

Comprehensive Progress Report

Mission:

Goals:



! = Past Due Actions KEY = Key Indicator					
Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team has been established. The team has developed a plan to meet twice each month to collaborate about decisions that improve the school and student learning. However, this has not become routine for the school yet. Policy must be put in place to ensure the leadership team continues to make positive changes in the school.	Limited Development 11/16/2015		
		Priority Score: 2	Opportunity Score: 1	Index Score: 2	
<i>How it will look when fully met:</i>		The leadership team will consist of the principal, curriculum director, and a lead teacher from each grade level. The team will meet at least twice each month to plan and make decisions that lead to school improvement. The team will use data from assessments and community input in the decision making process. Teachers and other stakeholders will collaborate to develop a plan of action that will increase student achievement in literacy, science, and math.		Tracy Gates	05/31/2019
Action(s)	Created Date			1 of 4 (25%)	
1	3/14/16	The leadership team will analyze interim testing data and minutes from grade level meetings to determine areas for summer professional development offerings on the school campus.		Complete 03/01/2017	Jennifer Huff 04/14/2017

		<i>Notes:</i> The team made the decision to focus on professional development in explicit phonics during the summer to support the RISE Arkansas initiative.		
2	3/14/16	The team will identify areas of strengths and weaknesses in student achievement based on interim and summative testing data.		Tracy Gates 05/31/2018
		<i>Notes:</i>		
3	11/16/16	Remediation/interventions will be planned to meet individual students' needs based on students' interim assessment data to close the achievement gap in each subject area and grade level.		Classroom Teachers 04/20/2018
		<i>Notes:</i> Teachers began offering tutoring in Literacy and Math and homework help based on the individual needs of each student in grades K-6 to assist in increasing student student achievement in math and literacy. The goal is to increase literacy achievement from 41.39 percent to 47 percent achieving in the 2016-2017 school year, 52 percent achieving in the 2017-2018 school year, and to 57 percent in the 2018-2019 school year. The goal for math is to increase overall student achievement from 46.31 percent to 51 percent in the 2016-2017 school year, 56 percent in the 2017-2018 school year, and 61 percent in the 2018-2019 school year.		
4	2/24/17	Teachers in all grade levels will devote at lease 20 percent of the instructional time for science to hands on learning that builds conceptual understanding science and math.		Tracy Gates 10/20/2017
		<i>Notes:</i> Supplies will be purchased to implement hands on learning activities		
Implementation:			11/16/2016	
Evidence		11/16/2016 Teachers have documented student interventions and participation by keeping attendance of students that attend tutoring. Student progress and data analysis is documented through minutes kept from monthly grade level meetings.		
Experience		11/16/2016 Teachers used summative and formative data to identify students' needs in order to develop a plan for interventions/remediation. Teachers met in each grade level and across grade level to meet the needs of the students.		

Sustainability		11/16/2016 Teachers will continue meet as grade levels to analyze data of students participating in intervention/remediation. Interventions/remediation will be adjusted as needed based on the needs of the individual students.			
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Leadership teams and grade level teams meet on a regular basis. However, agendas and minutes are not regularly documented for each meeting.	Limited Development 11/16/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		All teams will prepare an agenda prior to meeting and keep minutes during the meeting as documentation. Agendas will be planned according to the team's needs. All documentation will be kept in a binder and turned into the district team annually for review.	Objective Met 03/15/16	Jennifer Huff	10/30/2015
Action(s)	Created Date				
0	3/14/16	The process manager will provide each team leader with a binder to keep documentation from meetings.	Complete 03/09/2016	Jennifer Huff	09/14/2015

Notes: Binders will need to be purchased for record keeping. \$100

Implementation:			03/15/2016		
Evidence					
		3/15/2016 Agendas and minutes are uploaded in a folder labeled Hoxie Elementary Leadership Teams. Work samples created through collaborative efforts will also be uploaded into folders as evidence.			
Experience					
		3/15/2016 Leadership teams were formed with the lead teacher from the grade level as the chair of each committee. The teams worked on planning and developing curriculum, units of instruction, assessment, analyzing data, and collaborating on professional development needs. The chair from each committee would meet as a school leadership team to make collaborative decisions for the school.			
Sustainability					
		3/15/2016 Leadership teams will need to continue to be supported by the district and school. Efforts will need to be made by both teachers and administration for the teams to remain successful. Agenda must be kept and turned in as documentation of meetings.			
!	ID05	The principal maintains a file of the agendas, work products, and minutes of all teams.(41)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently we are not keeping agendas.	Limited Development 10/01/2014		
How it will look when fully met:		A folder of all agendas, work products, and minutes of all teams. The principal will need to appoint someone to gather the documents.		Tracy Gates	11/30/2014
Action(s)	Created Date		0 of 1 (0%)		
1	10/1/14	Principal will email teachers		Tracy Gates	10/30/2014
Notes: Make sure everyone is on board					
	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:		The school has teachers committed to a Leadership team. Teachers in elementary have common planning time to meet as a grade level to	Limited Development 08/26/2015		

		and develop instruction. Teachers are also scheduled to meet with the Curriculum Director monthly. In order to fully implement the indicator, members of will stay twice each month after school. The team will have a prepared agenda, keep minutes, stay focused, and follow through with plans. A stipend will need to be budeted for teachers meeting after the instructional day ends.			
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		In order to fully implement the indicator, members of will stay twice each month after school. The team will have a prepared agenda, keep minutes, stay focused, and follow through with plans. A stipend will need to be budeted for teachers meeting after the instructional day ends.	Objective Met 11/16/16	Jennifer Huff	12/02/2015
Action(s)	Created Date				
0	8/27/15	In order to fully implement the indicator, members of will stay twice each month after school. The team will have a prepared agenda, keep minutes, stay focused, and follow through with plans. A stipend will need to be budeted for teachers meeting after the instructional day ends.	Complete 02/17/2016	Jennifer Huff	08/26/2015
		<i>Notes:</i> Reminders will be sent to teachers and dates will be added to all team members' calendars. Teachers understand that this task is ongoing and requires dedication.			
Implementation:			11/16/2016		
Evidence		11/16/2016 Documentation team meeting is kept in the form of sign-in sheets, minutes and agendas.			
Experience		11/16/2016 A leadership team was formed from one teacher from each grade level, the counselor, principal, and curriculum director to assist in developing and updating the school's improvement plan. The team meets regularly on Wednesday's twice each month to collaborate and revise the improvement plan.			

Sustainability	<p>11/16/2016</p> <p>The team will continue to meet twice each month to collaborate and develop school's improvement plan. As teachers leave the district or move grade levels, they will be replaced with another teacher from the grade level.</p>			
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Core Function:	School Leadership and Decision Making
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Effective Practice:	Aligning classroom observations with evaluation criteria and professional development
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		IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The school's leadership team came to the conclusion that indicator IF02: The leadership team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development has been fully implemented. Evidence of the indicator's implementation includes TESS evaluations and the use of BloomBoard. The teachers and principal utilize BloomBoard and results from evaluations to make decisions about professional development and instruction. The principal also has credentials to assist teachers. She has experience as a literacy coach, is national board certified, and has completed inter-rater reliability training. The school also utilized peer-to-peer observations when needed.</p>	Full Implementation 11/29/2015		

IF06		Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In 2015-2016 professional growth plans were only partially individualized with teacher and administrator input. The school is transitioning to individualized professional growth plans to meet the individual needs of each teacher.	Limited Development 11/29/2015		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers in the school will have a shared vision of good teaching. Teachers will plan professional development aligned with district and school goals for student achievement and teachers' classroom responsibilities, including curriculum, instruction, and student assessment. Teacher's professional development will be planned collaboratively to reach a shared vision of good teaching.		Jennifer Huff	08/19/2019
Action(s)	Created Date		2 of 4 (50%)		
1	3/15/16	Analyze the needs assessment given by the NEA cooperative to determine areas of interest and/or weakness where professional development is concerned.	Complete 03/17/2017	Jennifer Huff	03/18/2016
<i>Notes:</i> Contact Bruce Watson from the NEA Cooperative at bwatson@nea.k12.ar.us					
2	3/15/16	During grade level meetings, discuss areas of concern/need based on classroom observations.	Complete 02/28/2017	Jennifer Huff	03/31/2017
<i>Notes:</i>					
3	2/24/17	Professional development will be planned during the summer to meet the individual needs of the teachers to increase student achievement.		Jennifer Huff	08/14/2017
<i>Notes:</i> Funding will be used to provide presenters and materials for professional development sessions.					
4	2/24/17	Teachers will collaborate with the principal and curriculum director to provide input and assist in planning summer professional development sessions that will be offered on campus. Sessions will be based on the individual needs of the teachers.		Jennifer Huff	05/31/2017
<i>Notes:</i>					

	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Professional development for Hoxie elementary is primarily driven by what each teacher feels like they need for improvement and what is available. The leadership team feels the professional development available is of limited quality and not subject specific. PD leans heavily toward math and literacy and workshops consist of what and why but doesn't show "how". Workshops are presented in a format that contradicts how teachers are supposed to teach their students.	Limited Development 10/14/2014		
How it will look when fully met:		Professional development will be individualized based on needs, data from professional growth plans and input by administrators and teachers. Individualization will include both teacher and student needs, with the ultimate goal being to meet all student needs through differentiation and increase student achievement in all areas.		Tracy Gates	06/28/2019
Action(s)	Created Date		8 of 12 (67%)		
1	10/22/14	Each grade level and/or subject specific level group will summarize the students' weakest areas and identify professional development needs to address those areas. The suggested professional development will be discussed during grade level meetings.		Grade level/subject specific areas	04/07/2017
<i>Notes:</i>					
2	10/22/14	Each teacher will perform self-evaluation through Bloomboard.	Complete 01/04/2017	Tracy Gates	09/30/2014
<i>Notes:</i>					
3	10/22/14	Using both the summative evaluation data and the self-evaluation from Bloomboard, teachers will formulate a Professional Growth Plan.	Complete 10/31/2016	Tracy Gates	10/30/2014
<i>Notes:</i>					
4	10/22/14	Professional Growth plans will be electronically saved on Bloomboard. Artifacts will be uploaded, as needed, and included in those plans.	Complete 10/31/2016	Tracy Gates	12/01/2014
<i>Notes:</i>					
5	10/22/14	Teachers will review summative data collaboratively during grade level and subject specific meetings to determine areas of need for professional development. Teachers professional growth plans will reflect the needs identified.		Grade level/ subject specific areas	06/14/2019
<i>Notes:</i>					
6	10/22/14	Building level administrators will observe teachers and analyze data throughout the school year to help identify professional development needs. Those needs will be compared to individual professional growth plans and communicated with the teachers.		Tracy Gates	05/12/2017

<i>Notes:</i>					
7	10/22/14	Professional Development Documentation form will be completed, approved by an administrator and kept in each teacher's professional development folder.	Complete 08/26/2016	Teachers	10/07/2014
<i>Notes:</i> Folders are kept in the central office for each teacher documenting professional development					
8	10/22/14	Building administrators will collaborate with teachers to locate research based professional development in needed areas.	Complete 08/07/2015	Tracy Gates	10/14/2014
<i>Notes:</i> The principal and curriculum director meets with the teachers to identify areas of need. The principal and curriculum director work together collaboratively to plan and organize professional development to meet the needs of the teachers. Professional development is offered on the school campus.					
9	3/21/16	<p>Job embedded professional development will be provided based on the individual needs of the teachers by a consultant, Kim Wilkins, from E2E. The professional development will be to increase student engagement and assist teachers in curricular development. The goal is to increase student achievement on the ACT Aspire in literacy and math by 3 percent per grade level in grades 3-6.</p> <p>2017 Goals:</p> <p>Grade 3 will increase to 45.6 percent ready in math, 27.6 percent ready in reading, and 22.6 percent ready in writing;</p> <p>Grade 4 will increase to 66.8 percent ready in math, 33.4 percent ready in reading, and 11.7 percent ready in writing;</p> <p>Grade 5 will increase to 34 percent ready in math, 32.6 percent ready in reading, and 17.5 percent ready in writing;</p> <p>Grade 6 will increase to 52.2 percent ready in math, 43.7 percent ready in reading, and 38.6 percent ready in writing</p>		Tracy Gates	06/30/2017
<i>Notes:</i>					

10	3/15/16	Based on the needs of teachers as identified through observations and conversations, professional development training will be provided by 95% Group for intervention and RTI in grades K-6.	Complete 08/15/2016	Jennifer Huff	07/29/2016
<i>Notes:</i> The cost for the training is \$3,000 per day and \$25 per participant for materials.					
11	3/15/16	Guided reading groups and literature discussion groups have been identified as an area of need for professional development. Kim Wilkins from E2E will provide teachers in grades K-6 with essential professional development in the area.	Complete 06/30/2016	Jennifer Huff	06/24/2016
<i>Notes:</i> professional development will also be provided in the classroom as job-embedded on an as needed basis					
12	3/15/16	Based on conversations with teachers and analysis of ACT Aspire rubrics in writing, teachers will be trained in 6 traits + 1 before the beginning of the 2016-2017 school year.	Complete 06/24/2016	Jennifer Huff	06/30/2016
<i>Notes:</i> Kim Wilkins from E2E may provide the training. The cost is \$1,200 per day					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Hoxie elementary offers extended learning time programs and uses data for modifications. After school tutoring is available throughout the year. Progress monitoring occurs monthly in all grade levels Kindergarten – 6th grade for literacy. Literacy has a priority slot for interventions and the team feels like it is fully implemented. The same does not hold true for math and other subjects in all grade levels. There is some progress monitoring for math. However, due to the lack of time and lack of any software/materials for progress monitoring, the team concluded it is an area of need.	Limited Development 10/14/2014		
<i>How it will look when fully met:</i>		When the objective is fully met, Hoxie Elementary will offer after school tutoring to students in grades K-6 based on students individual needs. Students will be monitored at least 3 times each year to monitor progress. Students that are not progressing as they should will be provided interventions. Classworks will be utilized in math and literacy to provide students and individualized learning plan. Teachers will be trained in 95% group interventions to provide students with intense phonics remediation. Teachers will provide students with "boot camps" as remediation to increase test scores during an intervention block. The elementary school will host an assembly and provide incentives to motivate students to work hard on state assessments.		Tracy Gates	05/18/2018
Action(s)	Created Date		7 of 9 (78%)		
1	3/22/16	The school will renew services with Accelerated Reader to be used as an incentive program to encourage students to read and take AR quizzes on books they read. Students will be able to take quizzes during independent reading time in the classroom and in the library during scheduled library time or after school during the after school library program. Students that reach certain goals will be recognized.	Complete 10/19/2016	Heather Kepner	10/14/2016
<i>Notes:</i> \$5,500					
2	3/21/16	The school will continue to employ a reading recovery teacher to provide intense literacy instruction to grades K-2 students identified using grade level screeners, such as DIBELS.	Complete 07/01/2016	Tracy Gates	07/01/2015
<i>Notes:</i> Refer to the salary schedule for funding					

3	3/21/16	The school will hire a part-time dyslexia interventionist to screen students using an approved dyslexia screener and provide interventions to students that qualify based on the results from the screener.	Complete 07/01/2016	Tracy Gates	07/01/2015
<i>Notes:</i> Refer to salary schedule for funding information					
4	3/15/16	Schedule after school tutoring for grades K-6 from 3:30-4:00 at least 2 days each week.	Complete 10/05/2016	Tracy Gates	02/22/2016
<i>Notes:</i> Certified Staff will be paid \$20 per hour will be paid from Title I funding					
5	3/15/16	Analyze Classworks Benchmark Assessments, ACT Aspire interim results, and DIBELS data to identify areas of weakness and strengths and place students into pull-out groups.	Complete 03/15/2017	Jennifer Huff	03/15/2016
<i>Notes:</i>					
6	3/15/16	Host assemblies prior to testing to motivate students to work to their fullest potential. After testing is complete students will be recognized based on behavior rubrics during testing.		Tracy Gates	05/19/2017
<i>Notes:</i> The team will revisit this task after Christmas.					
7	3/15/16	Schedule a block of time for students to be provided remediation at least 2 weeks prior to testing.	Complete 03/15/2017	Tracy Gates	03/28/2016
<i>Notes:</i>					
8	3/21/16	The elementary library will offer extended hours from 3:30 to 4:30 pm each day after school to allow students opportunities to use the computer lab and complete research.	Complete 09/12/2016	Tracy Gates	10/05/2015
<i>Notes:</i>					
9	3/15/16	The leadership team will evaluate the implementation and success of Classworks. The team will determine to continue the contract with Classworks.		Jennifer Huff	04/07/2017
<i>Notes:</i> Classworks cost about \$30,00 annually district-wide (\$15,00 for elementary)					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Hoxie school will meet one of the components of a school-wide program by using the following strategies to attract highly qualified teachers. The Superintendent and Principals will actively recruit teachers to fill vacant positions at Williams Baptist College, Arkansas State University, UCA and other colleges within the state by contacting potential graduates for interviews. Advertisements will be made first within local papers and if a candidate isn't found, in papers throughout other parts of the state. Once teachers become a part of the staff, they will be given the support, training and encouragement necessary to do their jobs effectively and remain on staff. Specialty areas present an occasional problem. If necessary, the leadership team will add steps to address any issues that arise.</p> <p>The team wants to add a plan of comradery for the staff, including departmental appreciation days for everyone including such groups as cafeteria, custodians, maintenance, bus drivers and instructional aides. A plan to keep salaries competitive with the county and region and to market the schools assets also needs to be developed.</p>	Limited Development 10/14/2014		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		<p>A Confidential Comrade will be implemented. Shauna Bennett and Dawn Kopp will take the lead on the project. A staff interest survey will be given to all staff members including cafeteria, custodians and office personnel. The surveys will be completed if the member wants to participate and include such things as favorite drink, favorite color and other helpful hints. Each 9 weeks, beginning in November 2014, staff members will draw out a "Confidential Comrade". The concept will be very similar to secret Santa. The member who draws out will become the confidential comrade and purchase a weekly token of appreciation for the person they drew. Gifts must be low-cost (\$1-2 dollars each) with a maximum amount spent for the 9 weeks of \$20 total. When the last gift is given, the confidential comrade should sign their name. Employees will redraw in January for the 3rd nine weeks and again the 4th nine weeks.</p>	Objective Met 03/22/17	Tracy Gates	11/10/2014
Action(s)	Created Date				
1	10/30/14	End of Year Staff Celebration		Complete 05/29/2015	Jennifer Huff 05/15/2015

<i>Notes:</i> An end of the year staff get together will take place in May 2015.					
2	10/30/14	Create Confidential Comrade program.	Complete 12/18/2015	Sommer Ferrell	11/11/2014
<i>Notes:</i> A Confidential Comrade will be implemented. The fun committee will take the lead on the project. A staff interest survey will be given to all interested staff members. The surveys will be completed if the member wants to participate and include such things as favorite drink, favorite color and other helpful hints. Staff members will draw out a "Confidential Comrade". The concept will be very similar to secret Santa. The member who draws out will become the confidential comrade and purchase a weekly token of appreciation for the person they drew. Gifts must be low-cost (\$1-2 dollars each) with a maximum amount spent for the 9 weeks of \$20 total. When the last gift is given, the confidential comrade should sign their name.					
3	10/30/14	Christmas party.	Complete 12/18/2015	Dawn Kopp and Stephanie Greer	12/18/2014
<i>Notes:</i> We will have a Christmas Party just before Christmas Break each year on Hoxie campus.					
Implementation:			03/22/2017		
Evidence		<p>3/22/2017 Evidence that this objective has been met and is fully implemented can be found in the form of teachers being identified as teacher of the month. Decreased turnover in the past three years is also an indicator that the objective has been fully and effectively implemented. The teacher's salary is currently \$300 above the state minimum required beginning teacher's salary.</p>			

<p><i>Experience</i></p>	<p>3/22/2017 In order to meet this objective, committees were formed to focus on improving the school morale. At Christmas faculty and staff participate in multiple activities to interact with each other in a positive way. Throughout the year, teachers are shown appreciation by being identified in positive ways. Each month a teacher is selected as teacher of the month. That teacher is then invited to eat with the principal at local restaurant. In order to recruit highly qualified teacher, positions are advertised on the school's website and in the newspaper when they come available. The principal is also in contact with local universities and colleges. The district works to increase the teacher's minimum salary each year in order to be competitive with surrounding schools.</p>			
<p><i>Sustainability</i></p>	<p>3/22/2017 The school will continue to positively recognize teachers to prevent turnover in the school. The school district will also strive to continue to increase it's base teacher salary each year in order to be competitive with other districts.</p>			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging teachers in aligning instruction with standards and benchmarks			
IIA01		Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade levels meet informally inconsistently.	Limited Development 09/09/2015		
<i>How it will look when fully met:</i>		Teachers will create agendas and keep minutes for instructional team meetings. Each teacher on the leadership team will be in charge of an instructional team for his/her grade level. Instructional teams will meet formally once weekly and informally at least one additional time each week for 40 minutes each meeting. Teams will develop instructional units aligned to the CCSS and AR Frameworks. In order to provide evidence this objective is fully met, teachers will submit unit plans to be used for instruction.		Jennifer Huff	11/13/2017
Action(s)		Created Date	2 of 8 (25%)		
1	3/21/16	Teachers will attend professional development, as needed, in order to develop units of instruction that focus on an increased amount of hands-on learning and STEM activities.		Jennifer Huff	06/30/2017
<i>Notes:</i> Professional development must be approved by an administrator.					
2	9/9/15	Instructional team leaders will create agendas and keep minutes for meetings.	Complete 03/21/2016	Jennifer Huff	10/07/2015
<i>Notes:</i>					
3	9/23/15	Instructional teams will develop units of instruction during grade level meetings through collaboration.		Jennifer Huff	03/30/2018
<i>Notes:</i>					
4	9/23/15	Instructional teams will identify students at risk of academic failure and develop a plan to provide support to help them be successful in school.	Complete 03/15/2017	Tracy Gates	03/24/2017
<i>Notes:</i> The ACT interim assessments will be given and data compiled to make a plan to help each student and to ensure growth.					
5	3/21/16	Materials and supplies will be purchased to help teachers supplement the curriculum, including updating classroom libraries.		Tracy Gates	06/30/2017
<i>Notes:</i>					
6	3/21/16	A subscription to BrainPop, Gynzy, SuperTeacher Worksheets, Classworks, Newsela, Readworks, LearnZillion, ReadingA-Z will be renewed to give teachers an additional resource when developing their curriculum and planning instruction.		Jennifer Huff	06/01/2018

Notes: Cost \$2,295 annually Add additional costs of other resources					
7	11/9/16	Students will spend additional time on the computer/keyboarding each week.		Tracy Gates	08/21/2017
Notes: Teachers will use the laptop cart for at least one day per week throughout their instruction. Keyboarding will be a special class, in addition for all students in 1-6.					
8	11/9/16	The district wide writing program will continue to be used in instruction. Each grade level, 4-6 will have a block of writing instruction each day. Students in K-3 will increase the writing time and both grade bans will use rubrics to assess their writing.		Tracy Gates	12/11/2017
Notes:					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assessing student learning frequently with standards-based assessments			
!	IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school utilizes interim assessments at least three times each year. For the 2015-2016 school year, teachers will be creating interim assessments using Classworks based on classroom instruction and their pacing guides. Each interim assessment will generate an individual learning plan for each student to provide individualized interventions and help close the gaps.	Limited Development 11/16/2015		
<i>How it will look when fully met:</i>		When this objective is fully met, grades 3-6 will have transitioned to the ACT Aspire Interim Assessment. Teachers in grades 3-10 will use the periodic testing standards coverage tables to help align their pacing guides to the interim assessments. Teachers will create reports using actaspire.org and analyze the data to plan and develop individualized interventions to help students reach their goals. Students in grades 1-6 will also take the Classworks Universal Screener or Benchmark Assessment three times each year measure annual growth. Individual learning plans will be developed from the universal screener/benchmark assessment to provide individualized interventions to students. Students in kindergarten will be monitored using DIBELS data.		Jennifer Huff	05/26/2017
<i>Action(s)</i>		<i>Created Date</i>		2 of 6 (33%)	
1	3/22/16	Performance Coach will be purchased for sixth grade math students to be used as an intervention to help prepare students for the ACT Aspire Summative Assessment.	Complete 01/15/2016	Jennifer Huff	01/08/2016

<i>Notes:</i> \$1,000 will be used from NSLA funds to purchase student workbooks.					
2	3/21/16	The contract with Classworks will be renewed to allow teachers the ability to build interim assessments, administer screeners, and provide interventions to students in areas identified as not proficient. Classworks can also be used as an enrichment intervention for students working at above grade level performance.		Jennifer Huff	04/14/2017
<i>Notes:</i> \$20,000 per year					
3	3/21/16	Instructional assistants will be hired to provide intensive interventions to students not meeting the benchmarks and progressing towards mastering the grade-level standards. Instructional Assistants will work under the direct supervision of a highly qualified teacher.	Complete 07/01/2016	Tracy Gates	08/10/2015
<i>Notes:</i> Title I funding will be used to pay the instructional assistants salaries.					
4	3/21/16	Materials and supplies will be purchased as needed to supplement the instruction for remediation to help increase student achievement.		Tracy Gates	06/02/2017
<i>Notes:</i>					
5	11/9/16	Teachers will meet to analyze the data received from the Interim Assessments. Interventions and Remediation instruction will adjust according to need. Grouping of students will adjust also.		Jennifer Huff	04/14/2017
<i>Notes:</i>					
6	11/9/16	Teachers will be given release time or use the early dismissal times to work on the analyzing of the data after each interim assessment.		Tracy Gates	08/14/2017
<i>Notes:</i> Teachers need additional time to look at data to carefully select grouping(students)according to area of need for remediation and intervention.					

IID06		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team currently meets monthly to assess and monitor the school's improvement plan. However, little time is spent carefully analyzing data as a leadership team and making instructional decisions for the school as a whole to benefit student learning. Generally, the Curriculum Specialist will gather data and assemble reports to share during grade level meetings and grade levels will discuss data during grade level meetings when meeting independently to make instructional decisions within their respective grades.	Limited Development 10/03/2017		
<i>How it will look when fully met:</i>		When this objective is fully met, the Leadership team will make instructional decisions using and set goals using data using many different forms of data to drive instructional practices within the school as a whole. Each goal will have specific outcome targets for grade levels, subject areas, and student subgroups. The leadership team will also communicate such goals to stakeholders within the school. Leadership meetings will have a focus and drive the school's continuous improvement process.		Jennifer Huff	08/27/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	10/3/17	Each team member will discuss ideas for goals in literacy and math during weekly meetings to generate ideas and allow input from all stakeholders for school goals.		Tracy Gates	10/25/2017
<i>Notes:</i>					
IID07		The Leadership Team monitors school-level student learning data.(105)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently instructional teams and individual teachers utilize data gathered and organized for them to make instructional changes. The curriculum specialist runs reports and creates data walls for teachers based on interim assessments, but teachers are not actively involved in the process. Adjustments are made to instructional plans at a minimal level, usually involving whole group instructional adjustments.	Limited Development 10/03/2017		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers will work collaboratively and individually to analyze data in order to make instructional decisions that will allow for differentiated instruction and support. Teachers will have ownership in data disaggregation.		Jennifer Huff	06/07/2019
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

IID11		Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Hoxie elementary is currently doing progress monitoring and some pre/post testing. Students are "red-flagged" during interim assessments and progress monitoring. They receive extra interventions but not in all areas. Pre/post tests are not fully implemented at this time. Students needing extra help are focused on more than those that could be pushed higher through enhanced learning activities. Some grades review progress monitoring to make curriculum and instructional decisions; however, all grades and subjects do not. Pre/post tests are utilized but not per unit, more like a summative assessment. A unit needs to be defined in all grade levels and pretests developed. Some pretests are being utilized through a variety of ways, but it is not organized and documented as well as it should be. Instructional teams will consist of grade levels in K-3 and subject specific teams in grads 4-6.	Limited Development 10/22/2014		
<i>How it will look when fully met:</i>		When this objective is fully met, instructional teams will develop units of instruction complete with ongoing formative assessment. Teachers will have a complete understanding of how to use data to guide instruction in their classrooms. The data will be used to adjust their instruction and identify students who need extra help or advanced assignments. The units of instructions created by the instructional teams will also include pre/post tests to help gain an insight into their instructional practices and their students' understanding of the lesson(s).		Jennifer Huff	07/27/2018
Action(s)	Created Date		2 of 9 (22%)		
1	3/21/16	Teachers will attend professional development, as needed, to gain understanding in developing complete units of instruction that are vertically aligned with the curriculum.		Jennifer Huff	07/28/2017
<i>Notes:</i>					
2	3/21/16	Teachers will begin to meet as instructional teams to plan and develop units of instruction.		Jennifer Huff	08/18/2017
<i>Notes:</i> Teachers will be paid \$20 per hour for noncontracted time					
3	3/21/16	Pre/post tests will be developed for each unit of instruction during team meetings.		Jennifer Huff	05/21/2018
<i>Notes:</i>					

4	3/21/16	The teams will include ongoing formative assessment throughout their units of instruction.		Jennifer Huff	01/31/2018
<i>Notes:</i>					
5	3/21/16	The school will utilize the reading recovery teacher to provide intense literacy interventions to students identified in grades k-2.	Complete 09/12/2016	Tracy Gates	10/19/2016
<i>Notes:</i>					
6	3/22/16	The reading recovery program implementation will continue with a reading recovery teacher working with the lowest 20% of students who are below grade level in literacy for grades K-2.	Complete 08/10/2015	Tracy Gates	07/01/2015
<i>Notes:</i> NSLA funds will pay the salary of the Reading Recovery Teacher					
7	3/22/16	Reading recovery refill kits (consumable supplies) and additional student reading books will be purchased along with professional texts for the teacher. An annual membership to the Reading Recovery Council of North America (RRCNA) will be purchased each year. This is a professional organization for reading recovery teachers. Membership includes a subscription to the Journal of Literacy Teaching and Learning.		Jennifer Huff	06/30/2017
<i>Notes:</i> \$175					
8	3/22/16	The Reading Recovery Teacher will attend trainings such as the Reading Recovery Continuing Contact Sessions (6 times per year), the Arkansas Reading Recovery Comprehension Literacy Conference (3 days) to keep abreast of the latest information to effectively to his/her job.		Jennifer Huff	06/09/2017
<i>Notes:</i> The professional development required to ensure reading recovery credentials will be paid with NSLA money. \$375					
9	3/22/16	Students will be recognized by the Reading Recovery Teacher for responsibility and good work ethic. Students who bring readers back each day and demonstrate better fluency from reading at home each night will be given a certificate or other token recognition. Parental recognition, such as certificates, will also be given to parents whom the Reading Recovery teacher observe have been reading with their child.		Tracy Gates	06/30/2017
<i>Notes:</i> \$100					

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound instruction in a variety of modes			
	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers have developed curriculum maps based on their teaching standards. Throughout the year, teachers will revise their curriculum maps to help plan for the future.	Limited Development 11/16/2015		
How it will look when fully met:		When this objective is fully met, all teachers will be guided by a document that both vertically and horizontally aligns standards, curriculum, and assessment. Instructional teams will meet across grade levels to revise their current curriculum guides to ensure they are uniform in format and vertically aligned.	Objective Met	Jennifer Huff	08/20/2018
Action(s)	Created Date		2 of 2 (100%)		
0	3/21/16	Professional development offered during the summer to assist teachers in developing and aligning their curriculum maps, providing opportunities for vertical alignment.	Complete 08/12/2016	Jennifer Huff	08/05/2016
Notes:					
1	3/21/16	Instructional teams will meet during common planning time to begin revising their curriculum maps based on instruction and data assessment.	Complete 12/01/2016	Tracy Gates	05/27/2016
Notes:					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
!	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Hoxie elementary has established programs for parent involvement but has not been successful in maintaining any particular parent involvement programs. Parents will come for events such as donuts for dads and muffins for moms but are not involved on a continuous basis. The parental involvement laws are followed but at the bare minimum. For example, compacts have not been specific by grade level.	No Development 10/14/2014		
<i>How it will look when fully met:</i>		When the objective is fully met, the school will have a plan in place that includes parents and community members providing input on educational decisions within the school. The school's compact will be edited to include specific grade level expectations and responsibilities. Families will have a complete understanding of how to best support their children's education.		Jeffery Blake	10/02/2017
Action(s)	Created Date		4 of 8 (50%)		
1	3/21/16	Form a parental involvement committee with at least one representative from each grade level to serve on the committee for a term of two years.	Complete 10/28/2016	Jeffery Blake	08/12/2016
<i>Notes:</i>					
2	3/21/16	Contact parents and members of the community to serve on the parental involvement committee.	Complete 10/28/2016	Tracy Gates	08/26/2016
<i>Notes:</i>					
3	3/21/16	Revise the parent-school compact.		Jeffery Blake	09/15/2017
<i>Notes:</i>					
4	3/21/16	The elementary counselor will be included in this team.	Complete 10/28/2016	Jeffery Blake	08/15/2016
<i>Notes:</i>					
5	3/22/16	Outside resources and programs will be brought in to teach children about the dangers of tobacco, alcohol, and other drugs of abuse.	Complete 11/11/2016	Katie Compton	06/30/2016
<i>Notes:</i> \$500					

6	3/21/16	Materials and supplies may be purchased as needed to assist in parental involvement activities.		Tracy Gates	10/02/2017
<i>Notes:</i>					
7	3/22/16	The elementary will hold a character education assembly at the end of each semester (for a total of 2). Each teacher will select one student per grade to be announced at the assembly that exhibits good character. A short paragraph explaining why students were chosen will be read. Assemblies will have festive themes. All parents will be invited to attend. Each student recognized will be given a good character t-shirt to promote good character in the school.		Katie Compton	06/02/2017
<i>Notes:</i> \$650					
8	3/22/16	After the last character education assembly of the year, the students recognized as a model of great character will be taken on an educational field trip as motivation for other students to strive to show great character at all times.		Katie Compton	06/02/2017
<i>Notes:</i> \$700					