventionists.</p> <p>Data from Arkansas Benchmark, DRA, DSA, pre, mid, and post unit math assessments (Engage NY), and Cognition Based Assessment and Teaching will be used initially to place students. Progress monitoring and authentic observational assessments will be used to maintain and adjust intervention groups.</p>	Objective Met 11/05/14	Kathryn Brooks	12/19/2014
<i>Action(s)</i>	<i>Created Date</i>				
1	10/9/14	Analyze Arkansas Benchmark data.	Complete 08/29/2014	Dawn Verkler	08/29/2014
		<i>Notes:</i> Building administration met multiple times over the summer, both independently of regular classroom teachers and with classroom teachers, to analyze student achievement data for the 2014 ACTAAP.			
2	10/9/14	Analyze and rank DRA scores from May 2014.	Complete 08/29/2014	Kathryn Brooks, Cindy Leonard, Stacey Crumpton	08/29/2014
		<i>Notes:</i> Our reading interventionists met extensively with building administration to analyze data from spring DRA testing from April 2014. Students designated as 1-3 reading levels below grade level were identified and grouped by ability. The three reading interventionists set a schedule to meet the needs of these students.			
3	10/9/14	Assess new students using the DRA.	Complete 08/29/2014	Kathryn Brooks, Cindy Leonard, Stacey Crumpton	08/29/2014

		<i>Notes:</i> Students who were not assessed in reading using the DRA in spring of 2014 were assessed during the first two weeks of school. This included students whose testing data was missing, students transferring from another school within district that did not undergo the DRA, and students new to Cabot Schools.			
4	10/9/14	Assess targeted students using Cognition Based Assessment and Teaching (math).	Complete 09/12/2014	Sherry Voegele, Macy Leggett	09/12/2014
		<i>Notes:</i> The math interventionists met with every student in third and fourth grade that were either "Basic" or "Below Basic" on the 2014 ACTAAP. They also did individual assessments of any student upon teacher recommendation. Data was used to form ability based intervention groups.			
5	10/9/14	Meet with district level curriculum heads and building administration to analyze math assessment data and form intervention groups.	Complete 09/12/2014	Sherry Voegele, Macy Leggett	09/12/2014
		<i>Notes:</i> The math interventionists met with every student in third and fourth grade that were either "Basic" or "Below Basic" on the 2014 ACTAAP. They also did individual assessments of any student upon teacher recommendation. Data was used to form ability based intervention groups. The math interventionists pull small groups (3-5 students) for 30 minutes per group daily. They rotate the times at which they pull each group so that students do not miss the same regular classroom activity/lesson every day. The groupings are flexible.			
6	10/9/14	Meet with building administration to analyze reading assessment data and form intervention groups.	Complete 09/12/2014	Cindy Leonard, Stacey Crumpton, Kathryn Brooks	09/12/2014
		<i>Notes:</i> Our reading interventionists met extensively with building administration to analyze data from 2014 ACTAAP scores and spring DRA testing from April 2014. Students designated as 1-3 reading levels below grade level were identified and grouped by ability. The three reading interventionists set a schedule to meet the needs of these students.			
7	10/9/14	Pull small groups for reading and math interventions.	Complete 09/12/2014	Sherry Voegele, Macy Leggett, Kathryn Brooks, Cind	09/12/2014

		<p><i>Notes:</i> The math interventionists pull small groups (3-5 students) for 30 minutes per group daily. They rotate the times at which they pull each group so that students do not miss the same regular classroom activity/lesson every day. All groupings are flexible.</p> <p>The reading interventionists pull small groups (3-4 students) for 30 minutes per group daily. They meet at the same time daily. All groupings are flexible.</p>			
8	10/9/14	Meet as grade level teams with the GT teacher to discuss flex groups (accelerated learning for differentiation).	Complete 09/12/2014	Renee Johnson	09/12/2014
		<p><i>Notes:</i> Judy Hopper, the GT teacher, met with each grade level within the first two weeks of school. She supplied every regular classroom teacher with lists of students who achieved "Advanced" on the math and/or literacy sections of the ACTAAP. She also supplied teachers with lists of students she had worked with in flex groups the previous year, but were not identified as gifted. Teachers were advised to observe student participation and interests within the first two weeks of school. Each grade level recommended up to 24 students for flex grouping: 12 for math, 12 for literacy. Students could double block if needed. Flex groups will meet weekly for the remainder of the school year.</p>			
9	10/9/14	Flex groups will be pulled to extend learning for advanced students.	Complete 10/01/2014	Judy Hopper	10/01/2014
		<p><i>Notes:</i> Each grade level recommended up to 24 students for flex grouping: 12 for math, 12 for literacy. Students could double block if needed. Flex groups will meet weekly for the remainder of the school year. Students who attend flex groups are subject to change, based on the needs of the student.</p>			
10	10/9/14	Classroom teachers will pull math intervention groups.	Complete 10/30/2014	Renee Johnson	10/31/2014
		<p><i>Notes:</i> The math interventionists pull small groups (3-5 students) for 30 minutes per group daily. They rotate the times at which they pull each group so that students do not miss the same regular classroom activity/lesson every day. All groupings are flexible.</p>			
Implementation:			11/05/2014		
Evidence	11/5/2014	Documentation of classroom schedules, data wall, interventionist student records, teacher anecdotal records, and progress monitoring data support our success in meeting this goal.			

Experience	11/5/2014 The tasks for this objectives fit in with our reading and math block and interventions. As as staff we were able to accomplish many of these tasks either in our embedded professional training or state required professional development. The RTI committee and team discussions during team meetings focused on strategies helping the specific needs of the targeted groups.			
Sustainability	11/5/2014 We will continue progress monitoring in both reading and math using data from interventionists and regular classroom anecdotal notes and assessments. We will reevaluate targeted students as needed. Administration will ensure accountability through lesson plan checks and classroom walk throughs.			

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
Initial Assessment:		District curriculum committees have compiled and written lesson plans for all subject areas. Lessons have aligned current Arkansas teaching standards and include goals, objectives, activities, and assessments. All teachers have access to these materials.	Limited Development 03/07/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Teachers will utilize Cabot Curriculum Units daily in their instruction. Teachers will cite the unit and lesson in their lesson plans as evidence.	Objective Met 11/30/16	Dawn Verkler	05/31/2017
Action(s)	Created Date				
1	3/7/16	District curriculum department heads will allow teacher access to Google Sites containing curriculum units and maps.	Complete 08/15/2016	Tammy Tucker	05/27/2016
<i>Notes:</i>					
2	3/7/16	Teachers will be given guidelines by building administration or curriculum department heads regarding the organization and use of Google sites containing curriculum units and maps.	Complete 08/15/2016	Dawn Verkler	05/27/2016

Notes:					
Implementation:			11/30/2016		
Evidence	11/30/2016 Teachers use the curriculum information provided on a daily basis to guide their instruction.				
Experience	11/30/2016 Teachers were provided information about curriculum and google sites during the beginning school professional development meetings.				
Sustainability	11/30/2016 Teachers will continue to be informed by department/curriculum heads of any changes to the curriculum or google sites.				
	IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers will be required to provide lesson plans which are aligned to state standards when asked.		Limited Development 03/15/2017		
How it will look when fully met:					
Action(s)	Created Date				
Notes:					

Core Function:	Family Engagement in a School Community
Effective Practice:	Explain and communicate the purpose and practices of the school community

		FE01	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(5496)	Implementation Status	Assigned To	Target Date
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<p>Initial Assessment:</p>	<p>At Ward Central, there are many opportunities for family representatives to interact with school staff, students, and members of the School Improvement Leadership Team. All families are invited to become members of our school's Parent Teacher Organization. This organization works closely with administration and provides insight for various decisions throughout the year. The parent member of our School Improvement Leadership Team also collaborates with our Parent Teacher Organization. We also host Dinner with a Teacher nights for parents to ask questions, provide insight, and collaboratively seek solutions with their child's teacher. Child care is provided during these dinners so parents' attention can be focused. Other opportunities are listed below:</p> <ul style="list-style-type: none"> *Grandparents Day *Veteran's day *Family track night * Dojo *Newsletters *Remind 101 *Hallway Heroes *Parent Teacher Conferences *Holiday celebrations *Curriculum celebrations *Good character breakfast *Family nights * Parent Resource Center *Surveys *Title 1 School Parent Compact *Fine Arts Night *Fitness Frenzy *Parenting classes 	<p>Limited Development 09/27/2017</p>			
<p>How it will look when fully met:</p>	<p>Parents will have an active role and voice in school decision making policies. We will meet monthly to coordinate and discuss upcoming events, budgets, and criteria for parental involvement. Evidence will be sign in sheets, meeting notes, an increase in the number of parents actively engaged in parent conferences and parent nights.</p>		<p>Frankie Glover</p>	<p>08/01/2020</p>	
<p>Action(s)</p>	<p>Created Date</p>		<p>0 of 3 (0%)</p>		
<p>1</p>	<p>10/11/17</p>	<p>Ward Central staff will continue "Dinner with a Teacher" nights. Families that participate will have opportunities to collaborate with school staff to make decisions that affect the students.</p>		<p>Frankie Glover</p>	<p>10/18/2018</p>

<i>Notes:</i>					
2	10/11/17	We will panel parents to determine high interest topics that could be covered during "Dinner with a Teacher" in the hopes of increasing participation. With an increase in the amount of families that participate, the school improvement team will have a larger sampling of feedback on decisions.		Frankie Glover	10/18/2018
<i>Notes:</i>					
3	10/11/17	During parent teacher conferences, parents will be given a survey so that they have an opportunity to provide feedback regarding our strengths and weaknesses in areas such as discipline policies, communication, events, and assessment.		Frankie Glover	11/18/2019
<i>Notes:</i>					
		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
<i>Initial Assessment:</i>		Ward Central provides parent nights for literacy, math, and science. Teachers send home weekly newsletters to inform parents of learning goals, to provide homework, and to communicate games and websites that can be utilized at home to support learning. Some teachers also use Class Dojo for parent communication purposes.		No Development 09/18/2014	
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Students, parents, and teachers will work together to create common objectives and expectations of for communication and learning.		Objective Met 02/27/15	Evelyn Schumacher 10/31/2014
Action(s)	Created Date				
1	10/9/14	During parent/teacher conferences, teachers will communicate ways parents can support and extend learning at home.		Complete 10/31/2014	Katrina Holland 10/31/2014
<i>Notes:</i> On October 14 and 16, our school held parent teacher conferences. Each grade sent home handouts including ways to read with children at home, math strategies, games that can be played to support learning, and Classworks logins and passwords. Additionally, the reading and math interventionists double blocked conferences of students with whom they meet. Third grade gave away detailed explanations of mathematical practices. Kindergarten sent home games. Fourth grade sent home detailed examples of how we complete math.					

2	10/9/14	Parents, students, and teachers will sign a compact outlining learning goals and expectations.	Complete 08/29/2014	Katrina Holland	08/29/2014
<i>Notes:</i>					
Implementation:			02/27/2015		
Evidence	2/27/2015 Mrs. Malham, the counselor, has files of completed and returned compacts. Teachers, along with office staff, have documentation of sign-in sheets from parent teacher conferences. Teachers also have retained copies of communications distributed.				
Experience	2/27/2015 The counselor prepared a student, teacher, parent compact. The compact was distributed to every student before or on the first day of school. Incentives were provided for families to promptly return the compacts during the first week of school. Additionally, ample communication was prepared and presented to parents during parent teacher conferences.				
Sustainability	2/27/2015 The compact will need to be reviewed annually before redistribution. Teachers and administrators will need to assess the types of communication and handouts that are needed biannually for parent/teacher conferences. These changes will be based on student achievement data, district curriculum choices, and Arkansas/National teaching standards.				

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>		Students are led by teachers to understand the requirements to succeed in the next grade. Fourth grade students are coached by teachers to prepare socially, emotionally, and academically to change schools for fifth grade (middle school). Cabot Schools are vertically aligned K-12 in terms of advancing curriculum to ensure that students are college and career ready.	Limited Development 09/29/2015		
<i>How it will look when fully met:</i>		Students will know their "future story." Not only will they articulate career aspirations, but will be able to work backwards to determine what they need to achieve in either college or trade school, high school, junior high, middle school, all the way back to their current grade. Students will be able to name a university in Arkansas. Teachers will accomplish this through Responsive Classroom, Go College! week, and whole group lessons from the guidance counselor.		Whitney Malham	05/26/2017
Action(s)	Created Date		0 of 1 (0%)		
1	3/7/16	Each regular classroom teacher will discuss their students "Future Story." Unlike simply asking the kids what they want to be when they grow up, teachers will address children individually and work backwards from their desired career to determine what they need to achieve in college, high school, junior high, middle school. By working backwards, they break down their life goal to determine what they need to learn in their current grade level to help them achieve their future story.		Melissa LeMay	05/26/2017
<i>Notes:</i>					