

Comprehensive Progress Report

Mission: The mission of Brown Elementary is to create challenging learning environments that encourages high expectations through rigorous instruction and diverse learning opportunities in a safe, orderly, and nurturing environment while promoting respect for self and others.

Vision: In partnership with parents and the community, we are determined to create a learning environment that fosters each child's full academic potential so that we produce literate, competent, responsible students who will be able to reason critically and become functioning and productive members of the school, community, and the broader society.

Goals: To increase students' Math, Reading, and Science proficiency enhancing their functional academic capabilities to become college-and-career ready.



I = Past Due Actions

KEY = Key Indicator

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
	KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To
Initial Assessment:		The DLT recruit, screen, select, and evaluate external providers, but does not collaborate with the school level personnel to recruit, screen, select, and evaluate external providers.		Limited Development 02/11/2018	
How it will look when fully met:		School level personnel will be selected on the selection and evaluation committee of external providers.			Chinelo Evans
Action(s)		Created Date		0 of 1 (0%)	
1		2/13/18	Current school board policy will be reviewed and revised if necessary to ensure that the practice of school level personnel collaborate with district personnel to recruit, select, and evaluate external providers.		Chinelo Evans
					10/31/2018

Notes:

KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school administrator meets with the SLT to determine resource allocations.	Limited Development 02/13/2018		
How it will look when fully met:		The school's site-counsel will collaborate and review the needs of the school then determine who resources should be allocated twice a year.		Zackery Hodge	05/31/2019
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Site-counsel will review the needs of the school and the school's budget to determine where resources should be allocated.		Zackery Hodge	05/31/2019

Notes:

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, the District Leadership Team organizes and facilitates monthly meetings to assist with the design and implementation of school improvement plans. Principal manages School Leadership Team activities that focuses on the school improvement plan. The DLT meets with the principal to review the plan of improvement and monitors progress. The SLT meet monthly to review school data (behavior and academic) to determine if school is on target to meeting outlined goals and make modifications when necessary.	Limited Development 02/13/2018		
How it will look when fully met:		The DLT will meet will with SLT in monthly meetings for the purpose of coaching and progress monitoring of instructional plans.Principal manages School Leadership Team activities that focuses on instructional planning and implementation. The SLT meet on a monthly bases to review school data (behavior and academic) to determine if the school is on target to meeting outlined goals and make modifications when necessary. The school will communicate data with parents and community members in community chats each each nine-weeks and allow opportunities for feedback through surveys. It will be advertised to the public in school newsletters.		Chinelo Evans	10/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Create, review, revise a calendar to schedule monthly meetings with administrators.		Chinelo Evans	10/31/2018
Notes:					

KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Assistant Area Superintendent meet with Administrators monthly to review assessment data. The SLT collect data from multiple data sources and meet monthly in Focused Instructional Team (F.I.T.) meetings to review data and develop plans of action for student growth. The school utilizes Teacher Support Teams (TST) to support students and teachers that are not meeting academic or behavior goals. The administrator meets with the TST team to review student progress and provide necessary support structures for teachers and students.	Limited Development 02/13/2018		
How it will look when fully met:		The SLT will conduct F.I.T. meetings to review common benchmark assessment, STAR Assessments, teacher made assessments. The principal or administrative designee will facilitate data meetings and utilize a tracking system to monitor students progress. Teachers will set instructional targets for each student and utilize common planning time to report student progress as students work towards meeting their individual goals. Teacher will also participate in professional learning communities to share instructional strategies in conjunction with reviewing student assessments. Evidence will include: A data room that identifies each student in the school, posted tracking charts for targeted students, PLC agendas, F.I.T. meeting agendas, sign-in sheets, minutes, copies of teacher-student conference that include student goals.		Zackery Hodge	12/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Teacher and will also participate in professional learning communities to share instructional strategies, review student data, or participate in educational studies/ reviews.		Zackery Hodge	10/31/2018
Notes:					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The SLT participate in Leadership Team Meeting each month to review goals set by the administrator.	Limited Development 02/13/2018		
How it will look when fully met:		The SLT will review the school's vision and mission twice a year, once in the first term and once in the second term, to determine the work is aligned and make provisions when necessary. The SLT will host community chats and/or distribute school literature that specifies the schools vision and mission using common language and outlines the progress of the school as it relates to targeted goals. The administrator or administrator's designee will facilitate SLT meeting monthly to engage the SLT data review to modify plans of action developed by the entire SLT based on the identified and clearly specified needs of the school. The leadership team will participate in on-going professional development derived from the Jackson Public School Districts Professional Development Plan ,on and off campus, and facilitate professional development from what was learned to staff to foster growth for all staff and students. Evidence will include: Needs assessment tools, sign-in sheets, agendas, evaluations, use of professional development strategies in lesson plans and observation documentation.		Zackery Hodge	01/01/2019
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	The SLT will review the school's vision and mission twice a year, once in the first term and once in the second term, to determine the work is aligned and make provisions when necessary.		Zackery Hodge	12/31/2018
Notes:					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal observes classes and provides feedback on a regular basis. Staff participate in Professional Learning Communities to share ideas and evaluate student data. SLT and staff participate in learning walks and provide limited feedback.	Limited Development 02/13/2018		
How it will look when fully met:		Members of an identified team will provided continuous feedback to teachers via classroom observations on a weekly basis using a standard observation rubric and feedback template. DTL will be given invites to observe teachers and provide feedback and follow-ups on instructional and classroom management practices. DTL will be expected to provide strength and weaknesses from observations to the the school administrator. Teachers and staff will participate in learning walks a minimum of once each nine-weeks using a SLT designed template to provide detailed feedback to enhance instructional practices and to improve school culture and climate improvements. Administrator and teachers will participate in documented PLCs in which they evaluate student data, share instructional strategies, participate in professional book studies and research, and self-reflections through video and audio documentation/observation. Evidence will include: Agendas, sign-in sheets, observation feedback, documented reflections, completed learning walk feedback		Jasmine Rudd	02/01/2019
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Teachers and staff will participate in learning walks a minimum of once each nine-weeks using a SLT designed template to provide detailed feedback to enhance instructional practices and to improve school culture and climate.		Jasmine Rudd	12/31/2018
Notes:					

KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school administrator invites community members to participate in cultural walks to provide feedback for improvement. School utilized PBIS team to create school-wide behavior matrix and modify structure and procedures as needed. Students and staff behaviors are monitored daily. The PBIS team design monthly rewards to encourage positive and warranted behaviors. School participate in on-going safety drills and practices on a monthly basis.	Limited Development 02/13/2018		
How it will look when fully met:		Cultural walks will be scheduled and conducted by staff and/or community members once each nine (9) weeks to provide constructive feedback on the school's culture and climate utilizes a rubric created by the school's leadership team. The students' and staff's will be monitored, documented, and incentivized when they meet targeted behavioral goals each month. The school will have monthly announced and unannounced safety drills to ensure safe and orderly schools.		Valerie Russell-Jenkins	05/31/2019
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Cultural walks will be schedules and conducted by staff and/or community members once each nine (9) weeks to provide constructive feedback on the schools culture and climate utilizes a rubric created by the school's leadership team		Valerie Russell-Jenkins	05/31/2019
Notes:					

Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			Assess student learning frequently with standards-based assessments			
	KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal conducts fidelity checks to ensure that have the necessary curriculum materials. In addition, the administrator or administrator designee review lesson plans weekly and provide constructive feedback to ensure that all students are engaged in the learning process.	Limited Development 02/13/2018		
How it will look when fully met:			The principal will conducts fidelity checks to ensure that teachers have and are utilizing necessary curriculum materials. In addition, the administrator or administrator designee review lesson plans and assessments weekly to provide constructive feedback to ensure that all students are engaged in the learning process.		Jasmine Rudd	10/31/2018
Action(s)	Created Date			0 of 1 (0%)		
1	2/13/18		The administrator or administrator designee will provide weekly feedback based on evidence from the curriculum to ensure that students needs are being met.		Jasmine Rudd	10/31/2018
Notes:						

Core Function:			Classroom Instruction			
Effective Practice:			Expect and monitor sound homework practices and communication with parents			
	KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school conducts community chats designed to communicate various instructional activities and policies.	Limited Development 02/13/2018		
How it will look when fully met:			The SLT in conjunction with the school's site-counsel will twice a year to schedule needed community chats.		Katherine Dutro	05/31/2019
Action(s)	Created Date			0 of 1 (0%)		
1	2/13/18		A schedule will be created that outlines the planning dates for the SLT and site-counsel to collaborate for the purpose of establishing community chats.		Katherine Dutro	05/31/2019
Notes:						

Comprehensive Progress Report

Mission:

Our mission is to educate every child, every day, in every way.

Vision:

Our vision is to have a collaborative school culture and a student centered learning environment that prepares all students for success.

Goals:

All students will meet or exceed monthly attendance goals.

All students will exhibit positive behavior monthly.

All students will demonstrate growth based on annual target goals.



I = Past Due Actions

KEY = Key Indicator

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Dawson currently has external volunteer stakeholders such as Book Buddies, Site Council, Springboard to Opportunities, Ask for More of Greater Jackson, TCL Financial Tax Services, VFW Post #9832 Ladies Auxiliary, and Sigma Gamma Rho Sorority, Inc. The external partners volunteer their time and resources to encourage the students and staff. The district follows a written process for recruiting, screening, and selecting external providers. All contracts must contain measureable outcomes, scope of work with specific goals for the school. The contracted external providers provide feedback to the district and school leadership team to evaluate progress towards goals.	Limited Development 02/12/2018		
How it will look when fully met:		External stakeholders will be visible throughout the building, in classrooms and volunteering at events and celebrations. Evidence will be provided through the following artifacts: sign in sheets, photos, agendas, and meeting minutes.		Triana Davis	05/25/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/12/18	Schedule meetings with site council and leadership team to discuss activities provided by the external partners.		Site council	09/28/2018
Notes:					

KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All assessments are computer based and all classrooms should have technology to assist with teaching and learning. Dawson has allocated funds for computers, smartboards, academic tutor, resource materials, computerized intervention programs, professional development, headphones, and instructional materials to meet school improvement goals. The staff and site council members provided input on spending funds to increase student achievement and growth.	Limited Development 02/12/2018		
<i>How it will look when fully met:</i>		Technology activities will be listed in the lesson plans and implemented in classrooms daily. Professional development will be provided based on data and classroom observations. Lesson plans , AR data, informal and formal observations, and computerize instruction data will be presented as evidence.		Vicki Conley	05/25/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/12/18	Classroom observations and data will be used to monitor the implementation of professional development and integration of technology in the classroom.		Vicki Conley	05/25/2018
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Dawson currently has a structured site council and leadership team with a clear vision and defined responsibilities. The school leadership team members have a common planning time to meet and focus on making data driven decisions to improve student achievement and growth. A meeting schedule is distributed to staff and the site council members. Dawson's site council meeting minutes are distributed to staff, parents and community members. The district leadership team monitors the implementation of the school improvement plan by visiting the school and providing feedback and support from classroom observations and analyzing data.	Full Implementation 02/12/2018		

KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Dawson has a structured leadership team in place. Teachers collect and post data in their classroom, hallway, and data room. Team leaders meet with their teams weekly to monitor data, collaborate strategies and review/adjust goals. The interventionist collects intervention data weekly from teachers to monitor effective interventions. Common planning times are scheduled at the same time for each grade level for planning and data analysis purposes. The district collects, monitors, and sends benchmark data to the school to respond to strengths and challenges. The district provides feedback on improving instructional practices to increase student achievement and growth.	Limited Development 02/12/2018		
<i>How it will look when fully met:</i>		The school will have weekly data meetings, monthly FIT meetings, and fidelity checks of interventions and progress monitoring. The principal will send the district a monthly ABC data card with the school's Attendance, Behavior, and Course performance. Evidence- team/FIT meetings with sign in sheets, agendas, meeting minutes, posted data, intervention integrity checks, and ABC scorecard.		Vicki Conley	05/25/2018
Action(s)	Created Date		0 of 1 (0%)		
1	3/2/18	Principal will send a monthly ABC (Attendance, Behavior, Course Performance) data card to the district.		Vicki Conley	05/25/2018
<i>Notes:</i>					
Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The principal and school leadership team will continue to have monthly team meetings with minutes/agenda, site council meetings with minutes/agendas, sign in sheets, FIT meetings with data and goals. Professional development will continue to occur based on individual needs and data with agendas, sign in sheets and evaluations. The principal will monitor implementation of professional development by providing immediate feedback on lessons plans and classroom observations. Veteran teachers will continue to mentor new teachers and model best practices. The district will continue to support Dawson by providing feedback from classroom observations, learning walks, resources, analyzing data, and professional development.	Full Implementation 02/12/2018		
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Core Function:	School Leadership and Decision Making
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Effective Practice:	Align classroom observations with evaluation criteria and professional development
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KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers at Dawson completed a professional development needs assessment survey to improve teaching and learning. All 0-3 years of experience teachers at Dawson have received an in-house mentor for additional support. The district provides professional learning opportunities based on individual needs and data. The district also provides mentors/retired teachers for 0-3 years of experience teachers and lead teachers come to the school to assist teachers in the area of mathematics. Evaluations are completed after each professional development sessions.	Full Implementation 02/12/2018		

KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Dawson currently involves the stakeholders such as community members/partners, parents, and business owners to participate in a culture and climate walk. Immediate feedback is given to Dawson's staff to improve the school culture. The school uses Positive Behavior Intervention & Support (PBIS) and Tools for Life strategies to encourage positive behavior and a safe school climate. The school recognizes academic and nonacademic achievement and provides incentives for students and staff. Emergency and safety drills are practiced monthly using the crisis response plan to ensure a safe environment.	Limited Development 02/12/2018		
How It will look when fully met:		Students will be engaged in academic learning in a clean and safe environment and positive discipline will be displayed using Tools for Life and PBIS strategies. Celebrations will be held to recognize the accomplishments of students, parents, stakeholders and staff. Emergency drills will be practiced with feedback and additional training. Evidence will include culture & climate learning walk agendas, sign in sheets, feedback form, safety drill reports, and PBIS/Tools for Life lesson plans. PBIS matrix and Tools for Life calm down center will be displayed in each class. Behavior and attendance plans will be conducted to meet the needs of the students.		Vicki Conley	08/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/12/18	The staff will implement the evidence-based strategies (PBIS and Tools For Life) with fidelity.		All staff members	05/25/2018
Notes:					

Core Function:			Curriculum, Assessment, and Instructional Planning		
Effective Practice:			Assess student learning frequently with standards-based assessments		
KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Limited Development 02/12/2018		
<i>How it will look when fully met:</i>				Vicki Conley	05/25/2018
<i>Action(s)</i> <i>Created Date</i>			0 of 1 (0%)		
1	2/12/18	Classroom observations based on student data		Vicki Conley	05/25/2018
Notes:					

Core Function:			Classroom Instruction			
Effective Practice:			Expect and monitor sound homework practices and communication with parents			
	KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers send home weekly newsletters and a monthly principal page is sent with the newsletter to parents and community partners. The teacher shares the student portfolio which includes graded assessments, daily classwork, and homework to parents. Parents have access to active parent to view their child's grades, behavior, and attendance. Progress reports and STAR assessment diagnostic reports are shared with parents. Parent Teacher Conferences are scheduled as needed to provide opportunities for input from the parent. Our marquee sign is kept current to inform parents of school events. Parents and community members attend site council meetings to review data and provide input on school operations to improve student achievement.	Limited Development 02/12/2018		
How it will look when fully met:			When fully implemented, an effective two way communication system between parents and the school will be established. Parents and community members will feel welcomed to participate in various activities at the school. Parents will be given opportunities to provide input concerning student achievement. Parent education nights (PEN) will be utilized to assist parents with homework strategies and other school related projects such as reading/science fair projects . Evidence will include phone logs, notes, conference forms, agendas, and sign in sheets to school events.		Melinda Wilcher	05/25/2018
Action(s)	Created Date			0 of 1 (0%)		
1	2/12/18		Schedule Monthly Community Chats (invite parents and community partners to chat about the progress of the school and to provide input.)		Vicki Conley	05/25/2018
Notes:						

Comprehensive Progress Report

Mission:

The mission of French Elementary is to provide learning experiences that address each child's immediate needs by preparing life-long learners in a safe, warm and caring environment.

Vision:

The vision of French Elementary School is to educate the whole child so that he or she develops academically, personally, and socially.

Goals:

The goals at French are: (1) for all students to increase their average daily attendance so that we can continuously meet our daily goal of 95%. (2) for all students to follow the school-wide expectations and utilize Tools for Life in order to maximize positive behavior and decrease discipline referrals. (3) for all students to make growth in all subject areas and increase proficiency in ELA from 6.8% to 20% , in Math from 11.4% to 25%, and in Science from 66.7% to 68%..



! = Past Due Actions

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Taking the change process into account			
	KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA recruits, screens and selects external providers based on the data and academic needs of individual schools throughout the district. Based on the need, the external provider is chosen by DLT. The administrator along with the external provider meet to discuss the school's needs and to set measurable goals to increase student achievement based on the needs. The school evaluates external providers through observations, surveys, and feedback forms provided by the administrator, SLT, and teachers.	Limited Development 12/08/2015		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			Clear responsibilities will be outlined for the LEA, school, and external providers. Scope of work will be detailed and will include measurable goals that will aid in achieving the school improvement goals. Quarterly meetings will be held with the DLT, SLT, and all external providers to analyze data, expected outcomes and progress towards school improvement goals. The district will analyze the external providers effectiveness and hold them accountable for effective implementation of their scope of work. Data from formative assessments, benchmark assessments, star data, etc. will be utilized to determine if goals are met.		Roshonda Clark	05/01/2018
Action(s)	Created Date			0 of 2 (0%)		
1	12/8/15	Distribute the feedback form to all staff and implement beginning in January.			Terrica Jenkins	01/05/2015
Notes: Collect feedback forms weekly from staff.						
2	2/22/18	The DLT will meet with the SLT, administrator, and external provider to outline the scope of service that will be provided. Goals will be established. Teachers will be provided with evaluation forms to evaluate scope of services.			Roshonda Clark	05/01/2018
Notes:						
Implementation:						
Evidence			2/23/2016 Feedback forms are submitted at the end of each day service is provided.			

Experience		2/23/2016 Feedback forms are being distributed to teachers in order to provide an insight on the effectiveness of external providers.			
Sustainability		2/23/2016 Feedback forms will continue to be distributed and reviewed by the SLT to determine the effectiveness of external providers			
	KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To
Initial Assessment:		The principal has the flexibility and autonomy to allocate all resources. The principal along with the SLT and community stakeholders meet to develop and discuss the school wide plan. Together, updates are provided to ensure the allocation of resources are utilized to meet the needs of the school. Effective planning occurs to ensure we maximize all resources to meet the goals of the school and ensure student success. Utilizing all stakeholders is key in achieving the school's goals.		Full Implementation 02/22/2018	

Core Function:			School Leadership and Decision Making		
Effective Practice:			Establish a team structure with specific duties and time for instructional planning		
KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		French has a school leadership team which meets bi-weekly and focuses on increasing student achievement and overall improvement of all facets of the school. Leadership is distributed and everyone on the team is actively involved in the decision making process. The overall arching goal is to increase student achievement and meet the needs of all students. The DLT and the administrator meets to discuss data and achievement of targeted goals set four times a year. The principal is evaluated based on targeted goals either being achieved or not met.	Limited Development 02/22/2018		
<i>How it will look when fully met:</i>		The DLT, the administrator, and the school leadership team will meet regularly to discuss the school's action plan and school's operation. During this meeting, decisions pertaining to the action plan will be made to enhance or adjust the action plan based on the needs of all students. Sign-in sheets, agendas, and minutes will be gathered as evidence of the meetings.		Roshonda Clark	05/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/22/18	DLT, the administrator, and leadership team will meet regularly to review and/or adjust the school's action plan based on student needs.		Roshonda Clark	05/01/2018
Notes:					

KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The importance of analyzing student data is essential for improving students' achievement and overall success for each student. Throughout the school year, various data sources are reviewed by the administrator, the leadership team, PBIS team, TST committee and teachers through the F.I.T. process. The data sources include but are not limited to; attendance, behavior, needs assessment survey, statewide accountability results, school level accountability results, student performance levels, academic and behavioral universal screeners, formative assessments, common assessments, benchmark assessments, progress monitoring, and any other data that is important for the overall success of students and the operation of the school. Committees and teams meet regularly to analyze the data and make informed decisions collectively that will impact student achievement.	Limited Development 02/22/2018		
How it will look when fully met:		The DLT will meet regularly with the school administrator and the staff utilizing the data sources mentioned to make informed decisions that will impact student achievement. Teams and committees will continuously meet, however, the DLT will meet with the leadership team to discuss important findings and to assist the team and administrator with recommendations that will impact student growth and achievement and meet targeted goals set. Sign-in sheets, agendas, and meeting minutes will be developed and filed as evidence of such meetings.		Roshonda Clark	05/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/22/18	The DLT will meet with the leadership team to discuss data and make informed decisions.		Roshonda Clark	05/18/2018
Notes:					

Core Function:			School Leadership and Decision Making		
Effective Practice:			Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
KEY	IE14(1.1)		Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			The leadership role of the principal is essential in communicating and articulating the vision and mission of the school to the students, teachers, staff, parents and all community stakeholders who have a vested interest in the success of every student that enters French Elementary School. There is a culture of continuous growth and that all students can achieve to their full potential with quality Tier 1 classroom instruction. The principal's motto "Failure is not an option" is echoed constantly and consistently. Shared leadership is distributed amongst staff and everyone is involved in the decision making process. Collaboration amongst staff is embraced to communicate and discuss the school's action plan and progress towards meeting the target goals. F.I.T. meetings occur regularly to analyze data, set goals, and discuss instructional strategies and best practices that should be utilized to optimize instructional practices within the classroom. The principal as well as the staff hold everyone accountable for the success of each student. Teachers conduct peer observations and have courageous conversations about the quality of instruction observed.	Limited Development 02/22/2018	
<i>How it will look when fully met:</i>			The principal must provide focused professional development for staff based on data discussed during the F.I.T meeting as long as it is aligned to the mission and vision of the school. The principal along with the SLT will work with other stakeholders to develop the plan of action that is inclusive of the vision and mission. Staff will employ new strategies learned from their designated professional development and the administrator will support, coach, observe, and provide feedback to staff on any new strategy implemented. The evidence will include feedback forms, professional development agendas, F.I.T. documents, meeting agendas and minutes and sign-ins.		Roshonda Clark 05/01/2018
Action(s)	Created Date			0 of 1 (0%)	
1	2/22/18	Professional development will be provided to teachers based on data to build teacher capacity.			Roshonda Clark 03/30/2018

Notes:

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
	KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Informal and formal observations are conducted throughout the school year. The principal conducts three informal observations and one formal observation per semester giving feedback for each observation conducted. The staff participates in an in-house learning walk to assess teaching and learning and collaborate to discuss the school's strengths and weaknesses as it relates to the instructional practices observed. Teachers also conduct peer observations and provide feedback to each other for continuous growth and improvement with Tier 1 quality instruction. The Literacy Coach from MDE conducts two formal learning walks and provides recommendations and commendations to teachers based on practices observed. The instructional leader continuously provides constructive feedback to teachers based on observations and data. Meetings are held with teachers throughout the school year.	Limited Development 02/22/2018		
How it will look when fully met:			The school administrator will build teacher capacity through the use of focused professional development by MDE Literacy Coach, the district's lead teachers, or other agencies based on teacher need and data analyzed during the F.I.T. meeting. Learning walks will be conducted by the school administrator who will invite district staff and community stakeholders where recommendations and commendations will be encouraged and utilized to improve the teaching and learning process at French Elementary. A learning walk protocol , PLC meeting agendas and sign-in sheets, observation rubric, and Mississippi Professional Growth System evaluation feedback form will be utilized as evidence.		Roshonda Clark	05/01/2018
Action(s)	Created Date			0 of 1 (0%)		
1	2/22/18		Professional development will be provided by lead teachers in order to build teacher capacity. After the professional development, walk-through observations will be conducted to ensure implementation of strategies in the classroom. The teachers will receive feedback at the end of the day.		Roshonda Clark	03/30/2018
Notes:						

KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		With behavior and attendance data as the driving force, the Positive Behavior Intervention and Support (P.B.I.S.) team along with teachers and staff implement P.B.I.S. to ensure all students are following the school wide rules and expectations outlined. In order to ensure positive behavior and deter negative behaviors, P.B.I.S. lessons are taught to students that pertains to how to behave in every area of the building. These lessons are revisited continuously throughout the year to decrease discipline that may have a negative impact on academic achievement. The school counselor serves as the chair and provides small and group counseling to students based on the need. The counselor is also responsible for one to one counseling of students. This year we are also implementing Tools for Life. The students are learning to apply the 8 Tools of Problem Solving daily as they interact with peers and go about their daily routines. This program has also made a positive impact on student behavior. School wide and classroom incentives are given to students who display positive behavior for a certain period of time designated by the PBIS committee. Teachers and staff are recognized as well. Our adopters are also utilized as book buddies, mentors, counselors, tutors and positive role models for students. They provide students with the opportunity to participate in field trips, host assemblies with guest speakers, luncheons, etc. in order to promote positive behavior and success for all students.	Full Implementation 02/22/2018		
Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			

	KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Quality Tier 1 instruction is vital in the success of all students at French Elementary School. Our goal is to provide all students with the opportunity to meet growth and ensure they are proficient and/or advanced using scientific based research strategies daily. Opportunities for collaboration are provide to staff and continuous feedback is given by the administrator to improve instructional practices that will provide a rigorous and challenging environment for all students. Teachers are expected to know their students and to provide learning experiments that will meet their students' needs based on data daily. Students who are experiencing difficulty are identified and taken through the TST process where interventions are prescribed to assist the student so that he or she can be successful. Teachers continuously utilize varied assessments to monitor students' progress towards mastery of a skill or standard. Holistically technology is not being utilized due to repair issues, however, those teachers with functioning and operational equipment are utilizing their equipment and allowing students to interact through the use of technology daily.	Limited Development 02/23/2018		
How it will look when fully met:	The teachers will become facilitators of learning allowing students to think critically and engage in conversations daily utilizing grade level academic vocabulary to develop a deep understanding of the core curriculum. Teachers will create quality lessons that will meet the diverse needs of all students while providing a rigorous and challenging learning environment for all students. Teachers will employ student engagement strategies learned from articles, book study on Schlechty's - WOW, lesson studies, etc. The teachers will be knowledgeable of all their students and will be able to provide feedback to students based on learning outcomes regularly. The administrator will utilize as evidence, quality lesson plans with feedback given, Professional Learning Communities that is aligned to curriculum standards and based on teacher needs, student trackers and student dialogue as observed by the principal during informal and formal observations.		Terrica Jenkins	05/01/2018
Action(s)	Created Date		0 of 1 (0%)	
1	2/23/18	The administrator will provide classroom observations with feedback. Also the administrator will provide lesson plan feedback to teachers. The principal will also ensure that standards are retaught as apart of the lesson plan to ensure student mastery and/or proficiency. Student trackers will be monitored to ensure standards are retaught.		Roshonda Clark 05/01/2018

Notes:

Core Function:			Classroom Instruction			
Effective Practice:			Expect and monitor sound homework practices and communication with parents			
KEY	IIIB07(7.1)		School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Each student at French is provided with a homework folder at the beginning of the school year and also given to new students as they enroll. This folder is a vital tool we utilize to communicate with parents and essential for students to keep up with important documents that should be taken home to parents. The students' behavior log, homework, and any other correspondence is placed in this folder daily and should be checked by the parent and teacher. The behavior log is utilized as quick communication to parents about the students' progress on a day to day basis. Data reports are sent home after each STAR assessment along with each student's instructional planning report. Assessment results are shared with families during Parent-teacher-conferences, Active Parent which is updated weekly, community chats, PTSA meetings, newsletters, open houses, and any other meeting designated for families and the community. We also utilize our website, Blackboard Connect, and newsletters to communicate to parents. Lastly, we host Parents as Learners activities to give parents strategies that they may utilize at home to ensure success of each student.	Full Implementation 02/23/2018		

Comprehensive Progress Report

Mission: We are building a stronger Green together to have every scholar, every day ready for life.

Vision: The vision of Green Elementary School is to be a high performing school that serves high-performing scholars in a safe and orderly environment.

Goals:
All students will learn and grow sufficiently to move our accountability rating from F to D.



! = Past Due Actions

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement		
Effective Practice:			Taking the change process into account		
I	KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To
Initial Assessment:			The district has established written protocols for recruiting, screening, selecting and evaluating external providers.	Limited Development 12/07/2015	
How it will look when fully met:			LEA and schools establish and adhere to a written protocol for recruiting, screening, and selecting external providers (e.g., selection criteria, aligned to needs/goals, specifications concerning consultant assignment, process for replacement of non-effective consultants, and termination of services not meeting the goals and benchmarks established. Contracts with external providers outline a scope of work establishing clear responsibilities for each party. The contract includes specific deliverables and benchmarks of progress toward achieving school improvement goals. The contract includes a process for progress reporting by external providers including how success is measured and reported at interim and final reporting periods. Evidence exists that the LEA and school monitor evaluate the outcomes of services, including teacher input, and make adjustments based on data needed as defined in the contract. Meetings are held with members of the DLT and school administrators after each site visit to provide feedback on services provided. -Quarterly round table meetings are held with the DLT, SLT, and all external providers to gather and provide feedback on services provided, expected outcomes, and goals as evidence by data. -Meeting agendas, minutes, and sign-in sheets are maintained. District clearly addresses missed milestones and holds external providers accountable.		Yavonka McGee
Action(s)	Created Date			0 of 1 (0%)	
3	12/16/15		We currently do not have an external partner in place. If it is determined that a partner will be hired, the SLT will follow established protocol for recruiting, screening, and evaluating external partners. At that time, quarterly meetings will be held with stakeholders, SLT, and LEA to discuss services provided and review documentation.		Yavonka McGee
					05/25/2018

Notes:					
KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		*Classroom library fulfillment through Title I funds. *Mobile carts/laptops have been purchased for grades 3-5. *School's program goal decisions are based on data and supported by the allocation of resources (money, time, and personnel). *Building-level autonomy exists for allocating all available resources for school improvement goals. *Teachers and students have access to resources that support the school's action plan. *The LEA and school administrators meet regularly to discuss the school budget and make revisions supported by data. *The budget is revised as necessary to make decisions that exemplify a flexible use of resources in the best interest of students.	Limited Development 12/15/2015		
How it will look when fully met:		-Maintain inventory of all incoming resources purchased with title money -Continue reaching out to community stakeholders and adopters for partnerships across the school -As funds become available each year, survey teachers and/or grade groups for the areas of highest needs -The LEA and school administrators meet on a scheduled basis to review the school budget and make any necessary revisions informed by the data and staff feedback. The budget is revised as necessary to make decisions that exemplify a flexible use of resources in the best interest of students.		Ashley Rogers	05/25/2018
Action(s)	Created Date		0 of 2 (0%)		
1	12/16/15	Keep documentation to reflect that items purchased with Title funds are accounted for and distributed to the correct teacher and/or grade level.		Ashley Rogers	05/25/2018
Notes:					
6	2/3/16	The LEA will review and discuss school budgets with school administrators between March and April each year. The annual needs assessment will also be administered during this time. All budgets will be aligned with school improvement priorities.		Yavonka McGee	05/25/2018
Notes:					

Core Function:			School Leadership and Decision Making			
Effective Practice:			Establish a team structure with specific duties and time for instructional planning			
	KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The DLT and school administrators meet periodically to discuss the school's action plan and progress toward indicators.	Limited Development 11/20/2015		
How it will look when fully met:			The DLT, school administrators, and staff members work as a team in which distributed leadership is used and everyone is actively involved in key areas of decision making. The school administrators and staff meet during scheduled, specific times to make decisions and solve problems to meet the needs of all students.		Yavonka McGee	05/25/2018
Action(s)	Created Date			0 of 1 (0%)		
1	12/16/15		The DLT will work with the school's SLT to: 1) Review Focused Instructional Team Meetings (data), 2) Review action plans, and make revisions if necessary. 3) Conduct walk- through observations, 4) Provide feedback to the administrator in regards to the action plan.		Yavonka McGee	05/25/2018
Notes:						
	KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At the school level: *Benchmark data generated and is reviewed at the district level. *Teachers plan DI, small groups based on that data. *Progress monitoring occurs monthly for all scholars. *Common planning time is allotted for teachers to review data. *Benchmark data is displayed in the classroom as well as the data room. -The DLT and school administrators meet regularly to review and adjust the school's action plan based on the collection of data points and analysis. - Instructional interventions are designed based on data from assessment.	Limited Development 12/07/2015		
How it will look when fully met:			DLT and school have systematic process for examining data trends across multiple school years to develop long term goals consistent with the district's strategic plan and the school's action plan.		Kimeka Corley	05/25/2018
Action(s)	Created Date			0 of 1 (0%)		
1	12/16/15		After each benchmark assessment, the DLT, school administrators, and SLT will review/discuss data, determine progress toward short/long term goals, and make adjustments to the school's action plan for improvement if necessary.		Kimeka Corley	05/25/2018
Notes:						

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
	KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			-DLT and school administrators observe teachers. -Staff regularly collaborates with peers. -The school administrator develops a professional development plan based on evaluation results and staff surveys. -School administrators build staff capacity by encouraging and modeling a self-reflective culture and providing leadership development opportunities for staff. -Staff shares instructional practices, lessons learned, and current challenges with peers during common planning opportunities. DLT and school administrators participate and support.	Limited Development 12/07/2015		
How it will look when fully met:			DLT and school administrators observe teachers and give feedback. Staff members solicit peer feedback in order to advance their own practice. The DLT, school administrators, and teachers collaborate to develop personalized PD plans based on evaluations and multiple data points including student data and personal professional growth. Practice is made public through the use of learning walks, both internal and external. DLT and school administrators participate and support learning walks.		Yavonka McGee	05/25/2018
Action(s)	Created Date			0 of 1 (0%)		
1	12/16/15		DLT, school administrators, and SLT will conduct focus walks to observe instructional practices. SLT will debrief with DLT to identify areas of strengths and weaknesses. DLT, school administrators, additional district staff, and external stakeholders will participate in learning walks to observe the culture, climate, and environment of the school.		Yavonka McGee	05/25/2018
Notes:						

KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		-School implements evidence-based approaches to improve school climate and discipline that are multi-tiered and focused on the teaching and positive behaviors. School maintains an up-to-date crisis intervention plan that is rehearsed as required. School attends to factors that make it more inviting and welcoming to students, parents, and community. -School and community partners collaborate to meet student's social and emotional needs. School-wide strategies are used to know students and their needs well. In addition, staff members meet regularly during scheduled times to discuss student needs.	Limited Development 02/02/2016		
How it will look when fully met:		Mrs. Jones, counselor will continue to incorporate PBIS and Tools for Life. Administration will provide staff incentives and recognition for staff member and teacher of the month. Green's P-16 council will continue to offer feedback as to how the school's climate can be improved. Students will be recognized for achievements such as growth/proficiency, student of the month, attendance, honor roll, and meeting PBIS expectations.		Jessica Pettie	05/25/2018
Action(s)	Created Date				
Notes:					

Core Function:			Curriculum, Assessment, and Instructional Planning		
Effective Practice:			Assess student learning frequently with standards-based assessments		
KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Limited Development 12/08/2015		
-FIT Team meetings allow for administrators and teachers to come together with district assessment data in order to disaggregate and analyze data to determine effective teaching practice and future needs to meet growth goals. -STAR is used for benchmark data and progress monitoring to ensure that students are on an upward path of success. Teachers and interventionists use students' individual data and instructional plan to determine their areas of growth and deficits to ensure that the instruction they receive is targeted to their needs. -The principal holds teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students. -Teachers facilitate students' reading, writing, thinking, and talking daily to develop a deep understanding of core academic concepts. Principal is visible throughout the building conducting informal walk-throughs and formal observations. When these observations occur, the principal makes time for 1:1 meetings with the teacher(s) in order to provide feedback, successes, and areas for improvement. When necessary, Principal provides resources and specific actions to help teachers improve.					
How it will look when fully met:				Ramona Posey	05/25/2018
-When fully implemented, we'll see growth for EVERY scholar: Progress monitoring data and growth reports will show fewer interventions, a decreased number of tier III (urgent intervention) students, an increased number of students at/above grade level -Small group instruction will be differentiated. Students will be more self-directed and in charge of their learning. Administrator will have the freedom to spend a considerable time of the week in classrooms so that teachers get continuous feedback from numerous evaluations from her. Principal will have the autonomy to provide resources and assistance to teachers in a timely manner so that students are able to be successful.					
Action(s)	Created Date		0 of 4 (0%)		
1	12/16/15	The administrator will conduct walk through observations to ensure that students are engaged and effective instruction is taking place.		Yavonka McGee	05/25/2018
Notes:					
2	12/16/15	Grade-level team meetings will meet bi-weekly to review data.		Yavonka McGee	05/25/2018
Notes:					

3	12/16/15	After each district assessment, FIT meetings will be held with all staff members to disaggregate the data, reflect, and refocus on standards that may need to be retaught or enriched.		Valarie Leonard	05/25/2018
Notes:					
4	3/2/18	Following an observation, Principal will provide timely feedback as well as resources and "next steps" to teachers when needed.		Yavonka McGee	05/25/2018
Notes:					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound homework practices and communication with parents			
KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		-Principal and grade-level teams send out weekly newsletters. -Third grade parent night-out to address the gateway assessment. -Reading Fair program night where parents gained information and resources to prepare their student for the school-wide reading fair competition. - Parent/Teacher conferences to allow open communication between families and teachers. -Teachers regularly provide feedback to students and families regarding progress on specific learning outcomes. -School includes families on advisory teams (Site Council) and parent-teacher organizations (PTA). Families provide input into school improvement through surveys and committee decisions and recommendations.	Limited Development 12/08/2015		
How it will look when fully met:		Parents will be invited to participate in defined activities that illicit their feedback regarding programming and opportunities at the school. This includes visiting the classroom, Parent Nights (Reading Fair, Science Fair, 3rd Grade), school activities (Father/Daughter Dance, Mother/Son Dance, breakfast with Santa, Grandparent's Day), and participating in school surveys (Needs Assessment). Our Site Council and PTA meet regularly to provide parents the opportunity to offer input about district and/or school operations.		Toya Allen	05/25/2018
Action(s)	Created Date		0 of 1 (0%)		
3	12/16/15	Newsletters, robo calls, and the school's marquee will be utilized to inform parents of upcoming events.		Ramona Posey	05/25/2018
Notes:					

Comprehensive Progress Report

Mission: The mission of John Hopkins Elementary School is to provide a quality education for all students by promoting positive behavior, maintaining safe and orderly environment, and acquiring a knowledge base to become a lifelong learner.

Vision: The vision for John Hopkins Elementary is to become a high performing school that services high performing scholars in a clean, safe environment and to provide a quality education where every scholar, every day is ready for life. Our theme is entitled 'Begin with the End in Mind'.

Goals:

Every student will be familiar with the vision and mission of our school. Every student will be familiar with the Positive Behavior and Instructional Support Program (PBIS) to cultivate an environment where students are responsible, respectful and resourceful. Every student will be familiar with Tools for Life strategies that employ the following: building relationship strategies, managing diversity, learning to recognize emotions, safe words, calming strategies, all tools for self regulation.

Every students will be given the tools needed to take more responsibility for their own learning through cooperative learning strategies, project based learning, and students being taught how to track their own academic progress through data provided by multiple academic platforms: Stride, Renaissance, Class-works, and Odyssey.

Every student will achieve academic proficiency based upon their capacity and pace of learning.



I = Past Due Actions

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Taking the change process into account			
	KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA and school administration will work to recruit, screen, and select additional external providers for John Hopkins Elementary. Presently, Day Springs provide a one day after school program to our population weekly. Ram Academy tutoring program is given daily for the students to help increase state testing scores.	Limited Development 02/20/2016		
How it will look when fully met:			External providers will allow additional support for scholars to receive after-school tutorial for deficient standards specific to their needs.		Donald Black	05/21/2018
Action(s)		Created Date				
Notes:						
	KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Annually, John Hopkins meets with the LEA to create a budget for the upcoming school term. The principal works with the LEA and CAO based on the Needs Assessments and Schoolwide Plan to align the budget with school improvement priorities. The school has majority control over the budget. The budget-strings may include personnel, equipment, supplies, software, parenting, professional development, etc. Additionally, the personnel are hired based on state policies on highly qualified staff. The LEA provides flexibility in staffing and scheduling. The principal has the responsibility to place staff in their qualified positions.	Limited Development 02/20/2016		
How it will look when fully met:			After the objective is fully implemented the following behaviors will be ongoing: the principal will work with the LEA and leadership team to align federal,state, and local funds to purchase additional resources that will address student academic deficiencies clearly defined by the data.		Donald Black	10/01/2018
Action(s)		Created Date				
Notes:						

Core Function:			School Leadership and Decision Making			
Effective Practice:			Establish a team structure with specific duties and time for instructional planning			
	KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, John Hopkins has four teams to support the implementation of school improvement. These teams are aligned with the Five Characteristic of High-Performing Schools. These teams include the Leadership Team, TST, Emergency Management and CAP Team. These teams actively support and implement the needs addressed academic and behavior needs of scholars. The District Leadership team will conduct learning walks and school visits to monitor and provide feedback pertaining to the school improvement plan to the school's leadership team.	Limited Development 02/20/2016		
How it will look when fully met:			All teams are required to keep minutes on file along with the agenda, and sign-in sheets. The principal will devise a calendar of dates and times that will provide opportunity to meet with each team to communicate objectives, determine goals, set deadlines and to actively monitor the progress of reaching those goals. Actionable feedback will be communicated to the team leaders to disseminate to their colleagues to provide a continuous line of communication on where we are in the process for each team. The documentation will be filed in the principal's Title I Box.		Donald Black	05/01/2018
Action(s) Created Date						
Notes:						
	KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The LEA and school use various sources of data to analyze and monitor benchmark data (STAR). Data walls and cards are viewed and revised monthly in the data room. Data meetings are held every Wednesday, FIT, to identify deficiencies relative to student performance or teacher capacity to cover the standard adequately. On-going professional development will be provided along with "TOOT," teachers observing other teachers, to grow professionally. Grade level and cross grade level meetings are held to determine best practices for approaching common core standards, build center activities for ELA, Math, Science, and Writing. Common planning will assist with differentiation of the standards at the varied levels of understanding for every child. Each meeting must include "SAM," sign-in sheets, agendas, and minutes. FIT documents will be completed bi-weekly, monthly, and quarterly to assess all data points.

Limited Development
02/20/2016

**How it will look
when fully met:**

Star, Stride, and Classworks are platforms providing triangular data. Data walls and cards will be viewed and revised monthly in the classroom. Staff meetings and FITT meetings facilitated by the principal will be held regularly to identify problems with the data. The interventionist will assist the principal with closely monitoring the MTSS process, holding meetings and workshops to identify the students who aren't performing well. Team leaders will facilitate Grade level and cross grade level meetings to help determine best practice for reaching scholars. Each meeting is documented with fitt documents and "SAM" sign-in sheets, agendas, and minutes from those meetings.

Gabriel Stapleton

09/30/2018

Action(s)	Created Date		1 of 2 (50%)		
1	2/11/18	MTSS process will be used to identify students that will be considered tier III and tier II. Referrals forms, data collected, and meetings held to set objectives and goals for each student. Progress monitoring will be held closely reviewed to ensure student progress towards meeting their goals.	Complete 10/01/2018	Gabriel Stapleton	05/30/2018
Notes: Binders will be created for every child receiving services. This binder will document the date, standard or skill reviewed, signature of students and the teacher providing services. This binder will include: parent meeting minutes, student sample work and teacher anecdotal notes of support, and a baseline data for progress monitoring.					
2	2/11/18	Accountability charts will be disseminated to monitor successful implementation school-wide.		Yasontas Burton	05/30/2018

Notes:

Core Function:		School Leadership and Decision Making				
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction				
	KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Principal facilitates conversations with the staff about the use of data to improve the school performance. FIT meetings are held with administrators and PDs are held to help the improvement all over the school from the environment, safety and education of the scholars.		Limited Development 02/28/2018		
How it will look when fully met:						
Action(s)	Created Date					
Notes:						

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
	KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, professional development is generally provided by consultants and given thru the LEA. These consultants provide feedback to the principals, teachers and the LEA. Ongoing professional development is provided at John Hopkins by the principal, District Specialist, and MDE Literacy Coach. To ensure that the faculty is fully engaged and comprehends to the level of full implementation, teacher observations will be done regularly with actionable and timely feedback, peer observation, one on one meetings with the principal, learning walks, self-reflection, and self evaluations will be done after all P.D.'s.	Limited Development 02/20/2016		
How it will look when fully met:			Evaluations will be completed after each professional development to ensure effectiveness of the training. Additionally, professional developments will be provided based on formative and summative scholar assessment data, as well as needs assessments and feedback from evaluations.		Gabriel Stapleton	05/01/2018
Action(s)	Created Date					
Notes:						
	KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	John Hopkins Elementary best practices and strategies used to improve culture and climate are implementing Tools for Life throughout the building to help students solve conflict on their own and decrease behavior problems. Student and staff recognition takes place monthly within our building to celebrate pockets of excellence throughout our building. This event set high expectations, create friendly competition, and builds school morale, which ultimately impacts the culture sand climate of the school. The areas of focus are: academics, positive behavior, attendance, growth and proficiency. PBIS, our positive, behavior, and instructional support program provides: fun Fridays, monthly celebrations, pictures displaying the students, staff or parent being honored, and put-ups on the intercom. The purpose of the celebrations is to create a climate and culture of high expectations, high student achievement and to create a cohesive environment where excellence is celebrated. To provide a safe and clean environment conducive for student learning drills are conducted monthly: intruder, civil, fire, and earthquake. Dangerous weather conditions, crisis intervention plans are in place and drills are practiced monthly. Maintenance meets regularly to ensure that expectations are communicated and that the maintenance staff is supported.	Full Implementation 02/08/2018		
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Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			Assess student learning frequently with standards-based assessments			
	KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process. The principals exercise significant influence on teacher professional development. The four areas where the administrator has the opportunity to have a substantial impact on teacher learning. These include: 1. the principal as an instructional leader and learner; 2. the creation of a learning environment; 3. direct involvement in the design, delivery, and content of professional development; and 4. the assessment of professional development outcomes. 5. teacher observation daily 6. one on one and self with teachers individually and as teams. The teachers use Moby Max as an engaging instructional tool to promote the learning process. Teachers visit other classrooms to evaluate rigor in the classrooms. (TOOT) Teachers use rating scale given by the principal to ensure that rigor is evident in instruction. Teachers use Star Data to drive instruction and center activities. Teachers use videos, Edconnect, and Frog Street to help engage students in the learning process.	Full Implementation 02/09/2018		
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Core Function:	Classroom Instruction				
Effective Practice:	Expect and monitor sound homework practices and communication with parents				
KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	School, teacher and community engagement has made a complete turnaround and has been a great success. Remind and Class Dojo are platforms being used to effectively communicate with parents, community leaders, teachers, and stakeholders. Weekly newsletters and unified homework sheet with learning goals and daily behaviors are additional sources of communication to parents. Bring your Parent to school Day has been implemented on the last Monday of each month to equip parents with best practice strategies to assist their children at home with achievement goals. Doughnuts for Dads, Muffins for Moms, Community Brunch, Testing Tailgate, Fall and Spring festivals, Book fairs, and Room Mothers are additional opportunities to forge relationships that positively impact the rigor and relevance of instruction at John Hopkins Elementary. A strong PTA has been established at John Hopkins to help us prepare every scholar, everyday for life.	Full Implementation 02/08/2018		
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Comprehensive Progress Report

Mission: The mission of Johnson Elementary School is to develop responsible, lifelong, independent, successful learners by meeting individual needs in a positive learning environment.

Motto

"Teaching Individuals to Grow and Excel while Reaching for the Stars!"

Vision:

Vision

The vision at Johnson Elementary School is to become a caring school where all scholars gain the confidence to become productive lifelong learners.

Goals:

The goals of Johnson Elementary are: 1. Attendance: All students will maintain and increase their Average Daily Attendance. 2. Behavior: All students will establish school wide expectations through the use of PBIS and Tools for Life implementation. 3. Course Performance: All students will increase proficiency and demonstrate growth in all subject areas.



! = Past Due Actions

KEY = Key Indicator

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The external providers provide core academic and student support directly aligned with programs within the school district. Stakeholders are engaged about the need to hire external providers to make sure measurable expectations are met. The scope of work is written into a RFP and given to the school board for approval. The overall goal for external providers is to provide fundamental improvement in student achievement and school culture.	Limited Development 02/15/2016		
<i>How it will look when fully met:</i>		*District and school utilizes and follows a written process for recruiting, screening, and selecting external providers as aligned to school's needs and goals, specific assignments, process for evaluating effectiveness, and termination of services if goals are not met *All contracts contain measureable outcomes, scope of work with specific goals/outcome for the school. Progress is reported by the external provider with clear measures throughout the contract and at the end of the contract. The district and school (with teachers) to evaluate progress, and make needed adjustments based on data *The external providers provide feedback to the district's leadership team and principal to discuss services provided during the site visits *Meetings are scheduled with district and school leadership teams, along with external providers to provide feedback on services and progress towards outcomes/goals.		Faith Strong	05/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	The school leadership team will meet the administrators and Area Superintendent to provide feedback about services provided towards meeting school outcomes and goals. Records of sign-in sheets, agenda, and minutes will kept on file to document site visits.		Faith Strong	05/01/2018
Notes:					

KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At Johnson Elementary School, our allocation of resources is aligned to the improvement goals based on data. Principals have the flexibility to control areas of staffing, budget, and scheduling. Teacher assignments and licensure areas are reviewed to ensure that teachers demonstrate the expertise in the subject in which they are assigned. We have established teacher leadership positions so they can be provided opportunities to mentor and facilitate professional development. Teachers meet monthly in professional learning communities to grow from one another and to invest time in planning for differentiated instruction. This is done to meet the needs of students and locate accountability for student performance.	Limited Development 02/22/2016		
How it will look when fully met:		*Align resources to the needs of the school based on the improvement goals *Budget regularly, review and revise (specific alignment based on needs assessment: such as staff aligned to the action plan) *Continuous research and professional development opportunities would be apart of the school leadership team's meeting agenda to ensure that best, current, and emerging practices are being budgeted for even greater impact.		Faith Strong	05/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	The school leadership team along with parent and community stakeholders will conduct a needs assessment survey to prioritize needs. Meetings will be held to discuss the school wide plan and provide updates about the allocation of funds, progress towards meeting the school's goals and usage of resources within the school by instructional staff.		Faith Strong	05/01/2018
Notes:					

Core Function:			School Leadership and Decision Making			
Effective Practice:			Establish a team structure with specific duties and time for instructional planning			
	KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			A leadership team exists at Johnson Elementary School that focuses efforts on increasing student achievement for all scholars. The team meets frequently throughout the school year and works to coordinate and improve all processes that are required to have a high functioning school. Lead by the school principal, who also is recognized as the instructional leader, the leadership team is comprised of individuals from each grade level, as well as a representative member from special subjects, instructional assistants from across the school building, along with a parent and community representative. The team works in an environment conducive to growth; this same environment has been created to allow input from all members of the team. The team meets each month to determine if current processes are flowing smoothly and efficiently. The overall achieving goal of the school is centered on the growth of all students. The team uses a F.I.T. model to review data and complete a process to develop a working plan for all members of the school building. During F.I.T. meetings, strategies are discussed and activities are created that align with the theme of school and student growth. Team members feel free to take risk and do not mind constructive criticism when given feedback from their ideas.	Limited Development 02/22/2016		
How it will look when fully met:			*The district leadership team and the school administrators meet periodically to discuss the school's action plan and progress toward indicators. *Decisions are made to enhance or adjust the school's action plan to address student needs.		Faith Strong	05/01/2018
Action(s)	Created Date			0 of 1 (0%)		
1	2/13/18		The school leadership team and staff will meet regularly to review and adjust the school's action based on the collection of data points and analysis. We will identify and implement the necessary support for students.		Morgan Davis	05/01/2018
Notes:						

KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Student performance data is reviewed periodically at Johnson Elementary School. Throughout the course of a school year, the instructional leader reviews various data sources with teachers and other collaborative groups to ensure that processes are working in the favor of maximum student growth. After a thorough examination of the data, decisions are then made to benefit every facet of the school building. Each component of the school day is reviewed to ensure the necessary resources are aligned to accomplish the mission and vision of the school. Data sources include, but are not limited to statewide accountability results, school level accountability results, academic and behavioral universal screeners, classroom data from common weekly assessments, parent and student surveys, and formal and informal feedback from the school population. Once all data has been presented, it becomes necessary to make changes based on recommendations from the school leadership team and other entities that have a vested interest in the well-being of the school and its scholars.	Limited Development 02/22/2016		

How it will look when fully met:		*Regular and consistent FIT, PLC, and TST Meetings to analyze school and district student assessment data *Principal facilitates data meetings to determine progress toward school goals to determine revisions or adjustments to the school's action plan. *Teachers collaborate, develop goals, create action plans (adjust/review)		Morgan Davis	05/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	After each assessment taken by the scholars at Johnson, teachers and the leadership team will examine data to determine their strengths and weaknesses. From the data discussions, the interventionist provides support to our Tier 3 scholars by implementing face to face and online intervention programs. Item analysis reports are used to make data driven decisions so that teachers can reteach and provide the necessary interventions for our Tier 2 scholars. Data is shared with the Area Superintendent for collaboration.		Jamie Profice	05/01/2018
Notes:					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school principal has created an atmosphere of change and continual growth for all stakeholders involved with the daily operation of the school day. As vision of ultimate student growth embodies every facet of the school day, stakeholders view student growth as necessary to ensure high levels of sustained student achievement. Success is seen through the eyes of our scholars; our ultimate task is to ensure that each student experiences some level of success each and every school day. This task alone leads to a sense of urgency because our scholars come from a variety of backgrounds and home environments. Students and school team members must overcome various obstacles to ensure all scholars are successful at the culmination of each school day.	Limited Development 02/22/2016		
<i>How it will look when fully met:</i>		*Principal and SLT make decisions and work together with other stakeholders to develop a plan of action including the mission and vision of the school. It will be revised yearly and aligned to the school's goals. *Focused professional development is based on needs assessment results that align with the mission and vision. *All staff members as well as the principal are held accountable for ensuring the success of each student by monitoring progress toward goals using the Data Review Process (FIT).		Faith Strong	05/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Data will be shared with all staff members to identify practices and ways to improve our instructional strategies. We will align professional development with the evaluation criteria of all classroom observations to serve as evidence. All of the FIT documentation will be provided to determine if the goals set from the beginning of the year are being met. Sign in sheets, agendas, and minutes will be gathered for supportive documentation.		Faith Strong	05/01/2018

Notes:

Core Function:

School Leadership and Decision Making

Effective Practice:

Align classroom observations with evaluation criteria and professional development

KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	At Johnson School, periodic and annual evaluations are conducted throughout the school year. We conduct several walks throughs and various observations. Two of the walk throughs are performed with LEA and MDE together. MDE and LEA provides commendations and recommendations each visit. Feedback from observations are used to improve classroom instruction. Observations (Peer/Administrators) are done daily and based on teacher's self assessment (Peer). Self assessments, observations, and teacher input is used to create professional learning plans centered around learning forward standards. As individual student and classroom data is reviewed with a given teacher, the instructional leader provides constructive feedback and suggestions to assist in ensuring the given teacher has the necessary resources to be successful, ultimately growing students. Meetings with teachers are held frequently throughout the school year.	Limited Development 02/22/2016		
<i>How it will look when fully met:</i>	*Teachers are observed by the school principal for the purpose of giving and receiving feedback for improvement. *Teachers collaborate with their peers, share expertise, and hold themselves accountable for professional learning. *School administrators build staff capacity by encouraging and modeling a self-reflective culture by providing leadership opportunities for teachers. *Learning walks are conducted for school administrators, district staff, and community leaders to participate and support the school with constructive feedback.		Morgan Davis	05/01/2018
Action(s)	Created Date	0 of 1 (0%)		
1	2/13/18 A calendar for observations will be created. Time for learning walks and peer observations will be allotted. Surveys will be provided to staff to conduct a needs assessment to identify areas of professional learning. After professional development sessions are conducted, walk-through observations will be done to observe the implementation of the strategies. Feedback will be provided to teachers from the informal and formal observations. After assessments, data walls, cards, and trackers will be updated to hold teachers and students accountable for performance.		Morgan Davis	05/01/2018

Notes:

KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Johnson Elementary School strategically plans and implements Positive Behavior Interventions and Support (P.B.I.S.) to ensure that all school-wide expectations are followed by all students. In order to ensure that excessive discipline does not negatively impact academic achievement, P.B.I.S. lessons are taught by the staff in every area of the organization. Lessons are revisited after a break and as needed to fit the needs of individual classrooms. The school counselor provides small group and one on one sessions to students to assist them with the skills that are needed to manage behaviors. The district's behavior specialist provides support to those students who have been identified through an Individualized Education Plan. Behavior data is consistently monitored, analyzed and decisions are driven by data. School-wide and classroom incentives are provided to staff and students that exhibit positive behaviors. We actively involve our parents with frequent communication and reminders. Parents receive daily behavior reports and weekly progress reports. Tools for Life has also made an impact on our student behavior as well. Students are learning to apply the 8 Tools of Problem Solving to their everyday situations.	Limited Development 02/13/2018		

How it will look when fully met:		*Train faculty and staff on updated crisis intervention plan *Tools for Life and PBIS Implementation (school and community collaborate to meet student's emotional and social needs) *Ongoing Professional Development on MTSS Behavior *Student and Staff Recognition		Jamie Profice	05/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Student Needs Assessment is administered at the beginning of the year. PBIS and Tools for Life signage is displayed throughout the building as well as the Culture of Johnson School Poster. Our consistent Homework/Behavior Sheet serves as communication between home and school. Students are provided the opportunity to receive a number of points each day. By the end of the week, they are awarded prizes based on their behavior. Selection of students are done on a monthly basis for our core traits of the month. The scholars description of their behavior and pictures are displayed throughout the building. We offer a variety of incentives for attendance, behavior, and course performance. Staff members will receive updated crisis intervention plan training.		Jamie Profice	05/01/2018
Notes:					

Core Function:			Curriculum, Assessment, and Instructional Planning		
Effective Practice:			Assess student learning frequently with standards-based assessments		
	KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To
Initial Assessment:			Our goal is to successfully ensure that we provide opportunities for all children to meet growth and advanced levels of academic achievement using effective methods of instructional strategies based on scientifically-based research that strengthens the core academic program in the school. Strategies include meeting the needs of the historically underserved population, provide instruction by highly qualified professionals, provide timely, effective assistance to students who experience difficulty in meeting the state's standards and utilizing the TST process. Students, or groups of students, that are low-achieving and at-risk of not meeting achievement standards are targeted; and the expectations outlined in state and local improvement plans are aligned with these strategies. Our claim at Johnson Elementary is that all scholars can be successful!	Limited Development 02/13/2018	
How it will look when fully met:			*Quality lesson plans (principal provides feedback targeting cooperative learning and differentiated instruction). *Professional Learning Communities (addressing the alignment of the curriculum) *Evidence of the use of technology and performance task each week. *Student Data Talks (throughout the year)	Faith Strong	05/01/2018
Action(s)	Created Date			0 of 1 (0%)	
1	2/13/18		The administrators will conduct classroom observations and provide lesson plan feedback to teachers. These observations will be linked to data review of standards that need to be retaught to students to ensure mastery and/or proficiency.	Faith Strong	05/01/2018
Notes:					

Core Function:	Classroom Instruction
Effective Practice:	Expect and monitor sound homework practices and communication with parents

KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administrators and teachers analyze assessment results to learn whether or not students mastered the standards, and to determine students' strengths and weaknesses. Assessment results are shared through community chat nights, PTA, Parent-Teacher Conferences, on the school website, in newsletters, at open houses, and other appropriate parent/stakeholder meetings. Data is sent home to parents after each STAR assessment along with the student's instructional planning report. Each month, the principal sends home monthly calendars and newsletters communicating data and important information.	Limited Development 02/13/2018		

**How it will look
when fully met:**

*Monthly school newsletters are sent home monthly to inform parents of important dates, events, and other pertinent information along with Blackboard Connect.

*Home-School Connection publications are sent to parents to give them simple parenting tips

*Homework Folders with student work samples are sent home on a unified day of the week by all grades with parents' signatures to acknowledge reviewing work. Parents may also receive an update on their child's grades using Active Parent online resources.

*PTLS (Parents Teaming for Literacy Success): Parents can learn strategies to help their children at home and receive resources to support learning.

*Surveys, PTA/Site Council Meetings, Parent Teacher Conference, Family Engagement Sessions, MTSS Parent Meetings

Anna Culpepper

05/01/2018

Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Survey parents about their interest and availability to volunteer at school. Sponsor more family engagement sessions to make parents aware of the educational opportunities for them as well as their children and provide them with resources to support their children at home. PTA along with Site based council meetings are scheduled throughout the year. Teachers update grades into SAMS weekly to provide parents with an update on their child's progress before the term ends.		Anna Culpepper	05/01/2018

Notes:

Comprehensive Progress Report

Mission: Kirksey Middle School will prepare students for success by ensuring they are Ready, Responsible, and Respectful. Provide a climate that is safe, orderly and clean. Employ the best instructional strategies for teaching and learning. Provide multicultural activities that produce a better understanding of many cultures and their relationship to our students' lives. Provide hands-on activities, field trips, experiments, and creative community projects. Use computer technology to enhance learning opportunities in all disciplines. Provide positive incentives for improved grades, exemplary behavior, and good attendance. Provide healthy intramural programs that foster participation for all students and opportunities for social interaction and teamwork. Provide opportunities for parental involvement and ownership through shared decision-making.

Vision: Our vision is to provide the foundations for all students to transition to high school with success on grade level academically as well as the knowledge to make responsible decisions.

Goals:

- Improve the percentage of students scoring proficient or above level in Reading/Language Arts.
- Improve the percentage of students scoring proficient or above level in Mathematics.
- Improve the percentage of students scoring proficient or above level in 8th Grade Science.



I = Past Due Actions		KEY = Key Indicator				
Core Function:		District Context and Support for School Improvement				
Effective Practice:		Taking the change process into account				
	KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Annually we conduct a staff needs assessment and review student achievement data to allocate resources within our budget to meet those needs.		Full Implementation 09/06/2016		

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school has two levels of school leadership teams. One level in which we call the Administrative Leadership Team is made up of the administrators, counselors, and interventionists. This team meets and discuss concerns or new ideas, and from this team, the principal disseminates information to the Faculty Senate, the second level of leadership. The Faculty Senate is made up of team leaders, and its purpose is to disseminate information to their perspective grade level teams. The Faculty Senate also represents grade level teams by sharing concerns or ideas with the administration. The administration in turn shares this information with the Administrative leadership team. There is a continuous cycle of communication that occurs between the two levels.	Full Implementation 09/06/2016		
KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		FIT data meetings occur every three weeks. The forms used to analyze the data is the evidence.	Full Implementation 09/06/2016		
Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal shares data with all stakeholders on a regular basis via Community Chats, PTA Meetings, and Bi-weekly newsletters with parents and community stakeholders. PLCs and data meetings are conducted on a biweekly basis to review and discuss student data points. The principal also meets with students each nine weeks to discuss their data cards and individual goals.	Full Implementation 02/13/2018		

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To Target Date
Initial Assessment:		Based on teacher needs assessments, learning paths, and classroom observations professional development is provided, and implementation is monitored via classroom observations. There is cycle of support found at the school that assists with determining professional development needs.		Full Implementation 02/13/2018	
	KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To Target Date
Initial Assessment:		The school has fully embraced PBIS and Tools 4 Life as a method for promoting and teaching positive behavior. Monthly celebrations occur to support these efforts as well as students having access to the PBIS store weekly. It is also the goal of the school to become a model PBIS site.		Full Implementation 02/13/2018	
Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
	KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To Target Date
Initial Assessment:		Classroom observations are conducted on a regular basis to ensure that the curriculum is implemented in engaging ways for students. Teachers are also provided an assessment schedule to ensure that student progress is monitored on a regular basis. The data from those assessments is reviewed and discussed in PLCs.		Full Implementation 02/13/2018	
Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound homework practices and communication with parents			
	KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To Target Date

Initial Assessment:	Parents are members of the school site council and school PTSA. The school also plans to have monthly community chats that are a forum for parents to voice their concerns or ideas. Also, every four weeks, the school hold after school conferences for parents to pick up student progress reports as well the opportunity to briefly meet with teachers.	Full Implementation 09/06/2016		
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Core Function:	Secondary School Indicators			
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Effective Practice:	Team Structure			
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	VA01	The Leadership Team regularly examines individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school.(3991)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	PLCs and leadership team meetings occur on a daily basis to monitor all student data points, and then it is determined if new actions are needed.	Full Implementation 02/13/2018		
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Comprehensive Progress Report

Mission: The mission of Lester Elementary School is to instruct, equip, and empower students for academic success in the classroom and beyond.

Vision: The vision of Lester Elementary School is to create an instructionally engaging environment for scholars who will experience life-long academic success.

Goals:

Attendance Goal: All students will achieve and maintain 95% average daily attendance or above.

Behavior: All students will demonstrate the expectations of both PBIS and Tools for Life in all facets of their daily school experiences.

Course Performance: All students will increase their academic proficiency and demonstrate growth across subjects areas. (MATH)



I = Past Due Actions

KEY = Key Indicator

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we have one existing external provider at Lester in the form of our MDE Literacy Coach who was assigned through MDE. She provides valuable input in literacy support specifically to grades K-3 aligned with programs and expectations of both the district and state through modeling, PLC's, data review/charting, resources, strategies, etc. Stakeholders are engaged regarding the need for external providers to be hired and the desired outcomes/goals of such work are placed in an RFP and presented for school board approval. Ultimately, the goal of such work is marked and measurable improvements in student achievement.	No Development 02/22/2018		
<i>How it will look when fully met:</i>		- District and school utilizes and follows a written process for recruiting, screening, and selecting external providers as aligned to the school's needs, goals, specific assignments, process for evaluating effectiveness, and termination of services if goals are not met. - All contracts contain measurable outcomes, score of work with goals/outcome specific to the school. Progress is reported by the external provider with clear measures throughout the contract and at the end of the contract. The district and school (with teachers) to evaluate the progress, and make needed adjustments based on data. - The external providers provide feedback to the DLT and principal to discuss services provided during the site visits. - Meetings are scheduled with DLT and SLT along with external providers to provide feedback on services and progress toward desired outcomes/goals. - Evidence will include contracts with benchmark data, sign-ins, and agendas.		Delacy Bridges	05/04/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/22/18	The DLT will meet with school administrators and SLT (teachers) to discuss feedback regarding services provided. Records of agendas, sign in sheets, and minutes.		Delacy Bridges	05/04/2018

Notes:

KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals. (4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have aligned our resources to ensure we meet our school improvement goals based on our data. In an effort to ensure that our students improve in both proficiency and demonstrate growth, we have: (1) purchased more computers/mobile units to ensure our students have regular access to interventions and to progress monitor students regularly, (2) scheduled a daily intervention block for all students performing at Intervention or Urgent Intervention in Reading, (3) utilize Instructional assistants as academic tutors to facilitate interventions, (4) purchased additional ELA instructional materials for additional resources for all teachers, and (5) purchased additional smartscreens for classrooms that did not already have them. To ensure that all students improve academically, we have created a computer lab schedule that ensures all Tier II and Tier III students receive interventions provided by our district. Teachers engage in common planning (both during and after school) each week and also Area 2 Content planning sessions for unit planning. We also conduct regular FIT (Focused Instructional Team) meetings to measure our progress towards our goals and make instructional adjustments as needed.	Limited Development 02/22/2018		
How it will look when fully met:		• Hold regular budget meetings to review and revise spending based on school/student needs. • Prior to final approval, school and district leadership meet to discuss the budget and provide input. • Align resources specifically to the needs of the school. • Staffing is aligned to the action plan (interventionists, tutors, etc.) • Research professional development opportunities would be part of SLT meetings to ensure that best, current, and emerging practices are being budgeted for greater impact. • Evidence will include sign-ins, agendas, budget, staffing sheets, and action plan to detail spending needs/resources.		Delacy Bridges	05/04/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/22/18	Conduct a needs assessment to prioritize needs.		Delacy Bridges	05/04/2018

Notes:

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our school leadership team is comprised of team leaders from each grade level, exceptional education, a representative for classified staff, a parent, and community member who meet at least once a month to work on efforts to increase student achievement under the guidance of the school principal. Smaller teams also exist to complete separate tasks to maximize our effectiveness and success. The smaller teams include the following: Focus Instructional Team, Site Council, and grade level teams. Tasks are assigned according to the strength, skills, and resources available to each smaller team. We set expectations and decide as a team what should be done to make our school successful. We assign tasks if needed to collectively work towards the common goals. All members are knowledgeable about the school's improvement plan and shares information with and from their respective teams that contribute to our progress towards meeting goals. We will continue to sustain these efforts by ensuring smaller teams and the leadership team meet regularly to assess our progress and make adjustments as needed to meet goals.	Limited Development 02/22/2018		
How it will look when fully met:		- The action plan is reviewed and revised based on progression toward effective implementation of indicators. - The DLT and school administrators meet periodically to discuss the school's action plan and get a progress report of the work of the SLT to determine if improvements in implementation are being made or sustained. - Sign-ins, agendas, and minutes from meetings will be evidence of this objective being fully met.		Delacy Bridges	05/04/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/22/18	The necessary supports for students will be identified for implementation by regular review of the action plan based on data analysis during regular leadership team meetings and staff meetings. The DLT and SLT will schedule regular meetings to discuss the school's action plan and daily operations.		Delacy Bridges	05/04/2018
Notes:					

KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, data is reviewed numerous times and in a variety of ways at Lester Elementary. At the beginning of the school year, state assessment outcomes are reviewed and analyzed by the staff to make instructional decisions and also to inform teachers of the academic standing of the scholars coming into their classes. We administer STAR benchmark tests three times yearly and progress monitor monthly to monitor students progress. At each administration, students performing at Intervention and Urgent Intervention are referred to the grade level teams or TST to determine if Tier II or Tier III interventions are required. Grade level teams meet bi-weekly for data inquiry meetings (Focused Instructional Teams) to review students' progress on common bi-weekly assessments, district formative assessments, and district benchmark assessments. Grade level teams are able to make data driven decisions on classroom instruction (delivery, resources, reteach, etc.). Our Focus Instructional Team meets to analyze benchmark and district data to monitor students' progress and determine teacher effectiveness. Any students performing below grade level that are not currently receiving tier II or tier III interventions may be referred to grade level teams or the TST as that time. Additionally, 3-5 grade level teams participate in Area 2 Data meetings to present, discuss, and further analyze their data outcomes with their same grade level peers from other schools to trade resources, ideas, and strategies for reteaching and enrichment.	Limited Development 02/22/2018		

How it will look when fully met:		- Teachers collaborate across grade levels to develop goals, create action plans for reteaching and enrichment. - Scheduled FIT meetings with DLT, administrators, and staff to analyze school and district assessment data to determine progress toward school goals and mastery for revisions/adjustments to action plan. - FIT meetings that include opportunities for re-pacing based on data outcomes. - Evidence will include FIT documents, agendas, sign-ins, TST exemplars/reports, data cards, and data displays.	Delacy Bridges	05/04/2018
Action(s)	Created Date		0 of 1 (0%)	
1	2/22/18	Add FIT meetings to schoolwide agendas; share dates with Area 2 Asst. Supt. for collaboration. The SLT and teachers convene to review and analyze data after each assessment and identify specific challenges using item analysis reports. As a result, the interventionist will provide support to tier 3 students via online programs and pen/paper face to face sessions and teachers and other resource staff can provide interventions for tier 2 students. Set academic targets/goals.		Dana Battee
Notes:				

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal and SLT work as a collaborative team to encourage an environment that promotes improvement and growth for students and stakeholders alike. The mission and vision of the school was established at the start of the year inclusive of expectations for student achievement and initiatives to help ensure that goals can be met. Each time students are assessed the SLT and staff meet to determine if those goals of student achievement have been met, regressed, or exceeded and reestablish new goals.	Limited Development 02/22/2018		
How it will look when fully met:		- Principal and staff review and revise the vision and mission annually to align goals, if necessary. - All staff members are held accountable for the student achievement through Data Analysis process to monitor progress toward goals with a clear data review process (FIT). - Professional development plans for schools and teachers based on needs assessment results aligned with the vision and mission of the school. - Evidence: Feedback from observations, agendas, sign-ins from SLT and Site Council meetings, FIT documentation, artifacts from professional developments.		Delacy Bridges	05/04/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/23/18	Data will be shared with staff members to identify ways to improve efforts of fulfilling school vision and mission and implement research based strategies to do so via FIT meetings after each formative and/or benchmark test and placed on the schoolwide agenda/calendar. Professional development will be provided on the FIT process. Opportunities for professional growth will be addressed through the school's Professional Development Plan. Accountability for students and staff to ensure student success will be done through data walls, data cards, trackers, etc.		Delacy Bridges	05/04/2018
Notes:					

Core Function:	School Leadership and Decision Making
Effective Practice:	Align classroom observations with evaluation criteria and professional development

KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are evaluated twice per year, but instructional delivery is observed regularly throughout the school year through informal walk-throughs. The MDE Literacy Coach and the LEA conduct two official learning walks, in which teachers and the principal are provided with feedback regarding instructional practices inclusive of commendations and recommendations for improvement. The principal meets with any teachers identified as needing improvement to determine what supports and/or resources are needed. Teachers complete the self-assessments at the beginning of the year to inform professional development decision making. Teachers also participate in peer observations and team teaching efforts. When data is reported, teachers are responsible for analyzing and providing information regarding not only the student outcomes, but their challenges they may have experienced during the delivery of the instruction relevant to that data.	Limited Development 02/22/2018		

How it will look when fully met:		• Instructional challenges are addressed through bi-monthly PLC meetings on those specific challenges • Teachers collaborate with their peers and hold themselves accountable for professional learning opportunities • Teachers receive leadership opportunities as a result of team experiences and designations by the principal to build capacity • Scheduled observations and learning walks are conducted inclusive of school administrators, district personnel, and community stakeholders to gain constructive feedback and perspective • Teacher observations occur for the sole purpose of offering and receiving instructional feedback only • Evidence will include PLC meeting agendas, sign ins, minutes, learning walk protocols/debriefing documents, PD calendar/plan, evaluations.		Delacy Bridges	05/04/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/22/18	Update data walls, data cards, and trackers after assessments to hold teachers and students accountable for performance. Staff will complete instructional needs assessment to get specific areas of professional learning. Once the sessions take place, observations will be done specifically to monitor the implementation of the learning from the sessions with feedback. Schedule observations and learning walks inclusive of school administrators, district personnel, and community stakeholders. Teachers will receive written feedback.		Delacy Bridges	05/04/2018
Notes:					
KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Positive Behavior Intervention and Support (PBIS) and Tools for Life are the cornerstones of the behavior component at Lester Elementary. Both sets of expectations are posted throughout the building and in the classrooms as well as expressed in the daily announcements and through lessons in the classrooms taught by both the teachers and the school counselor. Schoolwide, classroom, individual student and staff incentives are provided monthly and students/classes are recognized daily during announcements. The counselor provides whole group, small group, and one on one counseling sessions with students depending on what the specific needs may be in order to assist them in managing their behavior. Additionally, behavior supports may also come from outside entities as requested by parents, or from district personnel for students with identified behaviors through an Individualized Education Plan (IEP). Parents receive daily communication (EAGLE CLAW) regarding academics and behavior. The school's adopter is also helpful in recognizing staff and students for meeting PBIS and Tools for Life expectations.	Limited Development 02/22/2018		
How it will look when fully met:	- Continued professional development on MTSS behavior - Train staff on updated crisis intervention plan - Continued PBIS & Tools for Life implementation - Staff and student recognitions - School and community collaborate to meet students' emotional and social needs. - Evidence will include: Eagle Claw exemplars, meeting agendas & sign-ins, event flyers, student/staff recognitions, PBIS matrix, Tools for Life put-ups, behavior documentation, lesson plans		Davittleah Yancey	05/04/2018
Action(s)	Created Date	0 of 1 (0%)		
1	2/22/18	Update Crisis Intervention Plan. PBIS and Tools for Life is displayed throughout the building/classrooms along with the other posters of positive behavior and motivational pieces. Develop and use a daily written communication to parents about academics and behavior. Recognize students and staff daily during announcements for exhibiting positive behaviors and team work. Select students monthly as Students of the Month based on behavior and post on a display in the hallway. Additionally, staff members (one classified, one certified) will be selected monthly as well. Use attendance and discipline data to identify students in need of supports.	Davittleah Yancey	05/04/2018

Notes:

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal conducts frequent classroom visits/observations making written feedback available at the conclusion of each visit. Teachers submit lesson plans weekly for review and feedback. The teachers participate in team meetings to discuss instructional best practices and strategies, resources, lesson plans, reteaching, assessments, and data. Bi-weekly the principal conducts FIT meetings to analyze data, determine improvements and challenges by individual student, teacher, grade level, and across grade levels. Teachers participate in Area 2 Content Sessions to continue the process of reviewing the curriculum, planning for instruction, re-pacing, and sharing best practices. Teachers also work collaboratively to develop common assessments. The teachers also participate in peer observations both in-house and with other area schools. Data is analyzed from common bi-weekly assessments, benchmarks, screeners, district, and state assessments. State assessments from the previous year are used to determine initial placements at the start of the school year and adjustments made accordingly. Students who demonstrate the need for intervention are identified for intervention services through the system of continuous data review and progress monitoring. Plans are created for instructional interventions based on students' data to help to improve their academic achievement.	Limited Development 02/22/2018		

How it will look when fully met:		• Quality, engaging lesson plans that include center/cooperative learning opportunities for students developed cooperatively and differentiated • Use of formative and summative assessments • Learning style inventories • Feedback for lesson plans • Professional learning opportunities specific to curriculum and standards • Student engagement strategies utilized (WOW, lesson studies, etc.) • Evidence will include: student data trackers, data cards, agendas/sign ins from PLC meetings, FIT documents to show evidence of re-pacing/reteaching		Delacy Bridges	05/04/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/23/18	Administer learning style inventories for students and use to make instructional design decisions Use trackers to provide feedback Purchase technology and resources to support technology use Administrator will conduct observations and provide written feedback to teachers specifically pertaining to data findings and instructional observations as related to the instruction of those standards that showed low performance through data review. Provide DI professional development opportunities Provide structure that affords teachers the opportunities to plan collaboratively		Delacy Bridges	05/04/2018
Notes:					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound homework practices and communication with parents			
KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Student data is continuously reviewed to determine student performance and opportunities for improvement. This information is shared with parents through the "Eagle Claw" which is a daily communication that goes home to parents to communicate academic and behavior information. The information is also shared with parents at PTA, parent night out events, parent conferences, newsletters, open house events, and other appropriate meetings. Parents receive state data reports at the start of the school year and also student score reports from STAR each time that it is administered.	Limited Development 02/23/2018		
How it will look when fully met:		• Home-School Connection publications are provided to parents • MTSS parent meetings are held for applicable students • Site Council meetings are held to provide input into school operations, review data • Monthly school newsletters are sent home to communicate important information and events • Blackboard Connect to notify parents of important meetings, school information, and attendance • Use Active parent to input student grades and other pertinent information so that parents may be kept abreast of students' performance. • Parent academies are held to address specific instructional expectations (3rd Grade Literacy Exam, Reading, Science) • Evidence will include: Site Council agendas/sign ins, Parent teacher conference sign ins, MTSS documentation, student portfolios		Davittleah Yancey	05/04/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/23/18	Create more parent involvement events/engagement opportunities to make parents more aware of the educational opportunities and provide them with more resources to be able to help their children at home. Schedule Site Council meetings. Teachers update Active Parent weekly.		Davittleah Yancey	05/04/2018

Notes:

Comprehensive Progress Report

Mission: Marshall Elementary will have the courage to make a firm and collaborative commitment towards securing a better future for our students.

Vision: Developing and nurturing students who BELIEVE they are S.T.A.R.S.- Smart, Thoughtful, Accountable, Respectful, and Successful.

Goals:

To increase Student ADA from 94% to 95% by May 2018

To increase Science proficiency (MTS2) from 30% to 50% by June of 2018.

To increase Reading Proficiency (MAAP) from 17% to 30% by June of 2018.

To increase Math Proficiency (MAAP) from 13% to 25% by June 2018.



I = Past Due Actions

KEY = Key Indicator

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
KEY	IC03(2.1)	LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.(4596)(Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		- The LEA hosts district job fairs to recruit new teachers . - The school uses an interview team to search and interview intentional teachers. - Professional development opportunities are given monthly for new teachers. - Content sessions are provided monthly to assist novice teachers with understanding the curriculum and analyzing data. - The school assigns mentors to all new teachers and provides mentoring sessions to give new teachers advice, coaching, an ear, a voice, and a time to just vent when needed.	Limited Development 02/21/2018		
How it will look when fully met:		The objective will be met fully when there is a highly qualified teacher in every classroom. The evidence will be the teacher's licenses and letter of hire from the human resource department.		Helen Young	08/01/2018
Action(s)	Created Date				
<i>Notes:</i>					

KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		- LEA and School Teams review yearly needs assessments to select external providers. - Data from services provided by external providers is used to determine it's effectiveness annually. - The LEA uses teams of teachers and administrators collaborate annually to provide feedback and a review of services being provided.	Limited Development 02/21/2018		
<i>How it will look when fully met:</i>		The teacher assigned to this principle has been chosen to participate in feedback review teams for the district as it relates to external providers. The teacher will be the spokesperson for the school with input given from the staff. District sign in sheets will be used to document participation. The school leadership team will annually evaluate any external providers and resources at the end of the year and discuss it's effectiveness. This will be documented by agendas, minutes, and sign-in sheets. The district and school utilizes and follows a written process for recruiting, screening, and selecting external providers as aligned to school's needs and goals, specific assignments, process for evaluating effectiveness, and termination of services if goals are not met. The external providers provide feedback to the district's leadership team and principal to discuss services provided during site visits. All contracts contain measurable outcomes, scope of work with specific goals/outcome for the school. Progress is reported by the external provider with clear measures throughout the contract and at the end of the contract. Meetings are scheduled with district and school leadership teams, along with external providers to provide feedback on services and progress towards outcomes and goals.		Wanda Moses	07/31/2018
Action(s)	Created Date				
Notes:					

KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		- The School Leadership Team meets at the end of each year and the beginning of each specifically to discuss the school's budget and how funds should be allocated. An annual needs assessment, the school's action plan, and summative data is used to help determine the needs. We are given the autonomy to allocate resources to meet our school's improvement goals. - Annual Title I Meetings are held annually to discuss what it means to be a title I school and how funds are allocated. Parents provide input on how they want to use the parenting funds allocated each year. - The administrator regularly reviews the budget and plans with the office manager, and monitors expenditures. - Consistent review of a printed budget, school leadership agendas and minutes, and title I parent surveys and sign-in sheets are used as documented evidence.	Limited Development 02/21/2018		
<i>How it will look when fully met:</i>		Resources will be purchased and utilized for school improvement (Hiring of academic tutors, technology purchases, programs to support reading and math and phonics, professional development ,etc..). The evidence will be the expenditures listed on the school's budget. A needs assessment is conducted annually to prioritize the needs. The school leadership team meets regularly to discuss the school's budget, and make revisions as necessary based on data and staff feedback.		Helen Young	09/28/2018
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					
Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	• After a collection of the data , F.I.T. Data Meetings (Focused Instructional Teams) are facilitated by the Administrator after District Common Assessments, District Benchmark Assessments, and STAR Reading and Math Universal Screeners in grades K-5. Sign in sheets, agendas, minutes and Data Inquiry Forms are used for documentation of data meetings. Teachers collaborate to discuss best practices and strategies that work. Action plans and smart goals are written, reviewed or adjusted. • Monthly content sessions with teachers and Administrators in grades 3-5 in Area 2 meet monthly to analyze data , share strategies and discuss the curriculum. These sessions are documented by sign in sheets and agendas. • Data walls are used in every classroom. There is a school-wide data room located in the lower wing. • Trend data from MDE (MAAP) has been shared with the Marshall Staff and parents, and School Site Council through School-wide "The State of Marshall" data meetings. Sign n sheets, agendas, and PowerPoint presentations are used for documentation of the meetings held. • Teacher Support Team meetings are held bi-weekly to discuss student deficiencies in academics, attendance, and behavior. District and MDE forms are used to document all meetings held. School Status and SAMS Data Systems are used to retrieve and track data on all students.	Full Implementation 02/21/2018		
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Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:

- The principal effectively uses the teacher evaluation system to provide meaningful feedback, mentoring and coaching if necessary to ensure there is an improvement in instruction and learning.
- Teacher evaluations and audits have been used to provide targeted professional development to address the specific needs of the teacher and students. Professional Developments are scheduled monthly on Tuesday's at Marshall based off evaluations, comprehensive needs assessments and teacher input. Some Professional Developments include: Effective lesson planning, alignment using the Scaffolding Documents, State Standards, and the JPS Pacing guide, Student engagement (WOW by Schlechty), providing interventions, and using technology to enhance lessons.
- Data from evaluations are also used to provide instructional coaching that may come from the administrator, a literacy coach, or colleagues.
- The principal recognizes the art of teaching by "celebrating" the staff. Celebrations are used to inspire the new teacher, recognize the gifts of others, and reaffirm those who are seasoned. The principal has a laser focus on the climate of the building and building relationships with the staff students and other stakeholders. Our school recognizes teachers and staff members of the month, student of the month. A monthly "shout-out" board is displayed so that staff and students can recognize and thank each other. PBIS (Positive Behavior Interventions and Supports) Celebrations are offered monthly for the students and the staff. Growth celebrations are given to teachers and students who are growing and showing improvements in academics. Staff and students are recognized quarterly for having perfect attendance. All staff members choose a different "Lunch Buddy" to build relationships with all students. Birthdays of students and staff members are recognized daily.
- The School Leadership Team and Site Council met to review the school's Vision and Mission. The vision and mission at Marshall is posted and displayed throughout the building, classrooms, web page, and school newsletters. Students state the mission and vision daily by means of the intercom during morning announcements. Evidence is documented through leadership and Site Council meeting agendas, visual displays and morning announcement templates.
- A systematic data analysis process is used to monitor student

Full Implementation
02/21/2018

achievement through biweekly F.I.T (Focused Instructional Teams) meetings. Meetings are held after Common Assessments, District Formatives , Benchmarks, and Universal Screeners. Scheduled data meetings are on the school's instructional calendar and training was held on how to analyze data at the building level. Training was held for all Administrators on the district level. Data walls and the use of data cards are used to hold all teachers and students accountable and to track student achievement.

Core Function:

School Leadership and Decision Making

Effective Practice:			Align classroom observations with evaluation criteria and professional development			
	KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			- The LEA provides focused learning walks with feedback. - Administrators are provided feedback from site visits and evaluation monitoring tools. - Administrators participate in monthly leadership training and content sessions. - The principal participates in Professional Development from external providers and with the Mississippi Department of Education. - The principal participates in group and individual book studies to improve in practice and theory. - Evaluation feedback, professional development certificates and Semi Credits, and sign in sheets are used to document evidence of improving leadership practices.	Limited Development 02/21/2018		
How it will look when fully met:			Feedback and recommendations will be given to teachers after evaluations and learning walks. Follow-up evaluations will documented that should include areas of improvement and full implementation . Data will be used to determine growth from each homeroom class. F.I.T. meetings and PLC's (Professional Learning Communities) will be used to analyze, strategize, and set or adjust goals. A calendar and schedule is provided to the teachers for observation dates and feedback. Scheduled learning walks by the district and MDE (literacy walk) are included on the calendar. Professional development for individuals will be based on evaluation results. (Professional Growth System) Principal evaluations will be conducted by the Area Assistant Superintendent with feedback, areas of strength and areas of improvement. The principal will participate in Leadership Academies offered by the district and monitored for implementation by the Area Assistant Superintendent. Semi credits and certificates will other evidence of the principal seeking professional development.		Helen Young	05/25/2018
Action(s)			Created Date			

Notes:

KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

- Professional development has been ongoing to improve , student outcomes, student behavior , build relationships with students and staff, and provide students with strategies to use to improve misconduct. The staff meets monthly to discuss the crisis plan, school safety and effective discipline strategies. The PBIS team meets two times a month to plan, discuss data for academics and behavior, and ways to celebrate the successes.
- Celebrations are held consistently to recognize staff and students for attendance, behavior and course performance.
- Bulletin boards, newsletters, and the intercom is used frequently to recognize the positives of the school culture and climate.
- Full implementation of Tools for Life and Positive Behavior and Interventions are used to assist with using positive strategies to discipline and to improve school climate. All teachers are provided with orientation and training on the implementation of Tools for Life from Mrs. Pat Bell with Tools for Life. PBIS (Positive Behavior Interventions and Supports) training takes place annually to all staff members from the school's PBIS Team and Administrator.
- The Teacher Support Team meets regularly to strategize and provide supports for students who are struggling academically, socially, and behaviorally. Interventions or behavior plans are written and monitored
- Parents are communicated to weekly through newsletters, weekly progress reports, and/or phone calls or invites. Parents are welcomed when they first enter the building. Parents are welcome and encouraged to set up conferences with their child's teachers.
- Students and teachers communicate the mission and the vision daily at the school through morning announcements, poster displays, and review of the school's Behavior Matrix.
- Monthly community chats are used to invite parents in to the school to assist with homework assistance, data updates, and academic tips.
- PTA, Health Councils and School Site Councils serve as avenues for parents to participate and provide input into Marshall's culture, climate and the state of Marshall.
- Agendas, newsletters, handouts, flyers, posters, lesson plans, data from School Status and SAMS, and minutes from the Teacher Support Team documents evidence of effectiveness.

Full Implementation
02/21/2018

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		- The principal provides consistent feedback to teachers using the evaluation tool (Professional Growth System) and coaching if necessary. - The principal received a two day professional development through MDE on how to effectively evaluate teachers and provide subjective feedback . - The principal, literacy coach, interventionist and the teachers regularly engage in weekly PLC's (Professional Learning Communities) to discuss what works, the learning environment, lesson plans, how to unpack the standards being taught from the curriculum , and tenuring assessment items are aligned. - Learning walks are conducted twice a year by the MDE Literacy Coach and a team which includes the administrator. Direct feedback with recommendations and commendations along with next action steps are given. - Lesson plans are submitted and feedback is given to the teachers	Limited Development 02/21/2018		
How it will look when fully met:		Professional Growth System rubrics will be continuously used to evaluate teachers and provide direct feedback and to increase student achievement. Growth will be determined using District Benchmark Data, End of the year Screeners, Formative Assessments and State Assessments (MAAP). The results from these summative assessments will determine if the objective is fully met.		Helen Young	05/25/2018
Action(s)	Created Date				
Notes:					

Core Function:			Classroom Instruction			
Effective Practice:			Expect and monitor sound homework practices and communication with parents			
	KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			- Community Chats are held from August to February annually by grade levels to inform parents of the school's unaccountably level, provide parents with helpful ways to assist their child at school, discuss attendance, behavior and coursework expectations, and ask questions about the learning process at the school. - The School Site Council meets 2 to 3 times a year to discuss accountability, school improvement efforts, and policies. - Parent Teacher conferences are held district wide in October. Teachers are also available to meet with parents after-school Wed-Fri., before school starts, and during their planning time. - The PTA meets 4 to 5 times a year to ensure parents have a voice in school improvement, fundraising and collaboration efforts with the school. - Sign in sheets, agendas, and handouts are used to document implementation.	Limited Development 02/21/2018		
How it will look when fully met:			- Parents will receive important information in regards to things such as the Literacy Promotion Act, statewide assessments and data, the importance of attendance, behavior and coursework . - Parents participate in parent teacher conference day and other conferences such as Teacher Support Team meetings. - The school site council meets several times a year. Correspondence is sent home timely when a meeting will take place and a convenient time is offered during the school day. - Evidence includes: Sign in sheets for Annual Title I, Community Chats, Parent Teacher Conference Day and Teacher Support Team agendas.		John Johnson	05/25/2018
Action(s)	Created Date					
Notes:						

Mission: North Jackson Elementary School, in partnership with a nurturing community, will provide a solid foundation in academics and social responsibilities needed to achieve and sustain ultimate success.

Vision: The vision of North Jackson Elementary School is to become an A Level School.

Goals:

All students will meet or exceed growth target in ELA and Math.

! = Past Due Actions		KEY = Key Indicator			
Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district leads and directs the external providers with how they should provide support for the schools.	Limited Development 02/03/2016		
<i>How it will look when fully met:</i>		The school and the district will collaborate using individual school data to determine the school's needs for external providers and will adhere to the JPS Procurement process.		Ursula Watson	05/25/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	2/12/18	The LEA and the school will conduct a meeting to examine the school's data to determine which external support should be provided.		Ursula Watson	07/01/2018
Notes:					

KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school currently aligns all expenditures to the school improvement goals; however, we are ensuring that all professional development is meeting the needs of the administrators and teachers.	Limited Development 02/03/2016		
How it will look when fully met:		The district and administrators meet twice a year to discuss the school's budget and make revisions supported by data.		Jocelyn Smith	05/25/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/12/18	Discuss the data and the available resources to determine if the resources are yielding success.		Jocelyn Smith	05/25/2018
Notes:					

Core Function:			School Leadership and Decision Making			
Effective Practice:			Establish a team structure with specific duties and time for instructional planning			
	KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Ensure a time is scheduled and adhered to each month to discuss and take action on the needs outlined in the data.	Limited Development 02/03/2016		
How it will look when fully met:			When this objective is fully met, district leadership along with school administrators will have met with the staff on monthly basis to discuss progress towards goals as it relates to addressing student needs in the action plan. The district leadership team will provide periodic learning walks and school visits to monitor and provide feedback pertaining to the school's improvement plan. The community will be made aware of the progress through newsletters and signage posted in the foyer of the school. Monthly reports will be given at the monthly board meetings to keep the board informed of the progress.		Jocelyn Smith	05/25/2018
Action(s)	Created Date			0 of 3 (0%)		
1	2/12/18	Invite district leadership team to the data meetings and professional development.			Jocelyn Smith	03/30/2018
Notes:						
2	2/28/18	The district leadership team will conduct learning walks and school visits to monitor and provide feedback pertaining to the school's improvement plan.			Kimberly Smith	04/06/2018
Notes:						
3	2/28/18	Monthly progress reports will be given at the monthly board meetings to keep the board informed of the progress.			Kimberly Smith	05/25/2018
Notes:						
	KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Evidence: Data team agendas, data team forms with dis-aggregated data and goal setting Efforts to sustain the implementation: Actions plans are created based on STAR Reading and Math results, data analysis forms are used to dis-aggregate data and create goals to ensure success, progress monitoring is done frequently to make adjustments as needed to the students' learning plans. This is done using the Focused Instructional Team process for analyzing data	Full Implementation 02/12/2018		
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Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To
Initial Assessment:			The principal meets with the leadership team to revisit the mission, vision, and goals at the beginning of each year. The principal meets with the school leadership team to analyze data and create actions to improve the teaching and learning process. The principal review the data and provides the data to the staff. The staff discusses the data to analyze the strengths and weaknesses. The principal develops professional development sessions to address the weaknesses observed from data and teacher observation. The principal attends professional development sessions and brings new information to the staff to help coach staff through new strategies and methods to improve the teaching and learning process. The principal holds the staff accountable for ensuring the success of each student through monitoring the progress of each student.	Limited Development 02/11/2018	

**How it will look
when fully met:**

The principal will consistently do the following on a scheduled basis with collaboration with the staff:

The principal meets with the leadership team to revisit the mission, vision, and goals at the beginning of each year.

The principal meets with the school leadership team to analyze data and create actions to improve the teaching and learning process.

The principal review the data and provides the data to the staff. The staff discusses the data to analyze the strengths and weaknesses. The principal develops professional development sessions to address the weaknesses observed from data and teacher observation.

The principal attends professional development sessions and brings new information to the staff to help coach staff through new strategies and methods to improve the teaching and learning process.

The principal holds the staff accountable for ensuring the success of each student through monitoring the progress of each student.

The teaching and learning process is monitored on a weekly basis. Feedback is provided to teachers within 24 to 48 hours after the monitoring of the teaching and learning process.

The District leadership team provides technical assistance on the Accountability Standards with specific timelines for process implementation during principal meetings. The information is then disseminated to the leadership team and staff at North Jackson. The information is read, reviewed, and discussed to ensure understanding and clarity. If there is an implementation process, there is training provided to the staff and the administrative team conducts integrity checks to ensure the process is being followed as the district intended.

Kimberly Smith

05/25/2018

Action(s)	Created Date		1 of 2 (50%)		
1	2/13/18	Create a calendar of monthly scheduled meeting to ensure the time is in place to consistently discuss best practices, review data, and coach staff in implementing a systematic process for best practices.	Complete 02/28/2018	Kimberly Smith	02/28/2018

Notes:

2	2/28/18	The teaching and learning process is monitored on a weekly basis. Feedback is provided to teachers within 24 to 48 hours after the monitoring of the teaching and learning process. The District leadership team provides technical assistance on the Accountability Standards with specific timelines for process implementation during principal meetings. The information is then disseminated to the leadership team and staff at North Jackson. The information is read, reviewed, and discussed to ensure understanding and clarity. If there is an implementation process, there is training provided to the staff and the administrative team conducts integrity checks to ensure the process is being followed as the district intended.		Jocelyn Smith	05/25/2018
<i>Notes:</i> Monitoring of the teaching and learning process occurs daily. The meetings in regards to dissemination of information occurs as needed.					

Core Function:	School Leadership and Decision Making
Effective Practice:	Align classroom observations with evaluation criteria and professional development

KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Currently we meet to discuss the needs and provide professional development sessions on problematic areas as needed. We have to ensure that follow ups are occurring to ensure that successful implementation take place. Area superintendent and the instructional area supervisors conduct walk-throughs to provide feedback on improvements. Through grade level team meetings, staff collaborate with each other to discuss best practices. The administrators discuss the needs for improvement with individual teachers based on their individual evaluations. School administrators build the capacity of the teachers by allowing them to participate in staff development and conduct staff development with the staff.	Limited Development 02/03/2016		
How it will look when fully met:	Teachers will conduct peer observations and discuss the strengths and weaknesses to help each other improve. Staff will continue to collaborate on a weekly bases to to ensure that staff is sharing best practices during PLCs. School administrators will work consistently to build capacity of teachers by allowing them more opportunities to conduct professional learning opportunities. Monthly learning walks will take place to ensure that practices become systematic. The district will assist the school with identifying professional needs based on data.		Kimberly Smith	05/25/2018
Action(s)	Created Date	0 of 2 (0%)		
1	2/12/18	Monthly learning walks will take place to ensure that best practices are observed and become systematic.	Kimberly Smith	02/28/2018
Notes: Jocelyn Smith will also assist to ensure that this practice happens monthly.				

2	2/12/18	Teachers will be conducting professional development sessions based on their area of expertise.		Jocelyn Smith	02/28/2018
Notes:					
KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Evidence of implementation: Positive Behavior Support Team Meeting Agenda, Sign In Sheets and minutes, School advisory meeting agenda, sign-sheets, and minutes *The school advisory council is comprised of school staff representation, community representation, and a student representative to discuss the culture and climate of the building as it relates to the needs of the students.* To sustain the effort, the committee, facilitated by the counselor and the assistant principal, meets to discuss any challenges and patterns of student behavior that may affect the school culture and climate. Support is received from the Tools for Life coach through professional development, learning walks, and support/feedback to assist in improving the school environment.	Full Implementation 02/12/2018		
Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Evidence of Implementation: Data meetings sign ins, agendas, minutes; lesson plan feedback forms, walk through observations In order to sustain the efforts, the following is done: - The principal meets with the school leadership team to analyze data and create actions to improve the teaching and learning process. - The principal review the data with the staff to devise a plan of action to ensure that the effectiveness of the instruction is aligned to the curriculum to ensure that students' needs are being met.	Full Implementation 02/12/2018		
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Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound homework practices and communication with parents			
KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		evidence of implementation: parent workshop agendas, sign sheets, parent survey information, pta board meeting agenda, sign in sheets, and minutes In order to sustain the implementation efforts, the following engagement activities take place: - parent academic academies - family health nights - family reading nights - parent meetings - title I parents right to know meeting	Full Implementation 02/12/2018		

Comprehensive Progress Report

Mission: The core purpose of Oak Forest Public School is to establish a community of learners and learning, through relationships.

Vision: All learners believe in their power to embrace learning to excel and to own their future.

Goals:

- All student will improve their ability to read grade level text and problem solve.
- All student can achieve growth in reading and math with effective instruction and academic support.



! = Past Due Actions

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Taking the change process into account			
	KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The district primarily selects the external providers. Due to insufficient funding and schools not having clearly defined authority to act based on what's best for children and learning, this indicator requires district establishing a written a protocol for school-level administrators.	No Development 02/12/2018		
How it will look when fully met:			The LEA must complete a comprehensive needs assessment and analysis resulting in the selection of an appropriate intervention that would meet the needs of all stakeholders (teacher/staff, parents, and students). Administrators will vote and have input on proposal requests (RFPs) once an external provider has been determined. There will be ongoing round table meeting to discuss expected outcomes and goals as evidenced by data.		Lutithia Lockett	06/01/2018
Action(s)	Created Date			0 of 1 (0%)		
1	2/13/18		The DLT and SLT will meet once an external provider is determined in order to provide feedback on services provided. Administrators vote and have input on proposal requests (RFPs) once an external provider has been determined. There will be ongoing round table meeting to discuss expected outcomes and goals as evidenced by data.		Lutithia Lockett	06/08/2018
Notes:						
	KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA and school administrators meet monthly to discuss the school budget and make revisions supported by data. The budget is revised as necessary to make decisions that exemplify a flexible use of resources in the best interest of students. Topics are selected through parent surveys and student needs.	Full Implementation 02/13/2018		

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The DLT and school administrators hold meetings periodically to discuss the school's action plan and progress toward goals.	Limited Development 02/13/2018		
How it will look when fully met:		The school's Leadership Team and DLT regularly meet to look at school performance data and uses that data to make decisions about school improvement that enhance or adjust the school's action plan to address student needs. The evidence will be: Agendas and Sign In Sheets for Professional Development, F.I.T Meetings, MTSS, BISP, and Student Achievement data.		Jamaka Holman	06/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	The SLT and DLT will evaluate the improvement of its instructional and leadership practices monthly by analyzing outcome results from needs assessments, observations, and student achievement data from formative and summative assessments. This will make certain that all staff is held accountable for ensuring the success of each student.		Lutithia Lockett	06/08/2018
Notes:					
KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The District and school administrators meet regularly to ensure high-quality evidence base instructional programs and supports are in place for the school sustainable efforts as listed below: District Leadership Team and Multi-tier Support Teams- Tier I, II, III for academic and behavioral support TST documents (folders) Focus process training agenda/sign-in sheets F.I.T. documentations Data points from district/MDE and I-Ready Standards Mastery Reports Data rooms/walls/charts Professional Development Department is Reinstated After we receive the data, we will analyze proficiency and use it to inform instruction for groupings and remediation.	Full Implementation 02/13/2018		
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Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school's principal, staff, and school leadership team sometimes work together to ensures that the school's mission and vision drive decisions and informs the culture of the school.	Limited Development 02/12/2018		
How it will look when fully met:		It is important that teacher leadership roles be part of an overall vision and set of values that accepts and expects teachers to participate in leadership. The school's principal and staff members will meet monthly. They will work collaboratively to make instructional decisions that promote the mission and vision of the school as well as advance understanding among stakeholders. The duration of the meeting will be determined by the topic/purpose of the meeting as shown by the data and school improvement objectives. The following documents will be provided for evidence: Agendas, Sign-In-Sheets, District, State, and Common Assessment Data, Observations, and Minutes		Hanna Bourque	05/25/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/12/18	The principal will lead discussions with staff monthly about the use of data to improve school performance through systematic collection, analysis, and goal setting. Duration is determined by the topic/purpose of the meeting as shown by the data and school improvement objectives.		Lutithia Luckett	05/25/2018
Notes:					

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
	KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA grade teams meet weekly to collaborate and co-plan. The school administrator provides feed back for lesson plans and classroom observations. There was a school-wide learning walk from MDE. The LEA recieved feedback from the MDE Literacy Coach, and participate in PLCs to address our deficits.	Limited Development 02/13/2018		
How it will look when fully met:			The school will carry out peer observations. The Principal will ensure that all grade levels participate in grade level F.I.T. meetings as well as PLCs with the state literacy coach. The SLT will collaborate to create a Professional Development Plan based on results from the evaluation forms. The DLT and school administrator will participate in learning walks and share the feedback with the LEA. The evidence will be: Agendas and Sign-in sheets for Professional Development, F.I.T Meetings, and MTSS. The evidence for peer observations will be completed peer observation forms signed by Principal.		Lutithia Lockett	06/08/2018
Action(s)	Created Date			0 of 2 (0%)		
1	2/13/18		The Principal will instruct the teachers on how to fill out the peer observation form and execute the observations. The SLT will provide grade level checks for observations and report back to the principal. The teachers will carry out the observations and utilize the observations forms to provide feedback. Professional development topics are determined based on staff and student needs.		Lutithia Lockett	06/08/2018
Notes: The SLT will provide grade level checks for observations and report back to the principal.						

2	2/13/18	The SLT will review the observation feedback and the evaluation forms from the Professional Developments to create a Professional Development Plan.		Lutithia Lockett	06/08/2018
Notes:					
KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school implements the Tools For Life curriculum and practices to teach positive behavior. The SLT plans and participates in monthly school wide milestone celebrations through PBIS incentives (e.g pop and popcorn, candy crawl). The school is partnered with Bancorp South, AKA sorority, and The Junior League of Jackson to support the students and the school. The LEA recognizes students' academic and behavioral achievements, such as AR proficiency and student leadership (superhero of the week). The LEA also recognizes a Teacher and Staff member of the month at school-wide meetings. The school participates in all mandatory safety drills. The evidence of implementation: Sign- in sheets for Junior League book buddies, Tools for Life lanyards, posters, and calm down corners; PBIS and Superhero of the week posted in school displays.	Full Implementation 02/13/2018		

Core Function:			Curriculum, Assessment, and Instructional Planning		
Effective Practice:			Assess student learning frequently with standards-based assessments		
	KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To
Initial Assessment:			The principal holds staff meetings and sends out school bulletins to demonstrate expectations to staff regarding school standards and instructional rigor. Teachers utilized SmartBoards and classroom computers to integrate and model technology usage. Students have access to the computer lab to utilize computer based curriculum such as Nitro Typing, iReady, ClassWorks, and Fast ForWord. All teachers utilize a shared instructional framework from the district. The Grade-level teams participate in F.I.T. meetings to evaluate instruction and assessment. The principal provides lesson plan feedback forms.	Limited Development 02/13/2018	
How it will look when fully met:			The principal will hold all teacher accountable to participate in F.I.T. meetings and utilize formative and summative assessments to improve student outcomes. The SLT will carry out a Professional Development on how to utilize technology in the classroom to ensure effective instruction. The evidence will be: Sign-in sheets and agendas from F.I.T. meetings and professional developments, lesson plan feedback and observation forms from the principal.		Lutithia Lockett 06/08/2018
Action(s)	Created Date			0 of 2 (0%)	
1	2/13/18	The SLT will instruct and monitor grade-level F.I.T. meetings so that each team continuously evaluates the effectiveness of instruction.			Hanna Bourque 06/08/2018
Notes:					
2	2/13/18	The SLT will hold a PD on how to utilize technology in the classroom.			Hanna Bourque 06/08/2018
Notes:					

Core Function:			Classroom Instruction		
Effective Practice:			Expect and monitor sound homework practices and communication with parents		
	KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To
Initial Assessment:			Teachers provide feedback to students and families through ActiveParent and Renaissance Place. The teachers maintain parent call logs and hold conferences with parents and students to communicate strengths and share next steps. The school provides progress reports and report cards. The principal sends monthly newsletters and the teachers send weekly Eagle Reports. The LEA works with the PTA and the P-16 Council to ensure community engagement and parent involvement. The evidence for implementation: Sign-in sheet and agendas for PTA meetings and Parent-Teacher Conferences. The teachers keep student portfolios with signed progress and report cards.	Limited Development 02/13/2018	
How it will look when fully met:			All teachers will submit whole class call logs that show positive feedback and areas for growth to their Team Leader whom will report back to the principal. The school will have parent engagement nights to allow for input. The school will provide parent surveys at PTA meetings. The evidence will be: Sign-in sheets and agendas for PTA meetings, parent engagement nights, and parent-teacher conferences. Teacher call logs will also be submitted and reviewed.		Lutithia Lockett 06/08/2018
Action(s)	Created Date			0 of 1 (0%)	
1	2/13/18		A suggestion box for parent feedback will be placed and utilized during PTA meetings. The SLT will review and disseminate all feedback to their grade-level teams.		Shelby Wones 06/08/2018
Notes:					

Comprehensive Progress Report

Mission: The mission of Raines Elementary is to build stronger schools together so that every scholar every day is ready for life.

Vision: The vision of Raines Elementary School is to be a high performing school that serves high performing scholars in a clean and safe environment.

Goals:
Increase academic performance and achievement. -Increase student proficiency in English Language Arts from 16.4% to 25% -Increase student proficiency in Mathematics from 6% to 20% -Increase student proficiency in Science from 30% to 65% -Increase in growth of all students to 55% in ELA and Mathematics - Increase growth of bottom 25% in ELA to 85%. -Increase growth of the bottom 25% in Math to 50%
Increase average daily attendance for students and teachers. from 95.4 to 95.6



! = Past Due Actions

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Taking the change process into account			
	KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			8.1 LEA and school adhere to a written protocol for for recruiting, screening, and selecting external providers. Contracts with external providers are not provided to the school administrators. Some meetings are held with administrators but not the SLT. Meeting agendas, minutes and sign-in sheets are maintained.	Limited Development 12/07/2015		
How it will look when fully met:			Meetings will be held with administrators, SLT, and DLT to: Identify reasons for hiring an external partner 2. Engage stakeholders about the need to hire external providers and ensure the entire process is transparent and fair 3. Articulate specific goals of the relationship with the external partner, including measurable expectations and criteria for selection of external partners to meet these goals 4. Create conditions to attract multiple high quality external providers (e.g., extend key flexibilities, allocate adequate funds for external providers, infuse fairness and transparency into selection and accountability processes) 5. Budget adequate funding to support relationship with external partner for duration of contract 6. Develop a rigorous process to select an external partner whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider's leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner) 7. Negotiate a contract outlining roles and responsibilities of the external partner as well as district and relevant schools, and if applicable, state department of education, as well as explicit and measurable outcomes, including interim indicators of growth 8. Evaluate the external partner's progress toward goals 9. Define consequences for failure (e.g., termination or modification of contract). Administrators, SLT and DLT will meet after each site visit to provide feedback on services goals based on data.		Dina Owens	05/31/2018
Action(s)	Created Date			0 of 1 (0%)		
1	2/19/18	The SLT , administrators, and stakeholders will meet to identify reasons for hiring an external providers. Administrators will meet with DLT ensure the entire process is transparent and fair.			Dina Owens	05/31/2018
Notes:						

KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The allocation of resources are aligned to school goals. All program decisions are based on data. Building level autonomy exist with flexibility to control staffing, scheduling, and resources in order to meet school improvement goals. Both students and teachers have access to resources which help support the school's improvement plan.	Limited Development 02/19/2018		
<i>How it will look when fully met:</i>		The school administrators and SLT will hold meetings with the LEA to review the current budget and and make revisions based on data and needs assessments. The budget will be revised so that resources are used in the best interest of students.		Janet McDaniel	05/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/19/18	School administrators conduct a Needs Assessment Survey to prioritize needs that aign to the school improvement goals.		Gray Keturah	05/31/2018
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Leadership Team meetings are held at Raines Elementary School at least once per month to discuss the school's action plan and progress to achieving academic goals. The team uses the FIT process and outlined by the DLT to review data and revise instructional practices.	Limited Development 12/17/2015		
<i>How it will look when fully met:</i>		The DLT, administrators, and school staff will work as team to make key decisions for solving problems and meeting the needs of all students. The DLT and SLT will meet to discuss the effectiveness of the school's action plan based on data and observations. The administrators will meet with staff at scheduled, specific times. Agendas, sign in sheets, and minutes will be kept.		Dina Owens	05/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/19/18	The SLT and staff will meet twice per month to review the schools data points, current action plan, and daily operations. The action plan will be adjusted in order to address the needs of the students.		Cathy Barnett	05/31/2018
<i>Notes:</i>					

!	KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Tier II and III interventions are based from Star Reading/Math and Early Literacy data. Star Reading, Star Math, and Early Literacy is given monthly and assessed. The DLT and school have a systematic process for examining data trends across multiple school years to develop long term goals consistent with the district's strategic plan and the school's action plan.	Limited Development 12/07/2015		
How it will look when fully met:			When fully implemented it will look like the following. The staff will meet regularly to discuss progress monitoring data, assessments, and etc. This data will be used to identify students who are struggling, students who are not making growth, and students who excelling. After careful review of the data the staff will implement the necessary supports needed for students, and make data driven decisions that are best for the students. After each benchmark assessment, the DLT, school administrators, and SLT will review/discuss data, determine progress toward short/long term goals, and make adjustments to the school's action plan for improvement if necessary.		Cathy Barnett	01/22/2016
Action(s)	Created Date			0 of 2 (0%)		
1	12/7/15	FIT data meeting are listed on the monthly instructional calendar. Meeting agendas, minutes, and sign in sheets will be kept. Students who need Tier II/III interventions will be determined based on the data. Interventions will be designed based on the data. Student interventions will also change based on their data.			Cathy Barnett	01/22/2016
Notes: Keep a copy of the data meeting logs. Review TST information regarding Tier II and Tier III students every six-eight weeks.						
2	3/1/18	Set academic targets and goals			Dina Owens	05/31/2018
Notes:						

Core Function:			School Leadership and Decision Making		
Effective Practice:			Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrator and staff work together to make decisions to advance the school's vision and mission and foster an understanding among all stakeholders. The vision and mission is clearly posted throughout the school, students say it as part of the morning announcements, and it is listed on all school communication. The principal conducts data meetings after every assessment o assist in improving student performance. New learning from professional development is applied by the principal to assist teachers with implementing best teaching practices.	Limited Development 02/19/2018		
<i>How it will look when fully met:</i>		The principal establishes a sense of urgency by meeting with the staff yearly to review and revise the school's vision and mission. Action plans which align to the vision and mission are written each semester. These plans are implemented and communicated to all stakeholders during site council meetings, PTA meetings, parent workshops, and community chat sessions. The vision and mission is clearly posted throughout the school, students say it as part of the morning announcements, and it is listed on all school communication. The principal conducts data meetings (FIT Meetings) after every assessment to drive the urgency of improving student performance and monitoring progress towards goals. The principal and assistant principal attends monthly professional developments provided by the distrct or RESA to improve practices. The professional development is applied by the principal to assist teachers with implementing new strategies and best practices . Professional Development Plans for the school and teachers are based on evaluations, data, and progress towards goals.		Dina Owens	05/31/2018
Action(s)	Created Date		0 of 2 (0%)		
1	2/19/18	Academic, behavior, attendance data will be shared with all staff members during FIT meetings in order to determine best practices and areas of improvement. FIT meetings will be listed on the monthly instructional calendar.		Jessica O'Banner	05/31/2018
Notes:					

2	3/1/18	Staff and students will be held accountable for success through the use of student tracking sheets, STAR and Benchmark data walls, and data cards, and classroom data charts.		Dina Owens	05/31/2018
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Notes:

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
!	KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Based on the classroom observation rubric and school learning walks protocols professional developments are scheduled to address deficiencies in instructional practices. The staff doesn't regularly collaborate with peers, share expertise, and hold themselves and peers accountable for professional learning and improved practice. 2.2 A DLT and school administrators observe teachers. All staff members solicit peer feedback in order to advance their own practice. 2.2 C The DLT, school administrators, and teachers collaborate to develop personalized PD plans based on evaluations and multiple data points including student data and personal and professional growth. 2.2 E Practice is made public through the use of learning walks, both internal and external. DLT and school administrators participate and support learning walks.	Limited Development 12/07/2015		
How it will look when fully met:			When fully implemented, the staff will collaborate regularly during common planning times and after school to share expertise gained from professional developments and best practices that work. Teachers will hold peers accountable through peer observation. Learning walks will occur and teachers will make necessary corrections before the next classroom observation or learning walk. DLT and school administrators will meet to review evaluation results for certified staff and outline a plan for collaborative development of personalized PD plans for teachers to be completed prior to the end of teachers' contract.		Cathy Barnett	01/22/2016
Action(s)	Created Date			0 of 2 (0%)		
1	2/19/18	A peer observation schedule will be created to allow teachers scheduled times to observe each other and provide feedback in a timely manner.			Gray Keturah	05/31/2018
Notes:						
2	3/1/18	A weekly classroom observation calendar will be created and teachers will be provided timely feedback on the observation			Cathy Barnett	05/31/2018
Notes:						

KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Raines Elementary implements evidence-based approaches such as PBIS and Tools for Life to improve school culture, climate, and discipline. Safety drills and crisis management procedures are practiced each month with staff. Sign in sheets and agendas are kept on file. The school collaborates with community partners to meet the social and emotional needs of students, however implementation is in the early stages.	Limited Development 02/19/2018		
How it will look when fully met:		School staff and community members will meet and work collaboratively using PBIS and Tools for Life strategies to meet the social and emotional needs of students. Staff members will meet at scheduled times to discuss the needs of students.		Jessica O'Banner	05/31/2018
Action(s)	Created Date		0 of 2 (0%)		
1	2/20/18	The TFL- Tool of the month will be listed on the monthly instructional calendar for staff and on the parent/ student calendar. The counselor will conduct monthly professional developments on the Tool of the Month to assist teachers in teaching the concepts and meeting the individual needs of students. Additionally, monthly incentives for positive behavior will be selected by staff and based students needs.		Jessica O'Banner	05/31/2018
<i>Notes:</i>					
2	3/1/18	Attendance and discipline data will be utilized to identify student needs.		Jessica O'Banner	05/31/2018
<i>Notes:</i>					

Core Function:			Curriculum, Assessment, and Instructional Planning		
Effective Practice:			Assess student learning frequently with standards-based assessments		
	KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To Target Date
Initial Assessment:			At Raines Elementary School, the principal holds teachers accountable for full engagement of rigorous and challenging learning environments through classroom observations, evaluations, and walkthroughs. Based on teacher observations, there is limited student use of technology in the classrooms and low student engagement. Teachers use STAR Reading/ Math, ATI, KOAT, and basal assessments to stay informed of learning outcomes; however, teachers provide students with limited feedback about improving their knowledge and skills.	Limited Development 02/20/2018	
How it will look when fully met:			Teachers will know when and how to use technology to maximize student learning. They will empower students to use technology and critical thinking skills in order to create, problem solve, share their work. Teachers will use their resources to create learning opportunities that address learning differences in students.		Dina Owens 05/31/2019
Action(s)	Created Date			0 of 2 (0%)	
1	2/20/18		Professional development will be provided on engaging students utilizing the WOW qualities and authentic student work (book study).		Cathy Barnett 12/31/2018
Notes:					
2	3/1/18		Professional Development will be provided on how to differentiate instruction (professional articles)		Cathy Barnett 12/31/2018
Notes:					

Core Function:			Classroom Instruction			
Effective Practice:			Expect and monitor sound homework practices and communication with parents			
	KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Raines Elementary Schools currently host monthly PTA meetings or Community Chats as a systematic ways to engage families. Teachers and staff provide feedback to students and parents about student progress through weekly progress reports and daily behavior logs. Teachers partner with families by hosting parent workshops however, surveys are not regularly provided as opportunities for feedback.	Limited Development 02/20/2018		
How it will look when fully met:			Families will be included on advisory teams and provide input through surveys, committee decisions, and recommendations. The site base council will hold monthly meeting. Parents will frequently use active parent to stay informed on student's academic status. Blackboard Connect will be used to provide information on meetings, event dates, and times.		Nekita King	05/31/2018
Action(s)	Created Date			0 of 1 (0%)		
1	2/20/18		Meetings will be scheduled for site based council, health council, and school-wide activity committees. Parents and community members will have an opportunity serve on these committees and participate in the recommendation and decision making process for school wide activities.		Nekita King	05/31/2018
Notes:						

Comprehensive Progress Report

Mission: The mission of Walton Elementary School is to guarantee every student the right to learn essential educational skills needed to prosper throughout his or her life. Every student is encouraged to excel academically to his or her level of capability and to apply the knowledge learned. Walton School is dedicated to shaping and molding influential citizens who will make a difference in their communities and act as leaders for the future.

Vision: The vision of Walton Elementary School is to provide a safe, orderly environment, which is conducive to learning, and to provide an integrated, diverse, quality education to all students.

Goals: All students will leave Walton Elementary School equip with the necessary skills to be successful learners beyond high school.



! = Past Due Actions

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Taking the change process into account			
	KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Feedback is provided from the LEA regarding external providers. The LEA will ask local schools for input on the effectiveness of external providers. The school will provide the LEA documentation of the progress and success of external providers.	Limited Development 02/12/2018		
How it will look when fully met:			Using data from FIT meetings and researching the "what works" clearinghouse, decisions will be to have a tremendous impact on student outcomes. The LEA and local school will work collaboratively to select external providers.		Mathis Sheriff	02/12/2019
Action(s)	Created Date			0 of 1 (0%)		
1	2/12/18		F.I.T. meetings will be conducted weekly to monitor and evaluate external providers already in use. Communicate with LEA on the effectiveness of external providers.		Mathis Sheriff	09/04/2018
Notes:						
	KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The budget is aligned to needed resources. The principal reviews the budget regularly to monitor spending and to allocate funds to specific needs. The instructional schedule is designed to maximize time in ELA and Math. Personnel is strategically placed to provide support for tested grades.	Limited Development 02/12/2018		
How it will look when fully met:			LEA and local school will meet to discuss budget. School Site Counsel will meet regularly to discuss the budget and to align all resources to school improvement efforts. The school will work collaboratively with LEA to ensure all resources are aligned and provide documentation of the progress and success.		Mathis Sheriff	09/03/2018
Action(s)	Created Date			0 of 1 (0%)		
1	2/12/18		Meet regularly with site council to discuss the budget and align with needed resources.		Mathis Sheriff	09/03/2018

Notes:

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are engaged in PLCs to discuss curriculum and assessments. Daily observations and walk-troughs are conducted to provide continuous feedback on lesson design, effective use of technology, small group instruction, differentiation, etc. The Leadership team meets to discuss progress towards school goals based on current data, and to make decisions for school improvement efforts. Data will be disseminated from the school to LEA to inform stakeholders of student success.	Limited Development 02/12/2018		
<i>How it will look when fully met:</i>		The Leadership team will continue to meet regularly to monitor data and improvement towards increasing the schools rating. Teachers will be actively involved in weekly PLC meetings to discuss data and instructional strategies to improve student outcomes. Focused learning walks with feed back will continue to provide direction and guidance for teachers needing additional instructional support.		Mathis Sheriff	05/31/2019
Action(s)	Created Date		0 of 1 (0%)		
1	2/12/18	A calendar of bi-weekly Leadership Meetings and weekly PLC meetings will be created at the beginning of the school year, and after each nine week term. An observation schedule will be created to monitor daily instruction in all classes.		Stephanie Wilson	08/01/2018
Notes:					

KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Regular data and PLC meetings, facilitated by the principal. are conducted to analyze data and to develop a plan to address standards that require reteaching.	Limited Development 02/12/2018		
How it will look when fully met:		The teachers will participate in regular and consistent data meetings to analyze assessment results. The teachers will collaborate, strategically develop goals and action plans to adjust instruction based on the individual needs of students. The teachers will be actively involved in the MTSS process, making informed instructional decisions for students not mastering standards. The school will provide LEA with documentation of data meetings that reflect areas strengths and challenges.		Tonia Rounds	09/21/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/12/18	Facilitate and monitor data and PLC meetings. Provide support and guidance when needed. Document all meetings on the appropriate forms. Obtain signatures of all attendees. Collect minutes on items discussed.		Tonia Rounds	10/12/2018
Notes:					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The SLT meets to discuss assessment data and progress towards instructional goals. The team works collaboratively with stakeholders to develop an action plan. The principal facilitates data meetings and assist teachers in academic goals.	Limited Development 02/12/2018		
<i>How it will look when fully met:</i>		The SLT will meet regularly throughout the school year to make instructional decisions based on current data. Professional developments will be provided based on data and observations of the principal and SLT. Teachers will be held accountable for student success. On going observation and feedback will be provided to monitor and redirect instructional practices. The evidence to ensure the objective is fully met will be: agenda, sign-in sheets, and minutes from SLT and Data meetings, as well as sign-in sheets, minutes, and agendas from professional development activities ; observation and feedback documentation.		Mathis Sheriff	09/03/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/12/18	Develop a calendar of SLT and Data meetings. Develop PD plan based on data and needs of teachers from observations and feedback. Collect required documentation for evidence.		Mathis Sheriff	05/31/2019
		Notes: The calendar will be created at the beginning of the year and modified when necessary. SLT and Data meetings will occur weekly.			

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
	KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA provides professional development activities based on the district's goals and data from statewide and district assessments. The principal participates in district, state, and national level professional development to improve leadership practices. Instructional staff participates in building, district, state, and national level professional development based on assessment data and skills/strategies needed for their content area or grade level.	Limited Development 02/12/2018		
How it will look when fully met:			The school will continue to participate in school, district, state, and national professional development geared toward improving student outcomes. We will utilize state and district assessment data to plan and seek professional development activities. The principal and district leadership team will conduct regular observations, providing feedback. PLC meetings will be data driven, requiring teachers to make necessary adjustments to instruction where needed. PLC, PD, Data Meeting documentation (sign in sheets, agendas, and minutes) will be provided as evidence that this objective is fully met. Evaluations and surveys will be used to determine the effectiveness of professional development activities. The principal will make the LEA aware of all professional development needs, based on data collection and analysis.		Stephanie Wilson	05/31/2019
Action(s)	Created Date			0 of 1 (0%)		
1	2/12/18		Collect and upload all (SAMs) Sign-in sheets, agendas, and minutes for professional development activities and PLC meetings.		Stephanie Wilson	05/31/2019
Notes:						

KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are currently in year one of implementation of Tools for Life. PBIS has been implemented, however, due to new teacher turnover, additional training is required at the beginning of each year. Walton has an active PTA and hold monthly meetings. Parent Academies are scheduled to discuss strategies to improve academics and behavior. Students and staff are recognized for outstanding performance and perfect attendance. Safety drills are conducted on a monthly basis.	Limited Development 02/12/2018		
How it will look when fully met:		Tools for Life will be implemented with fidelity, present in all classrooms. Teachers and students will follow PBIS expectations throughout the building with fidelity. Walton will continue to conduct parent academies to provide relevant information and strategies regarding testing and instruction. Walton will also continue to recognize students and staff for academic performance and attendance. PBIS and Tools for Life meeting documentation (Sign in sheets, agendas, and minutes), recognition programs, event calendars and newsletters will be collected to provide evidence that this objective is fully met. The principal is the authority over all aspects of the school, setting the tone and culture, creating an atmosphere conducive to student academic success. The principal will continue to engage teachers in professional development activities provided by the LEA to support district initiatives.		Elsie Bracey	05/31/2019
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Walton faculty and staff will review expectations for PBIS and Tools for Life throughout the school year to ensure fidelity to each initiative.		Elsie Bracey	05/31/2019
Notes:					

Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			Assess student learning frequently with standards-based assessments			
	KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal provides feedback from observations and reviews lesson plans, checking for cooperative learning, differentiation, interventions, use of technology. Teachers develop lesson plans based on the district's pacing guide and revise plans after assessments are given, using the data inquiry process during data meetings.	Limited Development 02/13/2018		
How it will look when fully met:			The principal will continuously monitor and provide feedback to teachers from formal/informal observations, and lesson plans. Teachers will focus on developing lessons to include cooperative learning or small groups, and effectively implement MTSS process for students needing interventions. Teachers will consistently collaborate during PLCs to develop quality lesson plans and activities, using assessment data to ensure mastery of standards. PLC and Data meeting documents (sign in sheets, agendas, and minutes), lesson plans, feedback from lesson plans and observations will be collected as evidence to indicate the objective is fully met.		Mathis Sheriff	05/31/2019
Action(s)	Created Date			0 of 1 (0%)		
1	2/13/18		The administrative team and lead teachers will facilitate PLC and data meetings to ensure effective planning and data is being dis-aggregated.		Mathis Sheriff	05/31/2019
Notes:						

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound homework practices and communication with parents			
KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Walton engages in monthly PTA meetings, quarterly Site Council meetings and ongoing parent conferences. Monthly parent newsletters are distributed school-wide.	Limited Development 02/13/2018		
How it will look when fully met:		There will be an increase of parent and community involvement. We will continue to involve parents in monthly PTA meetings, quarterly Site Council meetings and ongoing parent conferences. We will also conduct parent academies to provide parents with learning opportunities, to assist scholars at home. Walton has a close partnership with several faith based organizations and will strengthen these relationships to support student achievement (i.e. tutors, book buddies, mentors etc.). Through our partnership with Mountain Dew, we will continue focusing on academic support in the tested grades (i.e. Multiplication Challenge, Spelling Bee, Science Bowl etc.). The evidence of the objective will be school newsletters, agendas, sign in sheets, minutes, student portfolios, progress reports and report cards.		Stephanie Wilson	05/31/2019
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	Develop a school wide calendar with specific dates for PTA meetings, Site council meetings, district PTC, progress reports and report card dates.		Stephanie Wilson	05/31/2019
Notes:					

Comprehensive Progress Report

Mission:

Wilkins Elementary School is dedicated to leading and developing competitive and academically tenacious scholars.

Vision: The Vision of Wilkins Elementary is to prepare and motivate scholars in an environment where they are developed into successful, critical thinkers who will become lifelong learners and productive citizens.

Goals:

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1. All students will show academic growth from the data sets that are pertinent to their grade level in English Language Arts and Mathematics. 2. The behavior goal for Wilkins Elementary is to decrease discipline referrals by 5 (Five) percent from the previous school year. 3. The attendance goal for Wilkins Elementary is to increase our average daily attendance from 93.26 % (2016-2017) to 95 % (2017-2018).



I = Past Due Actions

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Taking the change process into account			
	KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			1. Sign in sheets with minutes an agenda kept on file.	Limited Development 02/13/2018		
How it will look when fully met:			Sign in sheets with minutes an agenda kept on file.		Brittney White-Young	05/31/2018
Action(s)	Created Date			0 of 1 (0%)		
1	2/13/18		Sign in sheets with minutes an agenda kept on file.		Cheryl Brown	03/01/2018
Notes:						
	KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals. (4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Allocated funds provide the necessary tutoring and computer lab equipment to provide interventions for struggling students and academics. Allocated funds are used to purchase needed software to provide interventions and to provide salaries for several support staff that work directly with students.	Full Implementation 02/12/2018		
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Core Function:	School Leadership and Decision Making			
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Effective Practice:	Establish a team structure with specific duties and time for instructional planning			
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	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The team structure for instructional planning with the time and specific duties is a part of their teaching schedules that are posted outside of their classrooms and is a part of their instructional day.		Full Implementation 02/12/2018		
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	ID02	All teams have written statements of purpose and by-laws for their operation.(37)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	By-laws have not been provided or established.		No Development 02/12/2018		
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How it will look when fully met:	Upon more information provided, it will be determined.			Stacey Hughes	05/25/2018
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Action(s)	Created Date		0 of 1 (0%)		
1	2/12/18	to be determined....		Stacey Hughes	05/25/2018

Notes:					
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	ID03	All teams operate with work plans for the year and specific work products to produce.(38)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	All team members were given the current framework and curriculum documents to structure and drive instruction. Due dates of required submitted data is given during Leadership team meetings.		Limited Development 02/12/2018		
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How it will look when fully met:	This information will be distributed and documented in the MS-SOARS.			Stacey Hughes	05/31/2018
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Action(s)	Created Date				

Notes:					
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		ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Grade level team leaders submit meeting agendas, sign in sheets and minutes to the principal weekly.	Full Implementation 02/12/2018		
		ID05	All teams maintain official minutes of their meetings.(40)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Each grade level team submits meeting agendas and minutes to the principal weekly. The minutes are recorded on the agenda. Each team has a structured instructional schedule.	Full Implementation 02/12/2018		
		ID06	The principal maintains a file of the agendas, work products, and minutes of all teams.(41)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Grade level team weekly team agendas are submitted to the principal weekly. The principal maintains copies of Leadership Team agendas in her office.	Full Implementation 02/12/2018		
		ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Leadership Team meetings are scheduled on the first and third Friday of each month. when we are able to meet, data is reviewed, discussions of organizational structures, curriculum, effective teaching strategies, and needs for professional development take place.	Limited Development 02/12/2018		
How it will look when fully met:						
Action(s)		Created Date				
Notes:						

KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		A Leadership Team has been established. The Leadership team meets with the principal twice a month. The team leaders share information with the team during weekly meetings.	Limited Development 02/13/2018		
How it will look when fully met:		1. Regular and consistent leadership meetings. 2. Collaborative efforts take place during the meetings 3. Goals are developed, reviewed and adjusted		Cheryl Brown	04/30/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	The Leadership team will meet with the principal twice a month. Sign in sheets, agendas and minutes will be kept and filed in the principal's office.		Cheryl Brown	04/30/2018
Notes:					
	ID09	The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Leadership team meets with the principal and interventionists twice a month. The team leaders share information with the team during weekly meetings. The agendas, minutes and sign in sheets are submitted to the principal.	Full Implementation 02/12/2018		
	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Data planning meetings have been incorporated into the monthly calendars. Meetings are 2 1/2 hours in length for each grade level	Limited Development 02/12/2018		
How it will look when fully met:		This will be done bi-weekly with meeting agendas and minutes. Each Team Leader will keep an assessment binder with analyzed data. A professional development plan will be created based on the data and a staff needs assessment.		Cheryl Brown	05/31/2018
Action(s)	Created Date				

Notes:						
KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		We currently monitor and respond to Benchmark data during Focused Instructional Team Meetings.(F.I.T)	Full Implementation 02/12/2018			
	ID12	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		Teachers are organized into grade-level teams or clusters where they collaborate and plan together.	Full Implementation 02/12/2018			
	ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		Monthly data and content session meetings are incorporated into the calendar to ensure that grade levels have 4 to 6 hours of planning time.	Limited Development 02/12/2018			
How it will look when fully met:						
Action(s)	Created Date					
Notes:						

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	IE01	The principal participates actively with the school's teams. (56)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Principal or assistant principal meets with individual grade level teams at least once a month to discuss school and grade specific data related items during the Team's Common Plan Time or weekly team meetings.	Limited Development 02/12/2018		
How it will look when fully met:					
Action(s)	Created Date				
<i>Notes:</i>					
	IE02	The principal keeps a focus on instructional improvement and student learning outcomes. (57)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal attends if possible, monthly grade level data meetings to participate in team testing data discussions.	Limited Development 02/12/2018		
How it will look when fully met:					
Action(s)	Created Date				
<i>Notes:</i>					

KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal facilitates F.I.T. Meetings where a sense of urgency is shared as frequently as possible. The principal also schedules Biweekly Leadership Meetings.	Limited Development 02/12/2018		
How it will look when fully met:		1. The principal, staff, and the school leadership team work collaboratively to make school wide decisions. 2. All stakeholders work together to create an action plan. 3. Principal facilitates F.I.T Meetings. 4. Focused professional development to meet Instructional needs. 5. Principal conducts teacher observations to coach and support instructional practices.		Cheryl Brown	05/31/2018
Action(s)	Created Date		0 of 2 (0%)		
1	2/12/18	Record all F.IT. Meetings in Frontline.		Brittney White-Young	05/31/2018
<i>Notes:</i>					
2	2/13/18	Retain copies of all sign in sheets, agendas and minutes.		Brittney White-Young	04/30/2018
<i>Notes:</i>					

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
		IF04	Professional development for teachers Includes observations by peers related to indicators of effective teaching and classroom management. (68)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Schedule times for teachers to visit different grade level classrooms. We will create a calendar for the designated times and the follow up. Once we follow up with teachers we will have a professional development.	Limited Development 01/12/2015		
How it will look when fully met:			Teachers will observe other grade level classrooms and will have a checklist. Once they complete the classroom visits the group will come together to meet and discuss what they have observed during their classroom visit. Teacher will be debriefing and opportunity for further observations. Professional development will be given if needed. She will construct this team and a calendar.		Senethia Ingram	04/30/2015
Action(s)	Created Date					
Notes:						
		IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Ms. Martin will create a needs assessment, a plan, and calendar.	Limited Development 01/12/2015		
How it will look when fully met:			Teachers will be given a needs assessment and a calendar. She will have the meeting with the staff during faculty meeting.		Amelia Martin	05/01/2015
Action(s)	Created Date					
Notes:						

KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Classroom observations are conducted daily by the principal and assistant principal. A calendar for both formal and informal observations is created monthly. Professional development ideas continues to be identified based on instructional needs.	Limited Development 02/13/2018		
How it will look when fully met:		1. Grade level PD which is content specific takes place 2. Peer observations 3. Focused PLC's based on observation data 4. Learning Walks 5. Informal and Formal Observations		Cheryl Brown	04/30/2018
Action(s)	Created Date		0 of 1 (0%)		
1	2/13/18	A calendar for both formal and informal observations will be created monthly.		Stacey Hughes	04/30/2018
<i>Notes:</i>					
KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are working diligently to build capacity and to improve our culture and climate. We frequently have staff and student recognition. We use P.B.I.S and Tools for Life. We communicate weekly with our parents. We also conduct monthly safety drills.	Limited Development 02/13/2018		
How it will look when fully met:		1. Continued professional development in the areas of Tools for Life and P.B.I.S 2. Transparent Communication to all stakeholders 3. Parent Academies 4. Active Site-Based Council/meetings 5. Frequent student and staff recognition		Stacey Hughes	04/30/2018
Action(s)	Created Date		0 of 2 (0%)		
1	2/13/18	Provide weekly and monthly communication to parents via newsletters, memos, and/or Blackboard		Team Leaders, Stacey Hughes and Cheryl Brown	04/30/2018

Notes:					
2	2/13/18	Conduct quarterly Parent Engagement Nights		Cheryl Brown	04/30/2018
Notes:					
Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal and teachers use curriculum documents to provide a roadmap for what should be taught and assessed. Based on that information, the school uses evidenced based research strategies. Teachers are facilitators of students' skill development. They utilize the curriculum coupled with personal experiences, content knowledge and best practices to create strong teaching and learning opportunities for students. Students are progress monitored frequently using Common, Formative, and Benchmark Assessments. The principal and teachers analyze students' data frequently during F.I.T. Meetings. The results from the data review are used to develop prescriptive interventions that focus on students' areas of deficiency.	Limited Development 02/13/2018		
How it will look when fully met:		1. Principal provides consistent feedback. 2. Consistent reviewing and evaluation of the curriculum 3. Frequent Walkthroughs 4. Engaging in PLC's 5. Evidence of use of technology in lesson plans 6. Teacher/Student data conferences		Cheryl Brown	05/31/2018
Action(s)	Created Date		0 of 2 (0%)		
1	2/13/18	Conduct daily/weekly classroom walk-throughs and observations		Cheryl Brown and Stacey Hughes	04/30/2018

Notes:					
2	2/13/18	Review curriculum documents including the Instructional Management Plan		Team Leaders and Administrators	04/30/2018
Notes:					
Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound homework practices and communication with parents			
KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At Wilkins, we encourage family and community involvement in our students' learning. We acknowledge that our parents are our students' first teachers and we are committed to building relationships with parents and the community. We understand that students with less involvement from their parents may struggle academically, socially and behaviorally. For these reasons, increasing family involvement in the education of our students is a must. Currently we have Mondays with Moms and Fridays with Fathers. On these days, we encourage mothers and fathers to spend time in their student's classroom observing and volunteering. Parents are then asked to eat lunch with their students. We also have subject area family nights, community chats, Annual Title 1 Meeting, Parent Conferences, and we are currently trying to re-establish our P.T.A.	Limited Development 02/13/2018		
How it will look when fully met:		1. Family Engagement Nights 2. Fully functioning P.T.A. 3. Frequent parent conferences 4. Transparent and open lines of communication 5. Book Buddies 6. Active parent and community volunteers		Cheryl Brown	04/30/2018
Action(s)	Created Date		0 of 2 (0%)		
1	2/13/18	Conduct Annual Title 1 Parent Meeting		Carrie Kirkland	04/30/2018
Notes: The Title Parent Meeting took place in the Fall of this school year.					
2	2/13/18	Re-establish an actively functioning P.T.A.		Cheryl Brown	04/30/2018

Notes:

Comprehensive Progress Report

Mission: The mission of Woodville Heights Elementary is to provide the highest quality education in a secure, positive and challenging environment for all scholars fostered by a cooperative effort among school, parents, and community.

Vision: The vision of Woodville Heights Elementary School is to create a challenging learning environment that encourages high expectations for success.

Goals:

All students will demonstrate proficiency and growth in ELA.

All students will demonstrate proficiency and growth in Math.

All students will maintain an ADA of 96%.

All students will adhere to school-wide expectations.



I = Past Due Actions KEY = Key Indicator						
Core Function:			District Context and Support for School Improvement			
Effective Practice:			Taking the change process into account			
	KEY	IC04(8.1)	LEA and school recruit, screen, select, and evaluate external providers. (4597)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The DLT and school administrators review the needs assessments prior to selecting the external providers. At the school level, some knowledge and/or implementation of established written protocol for recruiting, screening, and selecting external providers is provided at the school level. After providers have been approved, the DLT contacts the school level administrators to inform them of the approval of the external providers. The Scope of Work is written into every RFP and every contract before awarded. The external providers contact the school level administrators to establish a date and time to discuss the school level's needs based upon	Limited Development 11/20/2015		

the data. After each day that the external providers work collaboratively with staff in the building, a meeting is held with members of the school level administration to provide feedback on services provided as well as the upcoming needed services. Feedback is also provided to members of the DLT in regards to support provided at the school level sites. Therefore, the Jackson Public Schools meets with its External Provider to ensure that intensive, job-embedded training is effective and viable. The External Providers provide work reports, data reports, implementation reports to the DLT. The Lead Partners are vetted via the Request for Proposal (RFP) process and screened by a committee prior to being chosen. During each semester, the district request that building level administrators evaluate the external partners.

Tools for Life provides Problem Solving/Conflict Resolution Tools lanyards, PDs, lessons, a toolkit, and other resources as it relates to self- management and recognition of feelings and emotions.

National Institute of School Leadership provides ongoing leadership training. There are 12 Units that are being taught throughout the year to the principal and assistant principal. They provide information on school climate, successful methods for teaching and coaching, and a variety of ways to motivate students academically. At the end of the course, the final requirement is an Action Plan that was created during the first semester and implemented throughout the year. Our Action Plan address building teacher capacity. While creating the Action Plan, the trainers provided input and feedback to assist in creating a effective plan. Eleven of our teacher have participated in a three day professional development session. These teachers created a project that will foster growth among the academic achievement of their students.

**How it will look
when fully met:**

The LEA and school establish and adhere to a written protocol for recruiting, screening, and selecting external providers. The contracts of the external providers outlines the scope of work establishing clear responsibilities for the external provider, school, and LEA. The contracts will include specific deliverables and benchmarks of progress toward achieving the school's improvement goals as well as the process of the external provider for reporting how success is measured and reported at interim and final reporting goals. There will be evidence of the LEA and school for monitoring and evaluating the outcomes of services through the usage of electronic feedback forms. The school level evaluation will include teacher input so that external provider can make adjustments based on data as defined in the contract.

Furthermore, there should be meetings held with members of the DLT with the building level administrators after site visits to discuss and provide feedback on the services. There should be quarterly meetings held with the DLT, SLT, and all external providers to gather and provide feedback on the services provided, expected outcomes, and goals as evidence of the data. There should be meeting agenda, minutes, and sign-in sheets for each meeting. The school will also keep a record of the sign-in sheets and notation of every service provided during the site visitation to document the external providers visits, progress. Therefore, the district can clearly address any missed milestones and hold the external provider accountable.

Lynn Horton

05/01/2018

Action(s)	Created Date		0 of 2 (0%)		
1	12/11/15	Meetings will be held with members of the school administrators after site visits to provide feedback about services provided.		Lynn Horton	05/18/2018
Notes:					
3	12/14/15	LEA will review written protocol to ensure proper steps are followed in selecting external providers. LEA will review existing contracts to ensure specific deliverables and benchmarks are included, review services to ensure that targeted assistance is being provided to a cluster of lowest performing schools, and begin collecting input from teachers regarding services of external providers on a quarterly basis.		Lynn Horton	05/25/2018
Notes:					

KEY	IC05(8.2)	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Members of the DLT meet with building level administrators to discuss the budget. During these meetings, there is great emphasize on planning and utilizing the budget to meet goals within the school-wide improvement plan. There is opportunity for administrators to make revisions to the budget based upon the data. The budget is based upon projected enrollment and the state of Mississippi doesn't presently fully fund education. As a result, funds are used to support additional staffing needs, instructional materials, parenting resources, technology, and professional development needs.	Limited Development 12/01/2015		
<i>How it will look when fully met:</i>		When this objective is fully met, the school administrator will have evidence of sign-in sheets, agenda, and minutes of the meetings with stakeholders to discuss the school's goals that are based on data and supported by the allocation of funds for resources. The action plan will also be shared at the stakeholders' meeting. These meetings will ensure that there is building level autonomy among the stakeholders for allocating resources to achieve the goals within the school-wide improvement plan. The school leadership team will ensure that allocated resources are expended in a timely manner. This will be discussed and documented in the monthly leadership meetings. The leadership team will provide feedback on staffing and resources to ensure they supports the school's action plan. The need for additional resources that support the school's action plan will be discussed during the ongoing leadership meetings. In addition, the LEA and building level administrators will continue to meet on a scheduled basis in order to discuss the school's budget and make revisions supported by data. Therefore, the budget is revised as necessary to make decisions that demonstrate a flexible use of resources in the best interest of the students.		Lynn Horton	04/13/2018
Action(s)	Created Date		0 of 2 (0%)		
1	2/10/18	Stakeholder meetings are held to discuss the data and allocation of resources needed to obtain the school's goals outlined in the school-wide improvement plan.		Lynn Horton	04/13/2018
Notes:					

2	2/11/18	Stakeholders' Meetings are held to provide updates about the allocation of funds, progress related towards meeting the school's goal, and usage of resources among instructional staff and students.		Lynn Horton	05/25/2018
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Notes:

Core Function:	School Leadership and Decision Making
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Effective Practice:	Establish a team structure with specific duties and time for instructional planning
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!	KEY	ID08(1.4)	LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The DLT facilitates monthly principal meetings. During these meeting, the DLT discusses data, district initiatives, and effective leadership practices. After each meeting, it is the responsibility of the school administrators to implement and refine practices that support the school improvement plan.The DLT, school adminsitrators, and staff members work as a team in which distributed leadership is used and everyone is actively involved in key areas of decision making. The school administrators and staff meet during scheduled, specific times to make decisions and solve problems to meet the needs of all students.			Limited Development 12/07/2015		
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<i>How it will look when fully met:</i>	The DLT, the administrators, and staff members will work as a team in which distributed leadership is used and everyone is actively involved in key areas of decision making to enhance leadership practices, instructional practices and learning opportunities. The school administrators and staff will meet during scheduled, specific times to make decisions and solve problems to meet the needs of all students and achieve goals within the action plan.				Lynn Horton	02/22/2018
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Action(s)	Created Date		0 of 3 (0%)			
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1	12/11/15	Time will be allotted for team-building activities.		Dawn Latiker	04/02/2018
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Notes:

2	12/11/15	The team will meet regularly to establish and monitor performance targets and to develop ways to solve problems.		Dawn Latiker	02/19/2018
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Notes:

3	12/14/15	The DLT will assess each school's SLT. Based on the results, the DLT will work with the school administrators and SLT to: conduct monthly organizational data meetings, review data artifacts, review action plans, and make revisions as needed.		Dawn Latiker	02/22/2018
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Notes:

	KEY	ID11(5.1)	LEA and school collect, monitor, and respond to benchmark/interim data.(4600)(AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The DLT provides the building level administrators and teachers with ongoing formative and summative data as well as STAR assessments. During the first semester, data meetings were held after the district summative assessments were administered to the students. During the second semester, data meetings are held each week. The administrators, teachers, and support staff are active participants in the data meetings. Our data meetings are facilitated by the administrators and leadership team.

These meetings are used to analyze and monitor benchmark data. As we analyze the data, we determine strengths and weaknesses to respond in the classroom appropriately by addressing misconceptions. In addition, we look for trends within the data. This data allows for us to plan interventions and enrichment regrouping among our students.

Our Teacher Support Team meets every 6 weeks to review and analyze Tier folders, interventions and goals are reviewed and analyzed for students identified as Tier II and Tier III. Parents are also invited to MTSS meetings to add input and feedback.

Each teacher as well as the administrators keep a data binder that is updated throughout the year. In addition, the teachers have data walls within their classrooms. There are data boards in the hallways. Data is also placed outside of each teacher's classroom. This allows for the data to be transparent and reflected upon for continued growth.

During the instructional day, the teachers conduct one-on-one meetings with students to discuss the data results. The counselor has also spoken with each third through fifth grade student about their data results and projected goals. During common planning times and PLCs, our teachers and support staff collaborate and develop interventions. They also share their success stories with the interventions as well as unsuccessful stories for their colleagues to provide constructive feedback.

Overall, this data drives the decision-making process in regards to curriculum, programs, professional development, and instructional practices.

Limited Development
12/07/2015

**How it will look
when fully met:**

The DLT and school administrators should meet monthly and consistently to review and adjust the school's action plan based upon the collection of data. In these meetings, the DLT, school administrators and instructional staff should discuss the academic progress among students. This data will determine the needed supports for students. Furthermore, the LEA and the school will analyze several data, including formative and summative assessments, attendance data, promotion data, and survey data from staff, students, and parents. Results of the data collection will assist in determining trends, strengths and weaknesses, and levels of progress. When data is analyzed, the school will examine the data from whole group and subgroup perspectives. This data will drive the decision-making process in regards to curriculum, programs, professional development, and instructional practices.

Dawn Latiker

05/18/2018

Action(s)	Created Date		0 of 5 (0%)		
1	12/8/15	Teachers will examine data weekly during their common weekly planning time to review current assessment data to determine trends, strengths, and weaknesses in student achievement.		Dawn Latiker	01/24/2018
Notes:					
2	12/8/15	Teachers will meet to examine subgroups to assess proficiency levels regularly and assess needs and strategies for improved instruction.		Lynn Horton	01/24/2018
Notes:					
3	12/8/15	Teachers, academic tutors, support staff, counselor, and interventionist meet to determine success of interventions being implemented for students in Tier 2 and 3 and to make revisions based on data that has been collected.		Lesile Duvernay	09/15/2017
Notes: This will occur every 6 weeks.					
4	12/14/15	After benchmark assessment, the DLT, school administrators, and SLT will review/ discuss data, determine progress toward short/long term goals, and make adjustments to the school's action plan for improvement if necessary.		Lynn Horton	03/21/2018
Notes:					
5	2/12/18	In an effort to better address the trends within the data, there should be ongoing cross grade and content area data meetings.		Lynn Horton	03/21/2018
Notes:					

Core Function:			School Leadership and Decision Making			
Effective Practice:			Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
!	KEY	IE14(1.1)	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The SLT works collaboratively with community stakeholders to ensure that the school's vision, mission and goals are implemented with absolute fidelity. The administrative team further acts as change agents to emphasize the need for improved students learning and effective instructional practices. Hence, a climate of high expectations for student achievement is created.	Limited Development 12/07/2015		
How it will look when fully met:			The principal and staff will work collaboratively to determine short and long term goals.The staff will become part of the solution in changing their perspectives by receiving constructive feedback and being receptive to change. The teams will demonstrate through actions their commitment to the organization's values and beliefs which are needed to achieve the mission and goals so that all students are successful. The principal, SLT, and stakeholders will develop the action plan based on the needs assessment results that aligns to school's mission and vision. With shared accountability, the principal, staff, parents, students and other stakeholders will be accountable for the goals of the action plan. Ongoing conversations about qualitative and quantitative data will guide school improvement process. New learning from professional development opportunities will enhance the implementation of new strategies.		Lynn Horton	08/03/2017
Action(s)	Created Date			0 of 2 (0%)		
1	12/7/15		Gather staff in frequent open-air meetings requiring all involved in decision-making to discuss results and problem solving by having regular public conversations about instructional practices and student achievement.		Dawn Latiker	08/03/2017
Notes:						
2	12/7/15		Share data on a regular basis as a key means to identify practices that are working well and ones that were not working well.		Dawn Latiker	08/03/2017

Notes:

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
I	KEY	IF09(2.2)	LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Our professional development plan is based upon data, teacher input, learning walks, and classroom observations. The Professional Development Plan centers around 5 activities; learning communities, learning designs and leadership, resources, data, and implementation and outcomes. These activities include professional developments on MAAP, STAR, Common Weekly Assessments, District Nine Weeks Assessments, Administrator/ Teacher observations, Math Performance Tasks, MDE Writing Rubric, and curriculum documents. These professional developments are ongoing throughout the year. They are also content focused, relevant, teacher-driven, and interactive. During these professional development sessions, the instructional staff are required to participate in active learning that supports collaboration and provides coaching support that elicits feedback and reflection.

Our DLT and SLT communicate clear expectations for teaching performance. These expectations make it possible for school administrators to recognize the strengths and weaknesses of the instructional staff. Ongoing formal and walk-through observations are conducted to monitor the instructional practices and provide information regarding needed professional development. Instructional expectations are aligned to goals and the school's improvement plan. Teachers also complete a self-assessment to identify personal professional development needs. Throughout the year the district provides professional development based on needs and subject matter and to remain current on best practices. Our teachers also participate in professional development opportunities facilitated by MDE staff and external providers among the district.

The DLT and school administrators observe teachers and debrief with teachers to provide feedback. Teachers also observe their peers and upon return they share their new findings and new practices with colleagues. During common planning periods, grade level professional developments are content specific and conducted in a manner so that staff shares instructional practices, current challenges, and best practices to promote professional growth and improvement practices.

School administrators engage in leadership development opportunities by attending monthly NISL Trainings, monthly Leadership meetings, and other leadership development opportunities as they become available.

Limited Development
02/12/2018

**How it will look
when fully met:**

When fully implemented the DLT and school administrators will observe teacher and provide feedback based the commendable aspects and needs for improvement. This feedback will be relevant, useful, and provided in a timely manner. As a vital part of the teachers' professional growth, teachers will observe their peers in practice for the purpose of giving and receiving feedback for improvement. Collaboration is embedded in the professional growth, so all instructional staff will collaborate with their peers to share expertise and foster accountability for professional learning and improved instructional practices. There will also be ongoing collaboration among the DLT, school administrators and instructional staff to develop personalized professional development based upon evaluation results. Therefore, the school administrators will develop a comprehensive professional development plan that is a intentionally designed system that supports continuous learning and improvement for all educators that results in increased student achievement. Effective professional learning is results driven, standards- based, content rich, school-centered, and job embedded. The school administrators will build staff capacity by encouraging and modeling a self-reflective culture and provide leadership development opportunities for staff. Finally, practice will be made public through the use of learning walks. DLT and school administrators will participate and support learning walks.

Lynn Horton

02/28/2018

Action(s)	Created Date		0 of 4 (0%)		
1	2/12/18	Regularly conduct needs assessments using data from staff surveys to identify areas of professional learning.		Jimmie Keaton	02/28/2018
Notes:					
2	2/12/18	Administer PD evaluations after every activity consistently.		Dawn Latiker	02/28/2018
Notes:					
3	2/12/18	Conduct more peer observations on site as well at other schools within the district with the expectation of providing constructive feedback.		Dawn Latiker	02/28/2018
Notes:					
4	2/12/18	DLT will conduct formal and informal observation with feedback.		Dawn Latiker	03/19/2018
Notes:					
KEY	IF11(6.1)	School implements strategies and practices to improve school culture and climate.(4635)(AtRisk,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As a part of the school-wide morning announcements, there is an emphasis on the monthly core trait as well as Tools for Life suggestions	Limited Development 02/11/2018		

for conflict resolutions. The morning announcements also include our TIGER Pledge which is based on beliefs for effective social skills.

Tools for Life has been embedded within the instructional day. All staff members have received ongoing professional development on building relationships and conflict resolution skills. Teachers have been provided Tools for Life Kits with lessons and Tool Lanyards for conflict resolution. Within every classroom, each teacher has established a Calm Down Corner for students who are having difficulty and need time for mediation and self-reflections. Our counselor provided weekly instruction within whole and small group to our students.

PBIS is also utilized. The teachers have been provided with professional development on the MATRIX and school-wide expectations. Therefore, the expectations have been communicated to our students from the teachers and administrator. In addition, students are provided with monthly activities to recognize those that have followed classroom/school procedures and expectations. Along with PBIS, MTSS is used to ensure students with the needed interventions to replace inappropriate behaviors. During the MTSS meetings, teachers are provided with alternate strategies to assist students with replacing the inappropriate behavior. The counselor holds conferences with students to develop a behavior contract. That contract is shared with the parents, teachers and administrators.

Our PTA, community adopters/partners, and administrator provide recognition and incentives to staff and students throughout the year based on the STAR Assessments. Our administrator also does morning shout outs to recognize teachers and classrooms that have shown growth on assessments and read the highest number of Accelerated Reading books. Finally, periodically teachers are given awards in the way of snacks to show appreciation for their time and effort.

The Crisis Intervention Plan was thoroughly discussed during a PLC during the first nine weeks of school. Every staff member has a copy of the Crisis Intervention Plan in the classroom or office. The Crisis Intervention Plan and Safety Plan are kept in the principal's office. Monthly drills are conducted so that staff and students are aware of the expectations during emergency situations. A record of the drills are kept in the Crisis Intervention Binder and a copy is sent to the area superintendent office and campus enforcement office.

Assembly programs are held to motivate students. The parents are kept

		abreast of these programs through the school's biweekly newsletter. Parents and guest are invited to speak and motivate students during these programs on their social, physical, and educational development. Transparent communication is provided to parents throughout the year in programs, Site Based Council Meetings, and PTA Meetings. As meeting are held, the principal keeps documentation of the agenda and sign-in sheets. National Institute of School Leadership provides ongoing leadership training. There are 12 Units that are being taught throughout the year to the principal and assistant principal. They provide information on school climate, successful methods for teaching and coaching, and a variety of ways to motivate students academically. At the end of the course, the final requirement is an Action Plan that was created during the first semester and implemented throughout the year. Our Action Plan address building teacher capacity. While creating the Action Plan, the trainers provided input and feedback to assist in creating a effective plan.			
How it will look when fully met:		The school implements an evidence-based approach to improve school climate and discipline that are multi-tiered and focused on teaching positive behaviors through effective implementation of Tools for Life, PBIS, MTSS (BIP), and Character Education. The school maintains an up-to-date crisis intervention plan that is rehearsed as required by drills. The school will attend to factors that will make it more inviting and welcoming to students, parents, and community. The school will attend to factors that make the school more inviting and welcoming to students, parents, and community. The school and community partners collaborate to meet students' social and emotional needs. The staff utilized strategies to gain an understanding of the needs among students. Scheduled meeting are conducted to discuss the needs among the students. Therefore, effective relationships are developed among staff and students.		Jimmie Keaton	05/23/2018
Action(s)	Created Date		0 of 6 (0%)		
1	2/11/18	The school's crisis team participates in professional development sessions facilitated by the district's campus enforcement team.		Lynn Horton	05/25/2018
	Notes:				
2	2/11/18	Assemblies are held monthly to enhance moral among students.		Jimmie Keaton	05/04/2018

Notes:					
3	2/11/18	Team building activities are held during the staff meetings.		Dawn Latiker	05/07/2018
Notes:					
4	2/11/18	Create and administer a school climate and culture survey to students, staff, parents, and community partners.		Lynn Horton	04/30/2018
Notes:					
5	2/11/18	The administrator will facilitate PLCs with the office staff each semester on quality customer service.		Lynn Horton	03/31/2018
Notes:					
6	2/11/18	The behavior matrix will be posted throughout the school.		Jimmie Keaton	03/19/2018
Notes:					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
!	KEY	IID08(4.1)	Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606) (AtRisk,SIG/Priority)	Implementation Status	Assigned To
					Target Date

Initial Assessment:

Lesson plans are submitted to the administrators each Thursday. The teachers are following the district lesson plan format. Feedback to the lesson plans have been provided throughout the year to ensure that the lessons include rigorous and challenging teaching of the standards, implementation of technology, a variety of activities and resources that target a variety of learning styles, and differentiation of instruction. In addition to feedback, lesson plans are monitored to ensure that teachers use varied assessment strategies that elicit student thinking related to learning outcomes. These varied assessment strategies include pre and post assessments, performance tasks, and formative and summative assessments.

Teachers and administrators meet regularly and consistently to create lesson plans that are effective, aligned to the curriculum , and engaging to provide an all inclusive learning environment. Staff collaborates during team meetings and common planning times to share expertise in content areas in order to maximize student development of critical thinking and problem solving skills. Teachers also share ideas for providing descriptive feedback to students based on their understanding of students' knowledge, skills, and misconceptions. Teachers then meet with students to provide constructive feedback that provides the students with knowledge of what they did correctly, what they did incorrectly, and their next steps in order to understand subject better.

Learning walks and observations are conducted to monitor the implementation of lesson plans, evaluate the effectiveness of instruction, and to ensure that students are engaged during the learning process.

Limited Development

02/12/2018

How it will look when fully met:

When this objective is fully met, all teachers will demonstrate ownership for full engagement in creating lessons that are rigorous and challenging for all students. Our teachers will effectively use technology to support teaching and learning. This will maximize our students' development of critical thinking skills for problem solving. Being able to use critical thinking skills will empower students to be creative and share knowledge of content. Teachers will serve as facilitators modeling how to read, write, think and speak daily to develop understanding of the core academic concepts. Our teachers will provide a variety of resources based on learning differences among their students during instruction. As data continues to drive instruction, our teachers will use formative and summative assessment results to improve the learning opportunities for their students. It is the expectation that students receive verbal and written feedback from the teachers on their assessments and work samples. This feedback will address the task and standard/objective. Also, the assessment results will empower the teachers with thorough knowledge about their students' skills and awareness.

Lynn Horton

02/12/2018

Action(s)	Created Date		0 of 3 (0%)		
1	2/12/18	Teachers will provide verbal and written feedback to students on their assessment results and work sample.		Dawn Latiker	02/26/2018
Notes:					
2	2/12/18	The administrators will provide lesson plan feedback based on rigor, data, and questioning more consistently.		Dawn Latiker	02/26/2018
Notes:					
3	2/12/18	Teachers will effectively utilize technology for instruction evoking more student involvement and interaction.		Dawn Latiker	02/26/2018
Notes:					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound homework practices and communication with parents			
KEY	IIIB07(7.1)	School and teachers engage families and communities about children's learning and provide opportunities for input.(4607) (AtRisk,Focus,SIG/Priority)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Parental and community participation is vital to the academic success	Limited Development		

of our students. It is also embedded within the vision and mission of Woodville Heights Elementary School. The school level administrator host a minimum of two site based council meetings during the academic year. During these meetings, parents and community members are invited to provide input and discuss the school's goals and progress towards the school-wide improvement plan/literacy plan/action plan. In addition, the school host a minimum of 5 PTA/Forum/Programs at flexible times to inform parents of progress related to the goal among attendance, behavior, and course performance. There is also discussion about student expectations, formative and summative assessments, and instruction within the classrooms.

During these meetings, the school offers outreach materials such as brochures and tip sheets to assist parents with alternative methods to enhance their child's education. In the spring, a parent forum is held to inform parents of practices to enhance learning at home. During each term, the PTA board meets to discuss progress towards goals and incentives for staff and students. Throughout the year, conferences with parents are held to discuss the progress of students. During the conference, parents are provided with their child's work sample or portfolio. In addition, parents receive progress reports. During IEP Meetings, MTSS Meetings, and Parent-Teacher Conferences, the teachers provide progress about student performance with parents as well as the request for their input. Several community partners and volunteers actively engage with the educational endeavors of our students serving as tutors, mentors, guest speakers, and judges for events. Furthermore, our community partners assist with incentives for attendance and behavior. There is also discussion about student expectations, upcoming assessment, and important dates for various events.

Each year in August or September, the school host its annual Title I Meeting. During this meeting, parents become aware of their rights as related to their child's educational endeavors. They receive the parental participation policy, parents rights to know letters, amount of Title I funds, and information regarding teacher certification. Input is solicited during this meeting on the parental involvement policy and funding. Components of the school-wide plan is also discussed as related to the goals and professional development.

Parents are kept abreast of current events and vital information through school newsletters. Each grade level submits a weekly newsletter to parents. The principal sends bi-weekly newsletters to

parents. As needed, daily or weekly memos are submitted to parents in regards to important updates and upcoming events. Periodically, the principal and/or assistant principal send a Blackboard Message via telephone to parents to keep them abreast of pertinent information in regards to child's education.

How it will look when fully met:

All teachers will provide feedback and collaborate with students and their parents/guardians about the students; strengths and weaknesses. The teachers will also provide specific feedback for the continued development as related to the learning targets/goals. There will also be ongoing meetings held monthly to provide parents with updates related to the school's goals. During these meetings, parents will be provided a mini survey with the opportunity to provide feedback and suggestions. These meetings include Parent Teacher Association, Parent Teacher Conferences, and Family Engagement Evenings. Therefore, the school will include parents on the Site-Based Council Team and Parent-Teacher-Association to provide input into school improvement and participate on decisions and recommendations to support the school's goals. The school will also ensure that PTA and Site Based Council Team is fully operational by meeting regularly. As outlined within the Parental Involvement Policy, the school has a systematic process in place to engage families with the educational endeavors of the students. In addition, parent and community engagement will be enhanced with more participation for tutors and book buddies.

Lesile Duvernay

05/25/2018

Action(s)	Created Date		0 of 4 (0%)		
1	2/11/18	Survey parents to inquire what information and workshops they would find most helpful		Lynn Horton	03/09/2018
Notes:					
2	2/11/18	Emphasize the importance of strong family involvement by devoting staff meeting time to exploring ways to improve communication with families as well as enhance parental and community involvement.		Lynn Horton	04/30/2018
Notes:					
3	2/11/18	Survey parents about their interests and availability to volunteer at school.		Jimmie Keaton	03/10/2018
Notes:					

4	2/11/18	Host monthly meetings and/or forum for parents or community partners. Keep documentation of agendas, sign-in sheets, handouts, minutes, and evaluations for each meeting/program/forum.		Lynn Horton	05/25/2018
Notes:					