

# Arkansas Angie Grant Elementary School

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## Comprehensive Plan Report

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

3/13/2017

Angie Grant Elementary School NCES - 50296000062

Benton 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	
<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36)</b>
<b>Status</b>	<b>Objective Met</b> 9/7/2016
<b>Assessment</b>	Level of Development: Initial: <b>Limited Development</b> 09/22/2015
	<b>Objective Met</b> - 09/07/2016
	Index: 2 (Priority Score x Opportunity Score)
	Priority Score: 2 (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: Our school district has a "DISTRICT LEADERSHIP TEAM" that is dedicated to improving student achievement. Angie Grant Elementary School has a Building Leadership Team. Each grade level comprises Teacher Leadership Teams, with learning specialists and activity specialists joining the grade level teams to promote student achievement. Our school has a PTO, dedicated to helping promote student achievement. With all of these teams in place, and active, there is no specific district level policy, specifying the team structure for all of our schools. That is why we chose the ranking of "limited development."
<b>Plan</b>	Assigned to: Shara Rickett
	How it will look when fully met: The Leadership Team meetings will continue to be implemented throughout our school and district. Full implementation of this indicator will require a change/addition of a policy by the district school board to outline the team structure.
	Target Date: 07/31/2016
	<b>Tasks:</b>
	1. Mrs. Rickett will talk to our school's PPC representative, Jessica James, about the possibility of PPC developing a policy to present to the school board regarding team structure.
	Assigned to: Shara Rickett
	Added date: 09/22/2015
	Target Completion Date: 10/31/2015

	Comments:	
	Task Completed:	10/16/2015
	3. Teacher Leadership Team members will upload PLC meeting agendas/minutes to the google drive to use as evidence of Teacher Leadership Team meetings.	
	Assigned to:	Each Grade Level LT Representative
	Added date:	09/22/2015
	Target Completion Date:	10/31/2015
	Frequency:	weekly
	Comments:	
	Task Completed:	10/30/2015
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/7/2016
	Experience:	9/7/2016 A leadership team was established in the building. Members from each grade level were chosen as well as supporting staff. A policy district wise was established by the Personnel Policy Committee.
	Sustain:	9/7/2016 The policy was created therefore it just must be implemented.
	Evidence:	9/7/2016 PPC Minutes April 18, 2016
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/01/2015
	Evidence:	* PLC weekly agenda * Faculty Meetings * Team Meetings  Staff members have been creating agendas and minutes for these meeting types. We will continue to create and upload agendas and minutes to google doc folder.
<b>Indicator</b>	<b>ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)</b>	
<b>Status</b>	<b>Objective Met</b> 3/8/2016	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/14/2015
		<b>Objective Met - 03/08/2016</b>
	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:	Angie Grant Elementary School has a Leadership Team in place. The principal, assistant principal, teacher leaders, special education staff member, and instructional facilitators serve on the team. Our focus is always student achievement. The Leadership Team has been meeting on an "as needed" basis, rather than twice monthly for one hour.
<b>Plan</b>	Assigned to:	Lori Bacon

	How it will look when fully met:	There will be evidence to show that the Building Leadership Team has met twice monthly or more and for at least one hour.
	Target Date:	06/01/2016
	<b>Tasks:</b>	
	1. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Erin Alsabrook
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	2. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Bekah Bennett
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	3. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Chelsea Collins
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	4. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Marilyn Gillespie
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	5. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Emily Kerkseick
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	6. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Sharon Kindrix

	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	7. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Raymella Petty
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	8. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Shara Rickett
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	9. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Vickie Woodall
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	10. Attend and participate in the Leadership Team Meetings. If unable to attend, send a substitute to represent your grade level/position.	
	Assigned to:	Kim Phelan
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	11. Schedule, organize, prepare agendas for Leadership Team Meetings. Attend and participate in the Leadership Team Meetings. Prepare and upload minutes from the meetings.	
	Assigned to:	Lori Bacon
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
	12. Assist the principal to schedule, organize, prepare agendas for Leadership Team Meetings. Attend and participate in the Leadership Team Meetings. Assist principal with preparing and organizing minutes from	

	the meetings.	
	Assigned to:	Mark Rash
	Added date:	09/14/2015
	Target Completion Date:	10/29/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/08/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/8/2016
	Experience:	3/8/2016 Pursuing this indicator was a school wide effort, including staff that were not part of the leadership team to help cover classes during meetings, etc.
	Sustain:	3/8/2016 To continue to meet this objective our BLT will schedule regular meetings and team members will be present or send a representative in their place.
	Evidence:	3/8/2016 Evidence is documented in Indistar and includes meeting agendas and minutes.

**School Leadership and Decision Making**

**Aligning classroom observations with evaluation criteria and professional development**

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 10/07/2015	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	We do not currently use the principal's summary reports of observations to plan professional development.	
<b>Plan</b>	Assigned to:	Lori Bacon	
	How it will look when fully met:	When this indicator is fully met there will be implementation of school-wide professional development based on areas of need.	
	Target Date:	05/30/2025	
	<b>Tasks:</b>		
	1. Aggregate data from observations		
	Assigned to:	Lori Bacon	
	Added date:	10/07/2015	
	Target Completion Date:	05/23/2016	
	Comments:		
	<b>Task Completed:</b>	<b>03/04/2016</b>	
	2. Principal will continue to collect data.		
	Assigned to:	Lori Bacon	
	Added date:	03/13/2017	
	Target Completion Date:	03/04/2025	
	Comments:		

3. Use data to determine what professional development is needed.			
	Assigned to:	All BLT members	
	Added date:	10/07/2015	
	Target Completion Date:	05/30/2025	
	Comments:	This was a goal the first year of ACSIP but the committee has now decided to focus on indicators to support Leader In Me.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/22/2016	
	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:	Teachers create "Professional Growth Plan" goals based on "TESS" observations. Professional development is based on "PGP" goals.	
<b>Plan</b>	Assigned to:	Lori Bacon	
	How it will look when fully met:	Teachers will use formal and informal observation data when choosing a professional growth component (TESS) and choosing professional development. Evidence of implementation will be professional growth plans based on the individual areas of need after looking at observation data.	
	Target Date:	06/30/2025	
	<b>Tasks:</b>		
	1. The evaluator and teacher will look over observations and decide areas where growth is needed.		
	Assigned to:	Lori Bacon	
	Added date:	02/22/2016	
	Target Completion Date:	06/30/2025	
	Comments:	Look over observations and notes, then give the teacher a few components that he/she could improve upon.  The committee chose to focus on indicators that support Leader In Me and this indicator will worked on at a later date.	
	2. The evaluator and teacher will look over observations and decide areas where growth is needed.		
	Assigned to:	Mark Rash	
	Added date:	02/22/2016	
	Target Completion Date:	06/30/2025	
	Comments:	Look over observations and notes, then give the teacher a few components that he/she could improve upon.  The committee has decided to focus on indicators the support Leader in Me.	
	3. Certified staff will take information from evaluator and then they will create their own personal professional development plan.		
	Assigned to:	All Certified Staff	
	Added date:	02/22/2016	
	Target Completion Date:	06/30/2025	
	Comments:	Use Bloomboard and Shoebox to input information about professional development goal/plan.	

		The committee decided to focus on indicators that support Leader In Me.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/21/2015
	Evidence:	The school provides site-based professional development with the literacy and math specialist and Professional Learning Communities. District provides curriculum mapping (ongoing), CGI, Literacy Lab, training for new programs, and new technology training. It is differentiated for grade levels and is needs-based. The evidence of this would be our professional development calendar. Additional evidence would be sign-in sheets from professional development.  We will sustain our efforts by continuing to offer high quality, on-going, job embedded, & differentiated professional development for all staff.

**School Leadership and Decision Making**

**Expanded time for student learning and teacher collaboration**

<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	Tasks completed: 2 of 4 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/11/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have after school and before school tutoring programs. After school tutoring for grades 3-5 is on Tuesdays and Thursdays and is offered to specific students to obtain growth. These students normally have AIP goals that we are working towards. Before school tutoring is available to all students every morning. Any student has the opportunity to go to tutoring if needed, but teachers send a list of specific students with their specific needs for the teachers to focus on if they attend the session.	
<b>Plan</b>	Assigned to:	Lori Bacon	
	How it will look when fully met:	We will monitor the progress of our extended learning programs and use the data to inform any changes that need to be made.	
	Target Date:	06/30/2025	

**Tasks:**

1. Before School Tutoring--We will get feedback from classified and certified staff if they would be interested in participating in before school programs.

Assigned to:	Erin Alsabrook
Added date:	03/10/2016
Target Completion Date:	06/01/2016
Comments:	Survey
<b>Task Completed:</b>	<b>05/25/2016</b>

2. After school tutoring---Develop a pre/post test based on major clusters/essential skills for math and literacy for after school tutoring.

Assigned to:	Chelsea Collins and Vickie Woodall
Added date:	03/10/2016

	Target Completion Date:	05/30/2025
	Comments:	All grade levels will be a part of the creation. The coaches will just be reinforcements.  The committee has decided to choose indicators that support Leader In Me.
	3. Other programs--Researching feasibility of implementing a summer library program, summer school, and kindergarten camp.	
	Assigned to:	Building Leadership Team
	Added date:	03/10/2016
	Target Completion Date:	05/30/2025
	Comments:	The committee decided to focus on indicators that supported Leader In Me.
	4. Leader In Me--- Researching the feasibility of implementing the Leader In Me program.	
	Assigned to:	Building Leadership Team
	Added date:	03/10/2016
	Target Completion Date:	06/01/2016
	Comments:	The Leadership Committee researched Leader in Me and as a team decided to follow through with implementing the program.
	Task Completed:	05/25/2016
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 4 (50%)

**School Leadership and Decision Making**

**Ensuring High Quality Staff - Recruitment, Evaluation, and Retention**

<b>Indicator</b>	<b>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/11/2015
	Evidence:	School posts jobs in various locations such as school website, AEA website, teacher's lounge, and newspaper. The salary schedule is posted on the school website. There is an extensive hiring process within the district. The interviewing process includes many steps with other highly qualified teachers and administration. All teachers are certified in the area they are teaching. All new teachers are required to have a mentor teacher or buddy within the district.  We will continue current protocol and continue partnerships with local universities to recruit highly qualified teachers from their programs. Continue to encourage teachers to pursue greater leadership roles. Continue posting salary increases and bonuses.

**Curriculum, Assessment, and Instructional Planning**

**Engaging teachers in aligning instruction with standards and benchmarks**

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 02/22/2016
	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:	We currently have district instructional teams in place for each grade-level on the subjects of math and literacy. There is one representative on each team from Angie Grant Elementary. Flex days are also part of



		professional development as curriculum planning days with grade-level teams and building-coaches.
<b>Plan</b>	Assigned to:	Lori Bacon
	How it will look when fully met:	Teacher Instructional Teams, organized by grade-level, grade-level cluster, or subject area will develop instructional units, formative assessments, and instructional plans.
	Target Date:	06/01/2020
	<b>Tasks:</b>	
	1. Each grade level will identify essential skills in literacy.	
	Assigned to:	Woodall + Building Leadership Team Grade-Level Mem
	Added date:	02/22/2016
	Target Completion Date:	06/03/2019
	Comments:	
	2. Each grade-level will develop rubrics and/or formative assessments to assess level of mastery. This will be done for literacy and math.	
	Assigned to:	Collins or Woodall + Building Leadership Team Grad
	Added date:	02/22/2016
	Target Completion Date:	06/03/2019
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/30/2016
	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:	Currently, teachers in each grade level choose an area of focus (math or literacy) and determined essential standards. These standards and criteria for mastery change every four weeks. Progress is reported to administration.
<b>Plan</b>	Assigned to:	Lori Bacon
	How it will look when fully met:	When the objective is met, each unit of study will have essential standards determined as well as criteria for mastery. Evidence of completion will include reports shared with administration showing essential standards used as a focus in each grade level.
	Target Date:	06/01/2020
	<b>Tasks:</b>	
	1. Administration will be responsible for collecting first attempts of essential standards and criteria for mastery from teachers.	
	Assigned to:	Lori Bacon
	Added date:	11/30/2016
	Target Completion Date:	05/15/2017
	Frequency:	once a year
	Comments:	Google Drive RTI folders
	2. Teachers are responsible for recording data to show essential standards have been mastered.	
	Assigned to:	Teachers
	Added date:	03/13/2017

	Target Completion Date:	06/01/2020	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Assessing student learning frequently with standards-based assessments</b>			
<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/21/2015	
	Evidence:	<p>Our school tests each student at least three times each year to determine progress. Each grade level uses different assessments. Evidence of this would be our school-wide data card and current data chart.</p> <p>We will sustain this by Mr. Rash collecting and storing data card at the end of the year and giving to current teachers at the beginning of the year. Teachers will continue to document current data on students to help guide instruction.</p>	
<b>Classroom Instruction</b>			
<b>Expecting and monitoring sound instruction in a variety of modes</b>			
<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 12/10/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	District has virtual curriculum maps based on Common Core State Standards for math and literacy. Teachers have access to maps outlining standards and resources. Maps are organized in an instructional sequence (pacing guide).	
<b>Plan</b>	Assigned to:	Lori Bacon	
	How it will look when fully met:	When this is implemented instructional teams will have standards-aligned units of instruction for each subject and grade-level.	
	Target Date:	06/04/2018	
	<b>Tasks:</b>		
	1. Map out units of instruction using the Science and Social Studies standards.		
	Assigned to:	Building Leadership Team Member per grade level	
	Added date:	03/10/2016	
	Target Completion Date:	06/04/2018	
	Comments:		
	2. Each grade level will create a calendar with science and social studies standards that show units of instruction.		
	Assigned to:	Building Leadership Team Member per grade level	
	Added date:	03/10/2016	
	Target Completion Date:	06/04/2018	
	Comments:	This will be shared to a google drive.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
<b>Family Engagement in a School Community</b>			

**Explain and communicate the purpose and practices of the school community**

**Indicator** 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)

**Status** Objective Met 11/30/2016

**Assessment** Level of Development: Initial: Limited Development 11/11/2015  
Objective Met - 11/30/2016

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: Our compact includes family expectations for learning at home, and it also includes staff expectations for learning at school.

**Plan** Assigned to: Lori Bacon

How it will look when fully met: When this objective is fully met we will have added a learning opportunity section to the compact with information about grade level nights, parent nights, math night, and ESL.

Target Date: 09/01/2016

**Tasks:**

1. Edit the current school compact.

Assigned to:	Lori Bacon
Added date:	11/11/2015
Target Completion Date:	09/01/2016
Frequency:	once a year
Comments:	
<b>Task Completed:</b>	<b>10/20/2016</b>

2. During the week of PD for our building the dates for ESL night, parent night, grade level nights, and math night must be established, so that compact can be edited and ready by September 1.

Assigned to:	Lori Bacon
Added date:	03/10/2016
Target Completion Date:	09/01/2016
Comments:	
<b>Task Completed:</b>	<b>08/11/2016</b>

**Implement** Percent Task Complete:

Objective Met: 11/30/2016

Experience: 11/30/2016  
All staff contributed dates for the school compact.

Sustain: 11/30/2016  
Dates will need to be updated each year.

Evidence: 11/30/2016  
See school compact

**High School: Opportunity to Learn**

**Ensure content mastery and graduation**

**Indicator** HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)

<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 12/10/2015	
	Evidence:	SmartCore Curriculum and graduation requirements are explained to parents in student handbooks and report to the public meeting. We partner with Benton High School to have student interns come teach lessons to give them an idea about the teaching profession to see if they would enjoy as a college major. School counselor provides information about different careers and has one-on-one meetings with students to discuss future. A career day is in progress of being planned for our students. We will continue with these efforts in the future.	
<b>Student-Focused Learning</b>			
<b>Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency</b>			
<b>Indicator</b>	<b>SE02 - All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/30/2016	
	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 teachers and staff are participating in a Leader in Me book study with plans to implement the full program by next August. Leader in Me supports all the components of this indicator. www.leaderinme.org	
<b>Plan</b>	Assigned to:	Lori Bacon	
	How it will look when fully met:	When the objective is fully met, all teachers will teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	
	Target Date:	05/20/2019	
	<b>Tasks:</b>		
	1. Leader in Me book study with the entire faculty and staff.		
	Assigned to:	Lori Bacon	
	Added date:	11/30/2016	
	Target Completion Date:	05/31/2017	
	Comments:		
	2. Teachers will have professional development done by The Leader In Me. March 31, August 1-3.		
	Assigned to:	Lori Bacon	
	Added date:	03/13/2017	
	Target Completion Date:	08/04/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
<b>Indicator</b>	<b>SE03 - All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5544)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/30/2016	
	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 teachers and staff are participating in a Leader In Me book study with plans to implement the full program by next August. Leader In Me supports all the components of this indicator. www.leaderinme.org	
<b>Plan</b>	Assigned to:	Lori Bacon	
	How it will look when fully met:	When this objective is met all teachers will establish classroom norms for personal responsibility, cooperation, and concern for others.	
	Target Date:	05/31/2019	
	<b>Tasks:</b>		
	1. Leader In Me book study with the entire faculty and staff		
	Assigned to:	Lori Bacon	
	Added date:	11/30/2016	
	Target Completion Date:	05/31/2017	
	Comments:		
	2. Teachers will have professional development done by The Leader In Me. March 31, August 1-3.		
	Assigned to:	Lori Bacon	
	Added date:	03/13/2017	
	Target Completion Date:	08/04/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
<b>Indicator</b>	<b>SE04 - All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5545)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/30/2016	
	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 teachers and staff are participating in a Leader In Me book study with plans to implement the full program by next August. Leader In Me supports all components of this indicator. www.leaderinme.org	
<b>Plan</b>	Assigned to:	Lori Bacon	
	How it will look when fully met:	When the objective is fully met teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.	
	Target Date:	05/31/2019	
	<b>Tasks:</b>		
	1. Leader in Me book study with entire faculty and staff		
	Assigned to:	Lori Bacon	
	Added date:	11/30/2016	
	Target Completion Date:	05/31/2019	
	Comments:		
	2. Teachers will have professional development done by The Leader In Me. March 31, August 1-3.		
	Assigned to:	Lori Bacon	
	Added date:	03/13/2017	
	Target Completion Date:	08/04/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

