

Comprehensive Plan Report

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

March 31, 2016

Wilson Elementary School NCES - 50900000637

Little Rock School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 10/26/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Leadership Team has been formed and consists of the principal, two teachers, reading specialist, literacy facilitator, math facilitator, and SIS). This team meets regularly (monthly or as needed.) I addition, the team sans the teachers meets weekly. Grade Level Teams meet weekly during common planning time with instructional coaches and the building principal. Vertical Teams also meet on a monthly basis to discuss specific items as related to needs discovered during weekly meetings. Student-based intervention team meets regularly (once a month or as needed) to address individual student needs.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 10/26/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Leadership Team ,Grade Level Teams ,Vertical Teams, and the Student-based intervention team prepares agendas for each meeting. The chairperson for each of the teams prepares the agenda and maintain the meeting minutes and sign-in sheets for documentation.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Objective Met 10/30/201310/13/2015		
Assess	Level of Development:	Initial: Limited Development 10/22/2012	
		Objective Met - 10/30/2013 10/13/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At the present time, the schedule is designed for the Full Leadership Team to meet monthly or on an as needed basis. In addition, the Core Leadership Team, consisting of the Principal, the literacy and math coach, reading specialist, and SIS meet weekly on Friday at 1 p.m. However, when the team meets monthly, the meeting lasts for two or more hours.	
Plan	Assigned to:	Eleanor Cox	
	How it will look when fully met:	The Leadership team will meet twice a month on a regular basis for one hour. In addition, the Power Team, consisting of the Principal, the literacy and math coach, reading specialist, and SIS meet weekly on Friday at 1 p.m. However, when the team meets monthly, the meeting lasts for two or more hours.	
	Target Date:	10/12/2015	
	Tasks:		
	1. The Leadership team will operate with agendas, keep minutes, stay focused and follow through with plans they make.		
	Assigned to:	Eleanor Cox	
	Added date:	03/11/2013	
	Target Completion Date:	12/31/2013	
	Frequency:	monthly	
	Comments:	Calendar of Leadership Team meetings for 13-14 school year has been created. Agendas and meeting minutes will be posted within the Indistar software. Meeting minutes reflect progress made toward IMO benchmarks and ACSIP (school improvement goals.)	
	Task Completed:	10/24/2013 12:00:00 AM	

		2. The principal and team will meet to discuss and make decisions concerning the general operation of the school and its continuous improvement.
		Assigned to: Eleanor Cox
		Added date: 03/11/2013
		Target Completion Date: 01/31/2014
		Frequency: twice a year
		Comments: The team met with the principal more than twice a year to make decisions concerning operation of the school. The beginning of the year staff meeting in August and September 2013 focused on meeting the expectations of our ACSIP plan and adjusting dates for monitoring current IMO's.
		Task Completed: 10/30/2013 12:00:00 AM
		3. The team will facilitate and communicate expectations within all grade levels.
		Assigned to: Eleanor Cox
		Added date: 03/11/2013
		Target Completion Date: 11/08/2013
		Frequency: four times a year
		Comments: Grade level meetings are occurring twice monthly during the 2013-2014 school year to communicate expectations with instructional coaches. Job embedded PD after school and on designated days also support facilitation of expectations.
		Task Completed: 10/30/2013 12:00:00 AM
		4. Core Leadership team will me weekly on Friday at 1 p.m.
		Assigned to: Eleanor Cox
		Added date: 10/13/2015
		Target Completion Date: 10/16/2015
		Frequency: weekly
		Comments:
		Task Completed: 10/12/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	10/30/2013 10/13/2015
	Experience:	10/30/2013 A yearly calender with selected dates for meetings was compiled for the 2013- 2014 school year. Staff was directed by the principal to meet when expected and use various surveys, and/ or other data gathered to continue to improve function of the school on all levels. 10/13/2015 Leadership team meetings established to Powr team weekly meetings
	Sustain:	10/30/2013 Meetings must continue to be attended on a regular basis and expectations remain clear. Staff must be held accountable for the decisions made. 10/13/2015 None
	Evidence:	10/30/2013 Leadership Team, committee and grade level meeting agenda's and sign in sheets are available as evidence of this objective being met. 10/13/2015 Agenda and minutes from power Team meeting

Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)		
Status	Objective Met 11/7/2013		
Assess	Level of Development:	Initial: Limited Development 03/25/2013	
		Objective Met - 11/07/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers collaborative during common planning time to select lessons and pre/post tests as a team. They collaborate on intervention strategies and use the data gathered from formative assessments (pre-post tests and SMI-diagnostic tests), criterion referenced tests (quizzes, weekly end of unit tests), and summative assessments (SOAR/ACTAPP) to guide and drive instruction.	
Plan	Assigned to:	Eleanor Cox	
	How it will look when fully met:	School based teams will make time to plan, observe, and monitor the effectiveness of programs identified as areas of need according to data. Professional development will align with teacher needs shown by data. Improvement of teacher practice and effectiveness will reflect data driven instruction and in turn will improvement student achievement.	
	Target Date:	05/30/2014	
	Tasks:		
	1. School based teams will look at diverse types of data to focus on areas needed to improve schoolwide, classroom level, and student level progress.		
	Assigned to:	Eleanor Cox	
	Added date:	04/15/2013	
	Target Completion Date:	05/31/2013	
	Frequency:	monthly	
	Comments:	Wilson staff looked at SOAR data, ACTAAP data and CWT data to focus on areas of need and make improvements.	
	Task Completed:	11/6/2013 12:00:00 AM	
	2. If a standard is found to be inappropriate, the team will determine what adaptation (accommodation or modification) is needed to help the student meet the standard.		
	Assigned to:	instructional team	
	Added date:	04/15/2013	
	Target Completion Date:	12/31/2013	
	Comments:	SBIT Team meets to determine adaptations or accommodation of students. It has met once so far this year and established a schedule of every first Thursday of the Month beginning Nov. 7 2013 for the remainder of the year.	
	Task Completed:	10/30/2013 12:00:00 AM	

	3. If the standard does need modification, the team will work to determine the appropriate plan of action for the student to reasonably achieve the standard with special supports. (IEP, AIP, 504, ELL plans)
	Assigned to: instructional team
	Added date: 04/15/2013
	Target Completion Date: 06/01/2013
	Comments: Teachers work with SBIT team and other specialists to determine modification and appropriate plans of action. The decisions are documented on the various forms listed in this task.
	Task Completed: 10/30/2013 12:00:00 AM
	4. Teachers will base grades on the modified standard, not the grade-level standard.
	Assigned to: Classroom Teachers
	Added date: 04/15/2013
	Target Completion Date: 05/31/2014
	Comments: When applicable teachers place an asterisk C or other appropriate grade on the report card indicating the students performance in based on the modified standard.
	Task Completed: 10/30/2013 12:00:00 AM
	5. Teachers will communicate the meaning of the grade and what is actually being measured to parents on the report card and progress reports.
	Assigned to: Classroom Teachers
	Added date: 04/15/2013
	Target Completion Date: 05/31/2013
	Frequency: four times a year
	Comments: The first quarter report cards and parent conferences have been held and distributed. Parents have been communicated with regarding all students performance.
	Task Completed: 10/30/2013 12:00:00 AM
Implement	Percent Task Complete: 100%
	Objective Met: 11/7/2013
	Experience: 11/7/2013 Staff collects data in various forms and meets regularly to discuss the data and next steps.
	Sustain: 11/7/2013 Staff will continue to collect and review the school wide data regularly.
	Evidence: 11/7/2013 Evidence exists in the form of standardized assessment data etc.
School Leadership and Decision Making	
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction	
Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)
Status	Objective Met 12/17/2013

Assess	Level of Development:	Initial: Limited Development 10/29/2012
		Objective Met - 12/17/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal attempts to conduct 100 classroom walkthroughs each month although District obligations and other administrative responsibilities sometimes keep this from happening. She also attempts to attend as many team meetings as possible although the same obstacles can get in the way. Teacher evaluation conferences and observations are conducted as mandated.
Plan	Assigned to:	Eleanor Cox
	How it will look when fully met:	The principal and designees will conduct daily classroom walkthroughs collecting data. Feedback will be presented to the staff every quarter. The principal will conduct scheduled formal and informal observations designated by PTAS. The principal will provide feedback to individual teachers regarding formal and informal observations. The principal will allow vertical teaming for sharing and planning. The principal will allow grade level peer reviews of classroom observations and video-taped lessons.
	Target Date:	05/15/2014
	Tasks:	
	1. Provide classroom walkthrough training to the Math and Literacy coaches.	
	Assigned to:	Eleanor Cox
	Added date:	02/11/2013
	Target Completion Date:	02/14/2014
	Comments:	Literacy coach has received the training. Math Coach registered to receive it in January.
	Task Completed:	12/17/2013 12:00:00 AM
	2. Trained staff will conduct classroom walkthroughs at least once a week.	
	Assigned to:	Eleanor Cox
	Added date:	02/11/2013
	Target Completion Date:	09/15/2013
	Frequency:	weekly
	Comments:	Literacy and Math Coaches and Principal conduct an average of 20-25 CWTs per week.
	Task Completed:	11/21/2013 12:00:00 AM
	3. Classroom walkthrough feedback will be presented to the staff quarterly.	
	Assigned to:	Eleanor Cox
	Added date:	02/11/2013
	Target Completion Date:	04/25/2014

		Frequency:	four times a year
		Comments:	CWT data is being presented to the staff even more frequently than every quarter.
		Task Completed:	12/17/2013 12:00:00 AM
		4. The principal will conduct scheduled pre-conferences, observations, and post-conferences with classroom teachers.	
		Assigned to:	Eleanor Cox
		Added date:	02/11/2013
		Target Completion Date:	04/26/2013
		Comments:	An Instruction/reflection Profile is completed by the teacher and is used when completing the observation form. All completed forms used are kept in each teacher's personnel file.
		Task Completed:	11/21/2013 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	12/17/2013	
	Experience:	12/17/2013 Observations regarding PTAS and CWT have been compiled and data discussed with staff or individuals.	
	Sustain:	12/17/2013 We must continue to gather the data to improve teacher capacity.	
	Evidence:	12/17/2013 PTAS reports/ evaluations are on file in the principals office. CWT data in online in Teachscape.	
Indicator	IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) (Focus)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/26/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Staff feedback opportunities are: School Culture Survey, Monthly staff meetings, individual teacher conferences, and the BCC (Building Concerns Committee) & CIC (Community Involvement Committee). Parent feedback opportunities are: Bullying / Climate Survey, Panther Parent Survey, Facebook School Activities Survey, individual parent conferences, and a Parent Facilitator on Staff.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			

Indicator	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)		
Status	Objective Met 11/7/2013		
Assess	Level of Development:	Initial: Limited Development 10/29/2012	
		Objective Met - 11/07/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal conducts approximately 100 classroom walkthroughs per month. Professional development for math is based on student needs (formative and summative assessment) as well as teachers attending cohort meetings in the area of literacy and math. Individual Professional Development plans are geared toward improving student achievement .	
Plan	Assigned to:	Eleanor Cox	
	How it will look when fully met:	The principal and trained team members will conduct the appropriate number of classroom observations per month. The data gathered will be used to select professional development for the staff and individual teachers' areas of need.	
	Target Date:	01/15/2014	
	Tasks:		
	1. The principal and/or team member will meet with teachers before and after observation to review indicators.		
	Assigned to:	Eleanor Cox	
	Added date:	03/11/2013	
	Target Completion Date:	02/12/2014	
	Comments:	CWT data is being entered weekly by the principal and teams. The data is introduced to the staff and next steps are planned based on the data.	
	Task Completed:	11/7/2013 12:00:00 AM	
	2. The principal and/or team member will meet with the teacher after the observation to discuss the observers impressions of areas of strength, growth or need.		
	Assigned to:	Eleanor Cox	
	Added date:	03/11/2013	
	Target Completion Date:	06/06/2013	
	Frequency:	monthly	
	Comments:	Team members/ principal met with teachers after observations to discuss impressions and areas of need with PTAS and coaches written feedback.	
	Task Completed:	11/7/2013 12:00:00 AM	
	3. The teacher and the observer create or update the professional development plan.		

		Assigned to:	Eleanor Cox
		Added date:	03/11/2013
		Target Completion Date:	10/15/2013
		Comments:	Professional Growth plans have been completed and submitted to principal.
		Task Completed:	11/7/2013 12:00:00 AM
	4. The principal and team will assist the teacher in implementing the plan by a variety of means, such as faculty workshops, consultations with instructional teams, peer observation, mentoring and coaching.		
		Assigned to:	Eleanor Cox
		Added date:	03/11/2013
		Target Completion Date:	01/31/2014
		Frequency:	weekly
		Comments:	Principal and team conduct job-embedded PD, post observation conferences with feedback, and support PLC's with collaboration and coaching.
		Task Completed:	11/7/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		11/7/2013
	Experience:		11/7/2013 Providing timely feedback after observations is sometimes challenging. The collection of data is easier.
	Sustain:		11/7/2013 Team and principal must continually observe, record and present data to the staff for planning and improvements.
	Evidence:		11/7/2013 CWT's, Observation feedback from coaches, and academic data, PLC and staff meeting data is on file for evidence.
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)		
Status	Objective Met 12/17/2013		
Assess	Level of Development:		Initial: No development or Implementation 10/29/2012
			Objective Met - 12/17/2013
			Will include in plan
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Currently the principal shares CWT data with the whole staff.
Plan	Assigned to:		Eleanor Cox

	How it will look when fully met:	Provide professional development based on identified needs discovered from a variety of sources, including but not limited to, classroom walkthrough data: evaluations of school programs, perceptual data of teachers, students and parents, classroom observations and teacher/principal post conference. Teachers and staff will make corrections or modifications accordingly in appropriate areas of need.
	Target Date:	05/30/2014
	Tasks:	
	1. Conduct a sufficient amount of classroom walkthroughs to give a clear representation of classroom teaching/learning.	
	Assigned to:	Eleanor Cox
	Added date:	01/14/2013
	Target Completion Date:	04/07/2013
	Comments:	Instructional Coaches and Principal conduct an average of 20-25 CWTs per week.
	Task Completed:	11/21/2013 12:00:00 AM
	2. Compile data from classroom walkthroughs.	
	Assigned to:	Eleanor Cox
	Added date:	01/14/2013
	Target Completion Date:	04/07/2013
	Comments:	Principal presented CWT data to the staff during the last quarter of 2013 school year and the first quarter of the 2013 fall semester.
	Task Completed:	11/21/2013 12:00:00 AM
	3. Analyze data to determine needs for areas of improvement.	
	Assigned to:	Eleanor Cox
	Added date:	01/14/2013
	Target Completion Date:	04/15/2013
	Comments:	Data from Scholastic Audit report, CWT and classroom observation reports, student performance data from interim and summative data, and recommendations from external provider direct the professional development conducted.
	Task Completed:	11/21/2013 12:00:00 AM
	4. Plan appropriate professional development which targets the areas that need modification.	
	Assigned to:	Eleanor Cox
	Added date:	01/14/2013
	Target Completion Date:	09/01/2013
	Frequency:	four times a year
	Comments:	Principal and instructional coaches observational data directs the professional development needs of the staff. Staff meetings are held monthly and grade level meetings are held weekly. The Literacy and Math Coach each facilitate PD during grade level meetings once each month.
	Task Completed:	11/21/2013 12:00:00 AM

	5. Faculty participates in targeted professional development.		
	Assigned to:	Eleanor Cox	
	Added date:	01/14/2013	
	Target Completion Date:	08/30/2013	
	Comments:	School-based (staff meetings and grade level meetings) target and address specific needs of the staff.	
	Task Completed:	11/21/2013 12:00:00 AM	
	6. Staff applies information learned from targeted professional developments to appropriate areas of discipline.		
	Assigned to:	Eleanor Cox	
	Added date:	01/14/2013	
	Target Completion Date:	05/30/2014	
	Comments:	Classroom Dojo the online classroom management software is being utilized school wide.	
	Task Completed:	12/17/2013 12:00:00 AM	
	7. Through continued classroom walkthroughs, compiled data is used to determine if targeted areas of need have been modified/improved.		
	Assigned to:	Eleanor Cox	
	Added date:	01/14/2013	
	Target Completion Date:	05/23/2014	
	Frequency:	four times a year	
	Comments:	CWT are being gathered weekly.	
	Task Completed:	12/17/2013 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	12/17/2013	
	Experience:	12/17/2013 Professional development is impacting the culture of our school positively as reflected in improved student behavior, engagement and teacher capacity.	
	Sustain:	12/17/2013 Continued professional development will be needed to continue to grow teacher capacity.	
	Evidence:	12/17/2013 CWT data and Class Dojo reports will be evidence for this objective being met.	
Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/04/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We are providing professional development as is written in our school's ACSIP. We are monitoring implementation of research-based practices in the classrooms. CWT's are conducted by the principal, coaches, and external providers (Pearson). The results of those reports are shared with the staff in monthly after-school meetings. Individual teachers are observed by the principal then provided an observation and reflection report from the principal. After the post observation conference they should develop a professional growth plan directly related to the areas of need. Monthly staff meeting professional development and job-embedded professional development during grade level meetings are not always based entirely on the needs of the teachers as observed during classroom observations by the principal, coaches, and external providers (Pearson.)
Plan	Assigned to:	Not yet assigned
	Added date:	
Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)	
Status	Objective Met 12/17/2013	
Assess	Level of Development:	Initial: Limited Development 02/11/2013
		Objective Met - 12/17/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal uses daily walk-throughs and PTASS observations, feedback from Pearson field specialists and instructional coaches, and formative assessment data to make decisions about what professional development to provide for her teachers.
Plan	Assigned to:	Eleanor Cox
	How it will look when fully met:	The leadership team will meet monthly to review the information accumulated by informal observations, grade level observations and data compiled by formal walk-through teams.
	Target Date:	05/14/2014
	Tasks:	
	2. Teachers will observe the math and literacy coaches as they model lessons in the classroom and provide feedback.	
	Assigned to:	math and literacy coaches
	Added date:	03/25/2013
	Target Completion Date:	10/16/2013
	Comments:	Literacy and Math coaches schedule model lessons with teachers and debrief or provide feedback as needed.
	Task Completed:	11/20/2013 12:00:00 AM

		3. Teachers will model lessons and provide feedback.	
		Assigned to:	classroom teachers
		Added date:	03/25/2013
		Target Completion Date:	05/16/2014
		Comments:	Coaches observe teachers modeling lessons weekly during CWT's and or formal classroom observation as listed on the coaches schedule.
		Task Completed:	11/20/2013 12:00:00 AM
		4. Staff members, district personnel, and Pearson field specialists will provide professional development.	
		Assigned to:	District employees and Pearson staff
		Added date:	03/25/2013
		Target Completion Date:	05/15/2014
		Comments:	Staff development is job embedded during Staff meetings and Grade Level Meetings. LRSD provides district level Math, Technology and Literacy PD. Pearson Field specialist have provided PD to the staff during 2012-2013 school year and collaborated with coaches to improve job embedded PD to teachers in the 2013-2014 school year.
		Task Completed:	11/20/2013 12:00:00 AM
		5. Professional development will be monitored for continued progress.	
		Assigned to:	Eleanor Cox
		Added date:	03/25/2013
		Target Completion Date:	05/16/2014
		Comments:	CWT reports, School Survey's and Teacher/ Coach collaboration allow for continued reflection on progress related to PD.
		Task Completed:	11/20/2013 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	12/17/2013	
	Experience:	12/17/2013 Leadership team meets monthly to review data gathered in different areas to plan next steps.	
	Sustain:	12/17/2013 CWT's and other observations must continue in order for the leadership team to plan next steps.	
	Evidence:	12/17/2013 Classroom Walk through data is available on Teachscape.	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/03/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Staff feedback opportunities are: School Culture Survey, Monthly staff meetings, individual teacher conferences, and the BCC (Building Concerns Committee) & CIC (Community Involvement Committee). Parent feedback opportunities are: Bullying / Climate Survey, Panther Parent Survey, Facebook School Activities Survey, individual parent conferences, and a Parent Facilitator on Staff.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/11/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers are using nonverbal cues and focusing on improving student engagement using the workshop model. Teachers consistently use corrective feedback, but are in need of more support with reinforcement. Several classrooms and some students exhibit intrinsic motivation by volunteering to participate in activities without external/extrinsic motivators.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/03/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have job embedded PD presented by the Instructional Facilitators and other district wide offerings teachers can choose on their own to meet their professional development goals.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator **IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)**

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 12/09/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>After-School strategy, using a pre-test and posttest and the beginning and end of the quarter. Mrs. Holmes is the after-school coordinator. Test data is sent to the literacy and math facilitators and then analyzed and discuss with teachers using the teacher weekly pre- and posttest data. Big Buddy / Little Buddy reading strategy. Students from upper grades are paired with lower grade students (i.e., 5th with 1st, 4th with 2nd, and 3rd with K). In addition, high performing readers in this upper grade levels are paired with ESL students. Teacher observation is used to assess. K and 1st grade Literacy Facilitator intervention strategy using the level literacy program. Facilitator gathers pre- and posttest data. Mr. Lott and math Facilitator intervention strategy. K intervention using basic math concepts, K-5 Hour of Code, and grades 3-5 Math intervention. The latter intervention uses a pre- and posttest method to gather data.</p>	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Opportunity to Learn

Post-Secondary School Options

Indicator **VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)**

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 11/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Student participate in job shadowing with school business partners. Business partners review with students the instruction and college course need for a successful career. Career Day is held in the Spring as well as a College Day.
Plan	Assigned to:	Not yet assigned
	Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/09/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Curriculum maps create the standard alignment to units of instruction. Rubrics measure response to the literacy based common core standards.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)		
Status	Objective Met 12/17/2013		
Assess	Level of Development:	Initial: Limited Development 02/04/2013	
		Objective Met - 12/17/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Unit pre and post tests, Dibels (as needed), Comprehensive Reading Assessment and Scholastic Math Inventory results are viewed by the instructional team. These assessments provide teachers with an organizational structure for their individual planning. It also provides evidence of mastery consistent with the criteria established.	
Plan	Assigned to:	Eleanor Cox	

	How it will look when fully met:	The instructional team consists of teachers, coaches, field service providers, and the principal. Unit pre and post assessments will be reviewed to guide instructional planning.
	Target Date:	05/30/2014
	Tasks:	
	3. Teachers and coaches will plan instruction based needs determined by the data.	
	Assigned to:	Classroom teachers and coaches
	Added date:	03/25/2013
	Target Completion Date:	12/31/2013
	Frequency:	monthly
	Comments:	Using information gathered in their data notebooks, the teachers and the math and literacy coaches will meet to plan instruction based on this data.
	Task Completed:	12/17/2013 12:00:00 AM
	4. Teachers will provide instruction and monitor progress daily. Teachers will provide interventions on an individual basis.	
	Assigned to:	Classroom teachers
	Added date:	03/25/2013
	Target Completion Date:	12/31/2013
	Frequency:	daily
	Comments:	Teachers will provide instruction based on the workshop model, monitoring progress daily using formal and/or informal assessment techniques. By monitoring the responses of the children, the teacher will provide individualized, intervention for students that need additional assistance.
	Task Completed:	12/17/2013 12:00:00 AM
	5. Teachers will administer post assessments.	
	Assigned to:	Classroom teachers
	Added date:	03/25/2013
	Target Completion Date:	05/30/2014
	Comments:	Teachers do administer post assessments at the end of chapters and units.
	Task Completed:	12/17/2013 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	12/17/2013
	Experience:	12/17/2013 Teachers no longer create pre and post tests but use the ones provided by the district approved curriculum.
	Sustain:	12/17/2013 Student assessment data must be used to continue to review student planning and charting progress.
	Evidence:	12/17/2013 Data notebooks and teacher lesson plans reflect planning and use of assessment data.
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)	

Status	Objective Met 11/21/2013		
Assess	Level of Development:		Initial: Limited Development 02/04/2013
			Objective Met - 11/21/2013
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers individualize instruction based on pre-tests results to provide support for some students and enhanced learning opportunities for others. Teachers are sharing their most successful instructional strategies during grade level meetings and common planning times. Teachers will meet each targeted, enhanced and pre-requisite objectives using suggested activities from Houghton Mifflin Journeys teachers guides and Scholastic Math Inventory.	
Plan	Assigned to:	Eleanor Cox	
	How it will look when fully met:	Teachers will use grade level meetings to develop common pre-assessments. Teachers will analyze data to plan appropriate instruction based on each student's needs in order for every student to master the skills.	
	Target Date:	05/01/2014	
	Tasks:		
	2. Teachers will administer the common pre-assessments to students.		
	Assigned to:	Classroom Teachers	
	Added date:	04/15/2013	
	Target Completion Date:	05/01/2014	
	Comments:	Teachers use curriculum tests and SOAR assessments as pre and post tests.	
	Task Completed:	11/20/2013 12:00:00 AM	
	4. Teachers will use the data to formulate appropriate strategies which encompass pre-requisite, on-level, and enhanced skills.		
	Assigned to:	Classroom Teachers	
	Added date:	04/15/2013	
	Target Completion Date:	05/01/2014	
	Comments:	Teachers no longer create pre assessments instead they use the district literacy and math curriculum assessments and summative/ Formative assessment. Teachers do analyze the data from all the assessments above to plan appropriate instruction.	
	Task Completed:	11/20/2013 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	11/21/2013	
	Experience:	11/21/2013 Teachers analyze data and plan instruction accordingly.	

	Sustain:	11/21/2013 Teachers will continue to analyze data and plan instruction accordingly.	
	Evidence:	11/21/2013 Teacher lesson plans and coaching sessions will reflect adjustments in instruction as a result of data analysis.	
Indicator	IIB05 - All teachers re-teach based on post-test results.(95)		
Status	Objective Met 12/17/2013		
Assess	Level of Development:	Initial: Limited Development 02/04/2013	
		Objective Met - 12/17/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers will re-teach based on post-test results by using the workshop model in literacy and math. Teacher "cues" will be addressed in the opening, student engagement will be addressed during work time, "corrective feedback " will be addressed during closure and "reinforcement" will be addressed during enrichment.	
Plan	Assigned to:	Eleanor Cox	
	How it will look when fully met:	Teachers will meet by grade level to analyze and discuss post-assessment data. Teachers will plan appropriate interventions and modifications based on students' needs.	
	Target Date:	05/01/2014	
	Tasks:		
	1. Teachers will meet by grade level to analyze and discuss post-assessment data.		
	Assigned to:	Literacy and Math Coaches	
	Added date:	04/15/2013	
	Target Completion Date:	05/01/2014	
	Comments:	Teachers meet weekly to analyze data and plan instruction.	
	Task Completed:	12/17/2013 12:00:00 AM	
	2. Teachers will plan appropriate interventions for students.		
	Assigned to:	Classroom teachers	
	Added date:	04/15/2013	
	Target Completion Date:	12/31/2013	
	Frequency:	weekly	
	Comments:	Teachers and coaches work together to plan appropriate interventions.	
	Task Completed:	12/17/2013 12:00:00 AM	
	3. Teachers will clearly state objectives before, during, and after lessons taught.		
	Assigned to:	Classroom teachers	
	Added date:	04/15/2013	

		Target Completion Date:	05/30/2015
		Frequency:	daily
		Comments:	Prior to the lesson, the teachers will state the objective in clear, concise terms, reinforce the objective during the lesson, and re-state the objective after the lesson has been taught.
		Task Completed:	12/17/2013 12:00:00 AM
	4. Teachers will model skills using a variety of instructional techniques (i.e. Smartboard, manipulatives, iPad, etc.).		
		Assigned to:	Classroom Teachers
		Added date:	04/15/2013
		Target Completion Date:	05/01/2014
		Comments:	Teachers use the various instructional aides to model skills with students.
		Task Completed:	12/17/2013 12:00:00 AM
	6. Teachers will monitor student learning, provide immediate feedback and positive reinforcement as needed.		
		Assigned to:	Classroom Teachers
		Added date:	04/15/2013
		Target Completion Date:	05/01/2014
		Comments:	The teachers will actively engage the students in their learning in order to provide immediate feedback, while monitoring their progress with the use of positive reinforcement.
		Task Completed:	12/17/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/17/2013
	Experience:	12/17/2013 Teachers post the objective where it is clearly visible to the students as they state the reason(s) for the lesson. During the lesson, the teacher reinforces the objective by relating it back to the lesson. After the lesson, the teacher achieves closure by re-stating the objective to the lesson.	
	Sustain:	12/17/2013 Teachers will continue to follow the steps as outlined in the above paragraph. Coaches will continue to work with teachers to make sure that the objectives are clear and specific.	
	Evidence:	12/17/2013 Teachers post their objectives in all subject matters, using the Smartboard, or on charts and use "kid" friendly language to make sure the children understand what is expected.	
Curriculum, Assessment, and Instructional Planning			
Engaging teachers in differentiating and aligning learning activities			
Indicator	IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)		
Status	In Plan / No Tasks Created		

Assess	Level of Development:	Initial: Limited Development 03/04/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Little School District provides a curriculum map aligned with the state standards based objectives. Third-through fifth grade maps are written in the workshop model. Kindergarten through second grade curriculum is broad and less defined than the upper grades. Teachers are collaborating once a week for forty minutes to one hour. Instructional Coaches, Principal and external provider field specialists (Pearson) are monitoring the results of the collaboration in relation to the unit development.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 03/03/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the district tests the students more than three times a year using SOAR and ACT Aspire.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)

Status **Objective Met** 11/21/2013

Assess	Level of Development:	Initial: Limited Development 11/19/2012	
		Objective Met - 11/21/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Leadership team is working on developing the School Improvement Plan, working on the Scholastic Audit, external providers (Pearson) and preparing for the on site standards review team from the Arkansas Department of Education.	
Plan	Assigned to:	Eleanor Cox	
	How it will look when fully met:	The leadership team will meet, collaborate, and monitor student learning data. ACTAAP and ITBS data will be reviewed by analyzing information in the score data notebooks. The ACSIP plan will be reviewed and plans will be made to include staff input. Teachers will individualize student folders by formative assessment data. School-wide classroom walk-through data will be analyzed. Progress monitoring and Encouragers data will be included in the data notebook.	
	Target Date:	05/29/2013	
	Tasks:		
	1. Compile classroom walk-through data		
	Assigned to:	Dr. Cox, instructional coaches	
	Added date:	12/17/2012	
	Target Completion Date:	02/01/2013	
	Comments:	Quarterly classroom walkthrough data is compiled via Teachscape report.	
	Task Completed:	11/20/2013 12:00:00 AM	
	2. Analyze CWT data		
	Assigned to:	leadership team	
	Added date:	12/17/2012	
	Target Completion Date:	05/31/2014	
	Frequency:	four times a year	
	Comments:	Quarterly classroom walkthrough data is compiled and analyzed by Leadership team and staff.	
	Task Completed:	11/20/2013 12:00:00 AM	
	3. Review and analyze the strengths and weaknesses found in the ACTAPP and ITBS data notebooks.		
	Assigned to:	Jeanette Torrence	
	Added date:	12/17/2012	
	Target Completion Date:	01/15/2014	
	Frequency:	once a year	
	Comments:	Teachers have analyzed this data with coaches. Teachers will analyze this data again following the assessments in May 2014.	
	Task Completed:	11/20/2013 12:00:00 AM	
	4. Review ACSIP plan with input from the staff		

		Assigned to:	Eleanor Cox
		Added date:	01/14/2013
		Target Completion Date:	09/01/2013
		Frequency:	twice a year
		Comments:	Staff has reviewed and revised ACSIP.
		Task Completed:	11/20/2013 12:00:00 AM
	5. Analyze formative assessments. Lit. survey/Qualls/Math pre-tests/unit assessments/SOAR		
		Assigned to:	classroom teachers
		Added date:	01/14/2013
		Target Completion Date:	12/31/2013
		Frequency:	monthly
		Comments:	All data listed above has been analyzed by the teams listed above.
		Task Completed:	11/20/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		11/21/2013
	Experience:		11/21/2013 Using the data to drive instruction has resulted in more targeted teaching and improved student performance.
	Sustain:		11/21/2013 Continued analysis of the data and revisions of instructional practices must be ongoing.
	Evidence:		11/21/2013 Teacher Lesson plans and student improvement.
Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)		
Status	Objective Met 12/17/2013		
Assess	Level of Development:		Initial: Limited Development 11/19/2012
			Objective Met - 12/17/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Leadership Team has been occupied with the Scholastic Audit, preparing for the external providers (Pearson) , and the on site standards review from the Arkansas Department of Education. The principal and coaches are new to the building since July and August. The Leadership Team will plan to fully implement its role as a monitor of student learning data and plan educational goals with the staff to improve student achievement.	
Plan	Assigned to:		Jeanette Torrence

	How it will look when fully met:	The leadership team will meet, collaborate, and monitor student learning data by: Analyzing ACTAAP and ITBS data in score notebooks. reviewing ACSIP plan and including staff input use formative assessments to individualize student folders Analyze school-wide walk-through data include progress monitoring and Encouragers data in the school data notebook
	Target Date:	08/30/2013
Tasks:		
	1. Review and analyze the strengths and weaknesses found in the ACTAPP and ITBS data notebooks	
	Assigned to:	Jeanette Torrence
	Added date:	01/14/2013
	Target Completion Date:	08/30/2013
	Comments:	Math and Literacy Coaches meet with teachers in grade level teams to review Benchmark, ITBS, SOAR (interim assessment) data to determine student's strengths and weaknesses.
	Task Completed:	11/21/2013 12:00:00 AM
2. Review ACSIP plan/receive input from the staff		
	Assigned to:	Eleanor Cox
	Added date:	01/14/2013
	Target Completion Date:	08/30/2013
	Comments:	The Leadership Team has met and collaborated utilizing the the 2012-2013 ACTAAP and ITBS data in conjunction with updating ACSIP objectives for the upcoming school year.
	Task Completed:	11/21/2013 12:00:00 AM
3. Include formative assessments, lit. surveys, Qualls, Math pre-tests, unit assessments, and SOAR data in planning and decision making.		
	Assigned to:	classroom teachers
	Added date:	01/14/2013
	Target Completion Date:	12/31/2013
	Frequency:	monthly
	Comments:	Instructional coaches and teachers use interim assessments and summative assessments to assist in planning lessons and making decisions regarding interventions and support for student learning.
	Task Completed:	11/21/2013 12:00:00 AM
5. Analyze progress monitoring data for decision making purposes.		
	Assigned to:	classroom teachers
	Added date:	01/14/2013
	Target Completion Date:	12/31/2013
	Frequency:	four times a year
	Comments:	Teachers and Student Based Intervention Team use progress monitoring data to determine next steps (intervention, placement, modifications, etc.) for students.

		Task Completed:	11/21/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/17/2013
	Experience:		12/17/2013 Leadership teams meet to discuss CWT data and other assessment data to identify weaknesses in our program and plan to improve them.
	Sustain:		12/17/2013 CWT data must continue to be gathered.
	Evidence:		12/17/2013 CWT data is on teachscape and leadership/ staff meeting agendas are available as evidence of progress monitoring.
Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 03/11/2013
	Index:		6 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Schedules reflect collaboration during common planning time with coaches, principal, and instructional team. LRSD develops curriculum and pacing. Teachers are using interim and other assessments as provided by TLI and LRSD to gather data that drives instructional strategies, intervention, and evidence of mastery.
Plan	Assigned to:		Not yet assigned
	Added date:		
Indicator	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)(Focus)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 03/11/2013
	Index:		6 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The LRSD develops curriculum and pacing. The instructional teams meet to review the data. Teachers use the data to guide instruction by selecting appropriate lessons, prerequisites, and to determine levels of student proficiency.
Plan	Assigned to:		Not yet assigned

		Added date:	
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Objective Met 12/17/2013		
Assess	Level of Development:	Initial: Limited Development 11/19/2012	
		Objective Met - 12/17/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Little Rock School District elementary administrative team develops a curriculum map aligned with common core standards, curriculum instruction, and assessment. Wilson elementary teachers are required to follow this curriculum map with guidance and coaching from the math and literacy facilitators. Teachers are at various levels of implementation.	
Plan	Assigned to:	Eleanor Cox	
	How it will look when fully met:	Common Planning time will be scheduled for each grade level on a weekly basis (schedule.) Teachers focus on standards, then determine the concepts, principles, and skills that will be covered within the unit (lesson plans.) Teachers will generate rubrics to evaluate skill mastery. Teachers will utilize pre-post tests to provide evidence of mastery consistent with the criteria established.	
	Target Date:	04/30/2013	
	Tasks:		
	1. Teachers at each grade level will administer Little Rock School District pre-post tests to assess student growth and to determine deficient skills which need to be addressed.		
	Assigned to:	classroom teachers	
	Added date:	12/11/2012	
	Target Completion Date:	04/30/2013	
	Comments:	The Teachers administer pre and post tests of the LRSD instructional units in each content area then address student skills deficiencies to address in future lesson plans, has been implemented and is ongoing.	
	Task Completed:	12/17/2013 12:00:00 AM	
	2. Teachers will meet weekly during common planning time to generate appropriate rubrics to evaluate the most appropriate elements for skill mastery. The rubrics developed will serve as documentation.		
	Assigned to:	instructional coaches	
	Added date:	12/11/2012	

		Target Completion Date:	01/10/2014
		Frequency:	weekly
		Comments:	Coaches and teachers coordinated daily schedules in order to accommodate weekly common planning time.
		Task Completed:	12/17/2013 12:00:00 AM
	3. Teachers will focus on standards, then determine the concepts, principles, and skills that will be covered within the unit. Lesson plans will document the result of this weekly collaboration.		
		Assigned to:	academic coaches
		Added date:	12/11/2012
		Target Completion Date:	10/14/2013
		Frequency:	weekly
		Comments:	All teachers focus on standards in each unit and lesson plans reflect that accordingly.
		Task Completed:	12/17/2013 12:00:00 AM
	4. Weekly common planning time by grade level will be established. A weekly schedule will document these established times.		
		Assigned to:	academic coaches
		Added date:	12/11/2012
		Target Completion Date:	09/01/2013
		Comments:	Common planning time has been established and occurs on a weekly basis.
		Task Completed:	12/17/2013 12:00:00 AM
	5. Math and Literacy coaches will create a data notebook with assessment data such as tracking matrix, SOAR with distractors, common grade level assessments, and open response items.		
		Assigned to:	math and literacy coaches
		Added date:	01/14/2013
		Target Completion Date:	06/01/2013
		Comments:	All teachers have data notebooks for math and literacy.
		Task Completed:	12/17/2013 12:00:00 AM
	6. Classroom teachers will design a tracking matrix for mastery of SLE's		
		Assigned to:	classroom teachers
		Added date:	01/14/2013
		Target Completion Date:	05/01/2014
		Comments:	Teachers use compiled formative assessment data to determine future instruction and student mastery of skills.
		Task Completed:	12/17/2013 12:00:00 AM
	8. Coaches and teachers will collect and analyze SOAR data with distractors.		
		Assigned to:	teachers and coaches
		Added date:	01/14/2013
		Target Completion Date:	01/30/2013

		Comments:	Coaches and teachers collecting and analyzing SOAR data with distractors has been implemented, ongoing and up to date.
		Task Completed:	2/11/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/17/2013
	Experience:		12/17/2013 Teachers are getting used to focusing on the standards and using student data to drive their lesson planning and intervention.
	Sustain:		12/17/2013 Coaches will continue to meet with teachers and monitor the implementation of this model.
	Evidence:		12/17/2013 Data notebooks and teacher lesson plans provide evidence of the objective being met.
Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)		
Status	Objective Met 12/17/2013		
Assess	Level of Development:		Initial: Limited Development 11/26/2012
			Objective Met - 12/17/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		(1) Diagnostic Inventory Basic Language Survey is administered to ascertain additional literacy information for certain students, mathematics pre- and post tests are administered for each unit as well as examinations of student work and performance used by teachers and teams; (2) Weekly assessments determined by the district and teacher developed rubrics are used to determine mastery of objectives. (3)Wilson uses The Learning Institute to generate periodic assessments called SOAR to gauge student mastery of standards- based objectives three times each school year; and 4) Kindergarten uses QUALLS assesement each September, First and Second grades take the Iowa Test of Basic Skills norm-referenced assessment and finally the third, fourth and fifth grade students take the criterion-referenced Benchmark assessment each year. This school year the principal and literacy coach are requiring teachers to keep any DIBELS scoring in their pocession rather than housed in the literacy coaches' office. Pre- and post tests for all math units are new this year as opposed to select units in years past. Teachers retain pre- and post tests scores for planning purposes. Examination of student work is becoming the focus of discussion rather than planning at this time. Periodic assessments (SOAR) are maintained on the TLI website. This data assists with developing AIPS and IRIs as well as with planning for reteaching. Yearly norm-referenced and criterion-referenced data assists with intervention and grouping.

Plan	Assigned to:	Eleanor Cox
	How it will look when fully met:	*Weekly and unit assessments records are kept on individual students using data notebooks, TLI, and progress monitoring. * Three times during the school year, formative assessment data is collected and maintained in a data notebook. Teachers and students review the data together and individually.
	Target Date:	06/01/2013
	Tasks:	
	1. Teachers define, explain and post desired student learning expectations.	
	Assigned to:	Devona Holmes
	Added date:	01/28/2013
	Target Completion Date:	09/01/2013
	Frequency:	four times a year
	Comments:	All teachers post grades on edline weekly and parents are encouraged to check grades quarterly.
	Task Completed:	12/17/2013 12:00:00 AM
	3. All assessments, including formative assessment data, are collected and analyzed to assist teachers in planning the next steps in instruction in an effort to increase student achievement.	
	Assigned to:	classroom teachers
	Added date:	05/20/2013
	Target Completion Date:	12/31/2013
	Frequency:	monthly
	Comments:	All teachers maintain a data notebook with all student assessment data. They meet in professional learning communities by grade level and with coaches to plan next steps.
	Task Completed:	12/17/2013 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	12/17/2013
	Experience:	12/17/2013 Weekly and unit assessments records are kept on individual students using data notebooks, TLI, and progress monitoring.
	Sustain:	12/17/2013 Stakeholders will continue to track data and plan next steps as a team.
	Evidence:	12/17/2013 Evidence is provided by data notebook and teacher lesson plans.
Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)	
Status	Objective Met 12/17/2013 12/17/2013	
Assess	Level of Development:	Initial: Limited Development 11/26/2012
		Objective Met - 12/17/2013 12/17/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers use oral evaluations throughout the day to to identify what students know and can do. The need for professional development in relation to questioning at a higher level of Bloom's is currently being addressed by the literacy and the math coach. Paper and pencil weekly assessments, pre- and post tests for math, quarterly formative assessments, and yearly standardized assessments are conducted by all. Uniform record keeping needs to be addressed.	
Plan	Assigned to:	Jeanette Torrence	
	How it will look when fully met:	Teachers will assess students to find out what they know, what they can do, and determine patterns of strengths and weaknesses. Assessments will include: -Qualls Early Learning Inventory -teacher/district created pre and post tests - Scholastic Math Inventory - The Learning Institute tests - weekly skills assessments -Arkansas Comprehensive Testing Assessment and Accountability Program	
	Target Date:	05/30/2013	
	Tasks:		
	2. Kindergarten students will be individually assessed using Qualls Early Learning Inventory to identify student development in six behavioral characteristics related to school learning.		
	Assigned to:	kindergarten teachers	
	Added date:	01/28/2013	
	Target Completion Date:	10/01/2013	
	Comments:	All kindergarten teachers will assess each kindergarten child, on an individualized basis using the Qualls Early Learning Inventory	
	Task Completed:	12/17/2013 12:00:00 AM	
	3. Students will be individually assessed three to five times a year to track growth using the Scholastic Math Inventory.		
	Assigned to:	Tianka Sheard/classroom teachers	
	Added date:	01/28/2013	
	Target Completion Date:	05/31/2014	
	Frequency:	four times a year	
	Comments:	Students have been assessed using SMI and will have 2-3 more sessions coming up during the year.	
	Task Completed:	12/17/2013 12:00:00 AM	
	4. Students will be administered periodic assessments from The Learning Institute.		
	Assigned to:	classroom teachers	
	Added date:	01/28/2013	
	Target Completion Date:	05/31/2013	
	Comments:	Teachers will use assessments provided by The Learning Institute to assess progress toward Common Core standards in literacy.	

		Task Completed:	12/17/2013 12:00:00 AM
		5. Iowa Test of Basic Skills will be administered annually to first and second graders. Arkansas Comprehensive Testing Assessment and Accountability Program will be administered to third through fifth graders.	
		Assigned to:	certified staff
		Added date:	01/28/2013
		Target Completion Date:	05/31/2013
		Comments:	These tests will be administered in April 2014.
		Task Completed:	4/19/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/17/2013 12/17/2013
	Experience:		12/17/2013 The literacy coach in-serviced the kindergarten teachers on the proper way to administer the Qualls Inventory. Kindergarten teachers assessed each student individually on the 6 objectives.
	Sustain:		12/17/2013 Teachers will continue to observe and monitor students on progress toward the 6 objectives.
	Evidence:		12/17/2013 The Qualls assessment was given and turned into district personnel. A report was initiated and given to the school.
Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/25/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Little Rock School District develops curriculum maps, pacing guides, units of instruction and pre post assessments. for both literacy and math. Teachers select learning activities from resources provided by the district. Differentiating learning activities has not been addressed in detail at grade level and team meetings. Teachers collaborate on target objective, pre-requisite skills, pre-post test items. Little attention is given to the enhanced objective.	
Plan	Assigned to:		Not yet assigned
	Added date:		
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Objective Met 12/17/2013		
Assess	Level of Development:	Initial: Limited Development 11/26/2012	
	Objective Met - 12/17/2013		

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Classroom walkthroughs indicate that cueing is taking place in many of the classrooms. Levels of engagement varies from class to class. Data reveals that professional development on corrective feedback and reinforcement should be provided for all teachers. The Literacy and Math coach will provide job embedded (modeling) throughout the year on corrective feedback and reinforcement strategies.	
Plan	Assigned to:	Eleanor Cox	
	How it will look when fully met:	When students are actively engaged and on task: . They are involved in small group discussions. . The subject language or "talk" is being heard throughout the classroom. . Active listening occurs. . Manipulatives are being utilized appropriately. . Think-Pair-Share is observed.	
	Target Date:	06/01/2013	
	Tasks:		
	1. To ensure that students are involved in small groups, teachers will be provided necessary professional development to address student engagement. Coaches will render ongoing feedback to teachers through classroom observations, grade level meetings, district and school wide professional development, and collaboration between coaches and teachers. During these activities, the teacher will monitor for such things as facial expressions, and encourage previous protocols for active listening and participation.		
	Assigned to:	Jeanette Torrence	
	Added date:	01/14/2013	
	Target Completion Date:	05/01/2014	
	Comments:	All teachers utilize small groups in literacy. All teachers have had professional development on Kagan Structures for student engagement. Coaches regularly provide feedback from classroom observations.	
	Task Completed:	12/17/2013 12:00:00 AM	
	2. Teachers provide proper uses of terminology for students in subject areas by modeling. The teacher will model by using correct terminology during direct teaching (ie: pronouns, adjectives, ETC. . .)		
	Assigned to:	Devona Holmes	
	Added date:	01/14/2013	
	Target Completion Date:	06/01/2013	
	Frequency:	daily	
	Comments:	All teachers have been instructed and monitored by instructional coaches regarding the use of correct terminology.	
	Task Completed:	12/17/2013 12:00:00 AM	
	3. Teachers will model protocol for active listening and will provide various opportunities or students to practice.		
	Assigned to:	Eleanor Cox	

		Added date:	01/14/2013
		Target Completion Date:	05/31/2014
		Frequency:	weekly
		Comments:	Teachers model and use professional noticing skills to check for active listening.
		Task Completed:	12/17/2013 12:00:00 AM
	4. Children are instructed in proper use of manipulatives and encouraged to experiment with various problem-solving methods. Students will be redirected when off tasks.		
		Assigned to:	Jeanette Torrence
		Added date:	01/14/2013
		Target Completion Date:	06/01/2013
		Comments:	All students are encouraged to use manipulatives and redirected when off task.
		Task Completed:	12/17/2013 12:00:00 AM
	5. Data collected through Classroom Walkthroughs will analyzed to gain knowledge of school-wide progress.Children are provided ample opportunities to practice working cooperatively and in small groups. Teachers will implement the Think-Pair-Share Method and consistently monitor for student engagement.		
		Assigned to:	Eleanor Cox
		Added date:	01/14/2013
		Target Completion Date:	06/01/2013
		Comments:	Classroom Walk through data is presented at each faculty meeting and reviewed for school wide analysis of strategies listed in the task.
		Task Completed:	12/17/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/17/2013
	Experience:	12/17/2013 Student engagement has improved across the board in the school. Teachers have begun to use various strategies that develop cooperative work and communication skills. Manipulatives are used in most classes almost daily. Most teachers are using the Think Pair Share methods during literacy.	
	Sustain:	12/17/2013 Classrooms must continue to be observed to monitor ongoing student engagement practices.	
	Evidence:	12/17/2013 Classroom Walk through data is used to determine programs ongoing success.	
Classroom Instruction			
Expecting and monitoring sound homework practices and communication with parents			
Indicator	IIIB01 - All teachers maintain a file of communication with parents.(150)		
Status	Objective Met 10/30/2013		
Assess	Level of Development:	Initial: Limited Development 11/26/2012	
		Objective Met - 10/30/2013	

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At the present time third through fifth grade students are required to have their parent sign an agenda book (student records including homework and daily assignments) each night. Teacher comments regarding student work and behavior are included. A district homework policy is distributed to all parents (K-5) at the beginning of each school year.	
Plan	Assigned to:	Tianka Sheard	
	How it will look when fully met:	Teachers will communicate with parents in various ways throughout the school year. Communication methods may include monthly calendars, newsletters, phone logs, e-mails, agenda books, parent notes, surveys, and/or parent conferences. Teachers will help get parents involved by providing homework that is directly related to daily instruction and provides parents with an opportunity to help their child at home.	
	Target Date:	05/30/2014	
	Tasks:		
	1. Each grade level will meet and discuss important information to be included in their parent communication.		
	Assigned to:	Eleanor Cox	
	Added date:	02/11/2013	
	Target Completion Date:	05/30/2015	
	Comments:	Important information has been discussed at each grade level meeting and after SOAR math tests for the first quarter was completed. Parents have been informed via email, letters home, phone and at the first parent conference.	
	Task Completed:	10/30/2013 12:00:00 AM	
	2. Teachers will collaborate to share homework assignment ideas that are related to daily instruction.		
	Assigned to:	classroom teachers/instructional coaches	
	Added date:	02/11/2013	
	Target Completion Date:	12/31/2013	
	Frequency:	weekly	
	Comments:	Teachers and instructional coaches have discussed (at Grade Level Meetings) and decided to use the Go Math and Journey's resources to provide homework that is directly related to the day's lesson.	
	Task Completed:	10/30/2013 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	10/30/2013	

	Experience:	10/30/2013 Various forms of communication are being utilized to communicate with parents.
	Sustain:	10/30/2013 Lines of communication must remain open.
	Evidence:	10/30/2013 Evidence in the form of sign in sheets, copies of survey's etc on file.
Indicator	IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)	
Status	Objective Met 12/17/2013	
Assess	Level of Development:	Initial: Limited Development 12/03/2012
		Objective Met - 12/17/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	school district requires four days of homework per week. At the present time there is not a system in place to monitor the implementation of this policy.
Plan	Assigned to:	Jeanette Torrence
	How it will look when fully met:	1. Parents are informed of the homework policy and expectations. 2. Students and parents sign a homework policy document. 3. Teachers regularly assign homework based on students needs. 4. Teachers monitor homework daily for accuracy and completion. 5. Literacy and Math coaches will check in periodically with teachers to ascertain that children are completing homework.
	Target Date:	06/07/2013
	Tasks:	
	1. 1. Parents are provided a Student Handbook with the Little Rock School District Homework policy. 2. Teachers provide additional guidelines and expectations of the homework policy.	
	Assigned to:	Jeanette Torrence
	Added date:	03/11/2013
	Target Completion Date:	06/07/2013
	Comments:	All parents have been distributed a Student handbook.
	Task Completed:	12/17/2013 12:00:00 AM
	2. 2. a) Students are required to return the signed homework policy document. b) Students in grades 3-5 are required to record homework assignments in their agenda booklets on a daily basis. Parental signatures are required.	
	Assigned to:	Classroom Teachers
	Added date:	03/11/2013
	Target Completion Date:	06/07/2013
	Comments:	All teachers keep the signed handbook receipt for each students on file.
	Task Completed:	12/17/2013 12:00:00 AM

		4. 4. a)Teachers will grade and maintain a record of completed homework. An incentive is provided for completed work. b)Teachers and students will review homework to check for accuracy and misconceptions.
	Assigned to:	Classroom Teachers
	Added date:	03/11/2013
	Target Completion Date:	06/07/2013
	Comments:	All teachers grade and maintain a record of completed homework and provide incentives via Classroom Dojo behavior management software.
	Task Completed:	12/17/2013 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	12/17/2013
	Experience:	12/17/2013 Parents, students and teachers have been able to have common ground and fair set of expectations regarding homework policy.
	Sustain:	12/17/2013 Teachers will continue to use the homework from the district curriculum and hold students accountable for the homework policy expectations.
	Evidence:	12/17/2013 Teachers have evidence of parents being provided with the homework policy in their file.
Indicator	IIIB03 - All teachers check, mark, and return homework.(152)	
Status	Objective Met 12/17/2013	
Assess	Level of Development:	Initial: Limited Development 12/03/2012
		Objective Met - 12/17/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school district has a policy that homework be assigned four days a week. At the current time, Wilson does not have a system to monitor the consistency of the implementation of homework practices within or among the grade levels.
Plan	Assigned to:	Tianka Sheard
	How it will look when fully met:	Homework will be given Monday-Thursday. The homework will be directly related to the days lesson. Homework will be checked, returned and discussed with the group the following day. Teachers will use data gathered from homework to identify weakness in the student's learning, then plan interventions to correct misconceptions or holes in the students learning. The data will also be used to drive the following day's lesson. Parents are involved with the Homework process by checking over students work, working with their students, initialing or writing notes in the agenda book daily.
	Target Date:	08/30/2013
	Tasks:	

	1. Agenda books/ Take Home Folder will be given to all students.	
	Assigned to:	Gloria Deloney
	Added date:	03/25/2013
	Target Completion Date:	08/19/2013
	Comments:	Mrs. Deloney will order the agendas at the end of the year so they are available on the first day of school. Kindergarten teachers may use a Take Home Folder.
	Task Completed:	12/17/2013 12:00:00 AM
	2. All teachers will assign homework according to the district policy.	
	Assigned to:	Eleanor Cox
	Added date:	03/25/2013
	Target Completion Date:	09/02/2013
	Comments:	Homework is taken from District approved curriculum ie Journeys for literacy and Go Math for math.
	Task Completed:	12/17/2013 12:00:00 AM
	3. Teachers will use the district curriculum, resources and materials to select the appropriate homework assignments related to that days lesson.	
	Assigned to:	Classroom Teachers
	Added date:	03/25/2013
	Target Completion Date:	09/02/2013
	Comments:	All teachers use district approved curriculum.
	Task Completed:	12/17/2013 12:00:00 AM
	4. Teachers routinely check and review homework with the class.	
	Assigned to:	Classroom Teachers
	Added date:	03/25/2013
	Target Completion Date:	09/02/2013
	Comments:	All teachers check and review homework with students daily.
	Task Completed:	12/17/2013 12:00:00 AM
	5. Teachers will select homework with real world application in an effort to increase parental involvement.	
	Assigned to:	Classroom Teachers
	Added date:	03/25/2013
	Target Completion Date:	12/31/2013
	Frequency:	weekly
	Comments:	Go Math homework always has a real world application directly related to the days lesson.
	Task Completed:	12/17/2013 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	12/17/2013

	Experience:	12/17/2013 The district materials (Go Math/ Journeys) have provided a consistent homework format so teachers and students know what to expect and it is directly tied to the days lesson.
	Sustain:	12/17/2013 Teachers need to continue to utilize district approved curriculum materials.
	Evidence:	12/17/2013 Teacher lesson plans reflect evidence of this objective.
Indicator	IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)	
Status	Objective Met 12/17/2013	
Assess	Level of Development:	Initial: Limited Development 12/03/2012
		Objective Met - 12/17/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Two parent-teacher conferences are held by the school each year. A few grades use agenda notebooks to send home daily rearding assignments and behavior. Parents and teachers can schedule conferences as needed during the teacher's daily conference time. A parent bulliton board is located in the parent center.
Plan	Assigned to:	Eleanor Cox
	How it will look when fully met:	All teachers will systematically report to parents the student's mastery of specific standards based objectives through Parent Conferences, School Newsletter, report card, email, computer links, and agendas.
	Target Date:	10/25/2013
	Tasks:	
	1. Teachers prepare reports for parent conferences.	
	Assigned to:	Classroom Teachers
	Added date:	03/25/2013
	Target Completion Date:	10/25/2013
	Comments:	All teachers prepare reports for parent conferences 3-4 times a year.
	Task Completed:	12/17/2013 12:00:00 AM
	2. Teachers keep a record of grades on edline and print report cards for parents to review, sign and return.	
	Assigned to:	Classroom Teachers
	Added date:	03/25/2013
	Target Completion Date:	10/25/2013
	Comments:	Teachers keep a record of grades on edline and print first quarter interim reports to be reviewed by parents as required by the district.

		Task Completed:	12/17/2013 12:00:00 AM
		4. Parents can make appointments to meet with teachers throughout the year to discuss progress in addition to the scheduled conference times.	
		Assigned to:	Classroom Teachers
		Added date:	03/25/2013
		Target Completion Date:	10/25/2013
		Comments:	Conference times are honored and parents can request additional conferences.
		Task Completed:	12/17/2013 12:00:00 AM
		5. Teachers will use a variety of methods to communicate helpful resources and parent/student expectations.	
		Assigned to:	Classroom Teachers
		Added date:	03/25/2013
		Target Completion Date:	10/25/2013
		Comments:	School newspaper, parent conferences, email and Parentlink phone calls are utilized to maintain an open line of communication with parents.
		Task Completed:	12/17/2013 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	12/17/2013	
	Experience:	12/17/2013 Teachers communicate regularly and in various ways with parents regarding student and school progress.	
	Sustain:	12/17/2013 Teachers will continue to use various methods to communicate with parents.	
	Evidence:	12/17/2013 Evidence of parentlink calls, emails and conferences are kept on file.	
Classroom Instruction			
Expecting and monitoring sound classroom management			
Indicator	IIIC04 - Students raise hands or otherwise signal before speaking.(159)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/03/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A cohesive classroom management system is not currently in place. Professional development may be offered to teachers identified with this need.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator	IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/03/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A cohesive classroom management system is not currently in place. Professional development may be offered to teachers identified with this need.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	IVA01 - 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)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/20/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Title I Compacts are distributed to parents and signed during school open house. Signed Compacts are kept on file.	
Plan	Assigned to:	Not yet assigned	
		Added date:	