

Comprehensive Progress Report

Mission:

The Mission of Hoxie Elementary School is to provide students with devoted and compassionate teachers who will create a safe environment and rigorous course work. By providing these tools, we will produce self-directed learners in an ever-changing world.

Vision:

The Vision of Hoxie Elementary School is to provide a community of learners where everyone is valued. All faculty and staff, in partnership with parents and families, are committed to doing what is necessary for students to achieve academic success, as guided by state standards.

Goals:

Hoxie Elementary School will implement a culture of a growth mindset.
 Teachers will provide students with support using Webb's Depth of Knowledge.



! = Past Due Objectives KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish 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	
How it will look when fully met:		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		Tracy Gates	05/31/2019

stakeholders will collaborate to develop a plan of action that will increase student achievement in literacy, science, and math.

Action(s)	Created Date		2 of 4 (50%)		
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	05/31/2019
		<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	04/20/2019
		<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 least 20 percent of the instructional time for science to hands on learning that builds conceptual understanding science and math.	Complete 11/07/2017	Tracy Gates	10/20/2017
		<i>Notes:</i> Supplies will be purchased to implement hands on learning activities			
Implementation:					
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.			
	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		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
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	11/30/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/1/14	All documentation for the school's improvement plan is kept by the Curriculum Director and communicated to teacher.		Tracy Gates	11/10/2018
<i>Notes:</i>					
Implementation:			11/07/2017		
Evidence		11/7/2017 The curriculum director maintains a binder with appropriate documentation to satisfy the objective.			
Experience		11/7/2017 In pursuing this objective, it was found to best fit the needs of the school if all documentation was kept in a central location and submitted accordingly.			
Sustainability		11/7/2017 The principal and curriculum director will continue to collaborate on meetings and record keeping for the school.			

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 plan 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.	Limited Development 08/26/2015		
		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. During meetings, Leadership team members will make decisions concerning the basic operation of the school. Decisions made will be to increase student achievement using information shared from instructional teams. The team will meet for a minimum of one hour each time to minimize stress and hurriedness that could occur that would likely prevent team members from staying focused.		Jennifer Huff	12/14/2018
Action(s)	Created Date		1 of 2 (50%)		
1	8/27/15	In order to fully implement the indicator, members of will stay 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 budgeted for teachers meeting after the instructional day ends.		Jennifer Huff	11/09/2018
		<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.			
2	3/16/18	Team members will make decisions to determine which resources the school should purchase to supplement student learning in the classrooms.	Complete 06/20/2018	Jennifer Huff	06/01/2018
		<i>Notes:</i>			
Implementation:					
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	11/16/2016 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.			
	ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	Implementation Status	Assigned To	Target Date
	Initial Assessment:	Currently each member of the leadership team is the leader of his/her grade level team. In grade level teams, teacher collaborate to plan instruction, analyze data, and create/revise curriculum guides. Each team meets monthly with the district's Curriculum Director to communicate progress of goals or receive assistance in planning instruction and/or analyzing data to identify students that may need additional support.	Limited Development 11/06/2017		
	How it will look when fully met:	When this indicator is fully met, teachers will not only work collaboratively in grade level teams, they will collaborate in subject area teams as well to assist in vertical alignment. Department teams will meet in elementary to plan instruction to plan curriculum that is uniform in rigor across grade levels aligned to the state standards. Teachers will have a greater understanding of what each grade level is responsible for teaching and how to differentiate instruction appropriately in each subject area. A representative from each specialty and instructional area will be included.		Tracy Gates	09/28/2018
Action(s)	Created Date		0 of 4 (0%)		

1	11/6/17	Science department will form a team to analyze ACT Aspire Summative and Interim data to ensure instruction is taught at the appropriate DOK level in each grade level. Teachers will also vertically align the science curriculum to ensure there is a natural progression of skills between each grade level. Teachers will collaborate to ensure students are receiving the appropriate amount of hands on instruction at the appropriate levels of support.		Janet Atkinson	12/07/2018	
<i>Notes:</i>						
2	11/6/17	The Literacy department will form a team for reading to analyze ACT Aspire Summative and Interim data to ensure instruction is taught at the appropriate DOK level in each grade level. Teachers will also vertically align the reading curriculum to ensure there is a natural progression of skills between each grade level. Team members will also ensure that comprehension skills are paced appropriately.		Stephanie Greer	03/08/2019	
<i>Notes:</i>						
3	11/6/17	The literacy department will form a writing team to analyze ACT Aspire Summative and Interim data to ensure instruction is taught at the appropriate DOK level in each grade level. Teachers will also vertically align the writing curriculum to ensure there is a natural progression of skills between each grade level. Teachers will ensure that students have a full understanding of the different types of writing and can produce samples of each, as required for each grade level's standards. The team will become familiar with rubrics and how to apply the 6+7 Trait writing strategies to their instruction.		Deanna Rash	04/05/2019	
<i>Notes:</i>						
4	11/6/17	The Math department will form a team to analyze ACT Aspire Summative and Interim data to ensure instruction is taught at the appropriate DOK level in each grade level. Teachers will also vertically align the math curriculum to ensure there is a natural progression of skills between each grade level. The team will ensure that teachers are working to meet the goals created by the school.		Teresa Hart	05/03/2019	
<i>Notes:</i>						
		ID12	Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Instructional teams of grade level teachers meet weekly for 45 minutes each meeting to collaborate and plan instruction. Team members share the responsibility of generating lessons for their grade level that are aligned to the state standards and are congruent with the curriculum pacing guides. During meetings, lessons are discussed and revised	Full Implementation 11/06/2017		

based on students' needs. Instruction is planned using data from grade level assessments, interim assessment, and summative assessments.

Core Function:		School Leadership and Decision Making			
	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		0 of 5 (0%)		
1	10/22/14	Each teacher will perform self-evaluation through Edreflect.		Tracy Gates	09/30/2018
<i>Notes:</i>					
2	10/22/14	Using both the summative evaluation data and the self-evaluation from Edreflect, teachers will formulate a Professional Growth Plan.		Tracy Gates	10/30/2018
<i>Notes:</i>					
3	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>					
4	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	05/12/2019
<i>Notes:</i>					
5	10/22/14	Professional Development Documentation form will be completed, approved by an administrator and kept in each teacher's professional development folder.		Tracy Gates	05/31/2019

Notes: Folders are kept in the central office for each teacher documenting professional development

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess 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		
How it will look when fully met:		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	05/24/2019
Action(s)	Created Date		0 of 1 (0%)		
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	04/06/2019
<i>Notes:</i>					
	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	Limited Development 10/03/2017		

	grade level meetings when meeting independently to make instructional decisions decisions within their respective grades.				
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	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	08/27/2019
Action(s)	Created Date		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	10/25/2018
<i>Notes:</i>					
Implementation:			02/28/2018		
	IID07	The Leadership Team monitors school-level student learning data.(105)	Implementation Status	Assigned To	Target Date
Initial Assessment:	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		
How it will look when fully met:	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
Action(s)	Created Date		0 of 1 (0%)		
1	11/7/17	Teachers will utilize for each content area tested in grades K-6 to track student growth and to target students for interventions.		Jennifer Huff	06/01/2019
<i>Notes:</i>					
	IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)	Implementation Status	Assigned To	Target Date

Initial Assessment:		The school is making great efforts towards this indicator. Formative assessments are administered in each grade level. However, common assessments may not be utilized. Teachers are also in the process of learning to use data to drive instruction in their classrooms, rather than only relying on pacing guides to plan instruction.	Limited Development 11/07/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		When this objective is fully met, teachers will utilize common assessments and have an in-depth understanding of how to use data from such assessments to drive instruction in their classrooms. Instructional teams will collaborate to adjust instruction to meet the needs of students in each grade level.	Objective Met 02/28/18	Tracy Gates	12/14/2018
Action(s)	Created Date				
1	11/7/17	Teachers will meet with instructional teams to discuss the results of formative assessments and discuss ways in which to adjust their instruction to meet the needs of students and increase student achievement.	Complete 02/21/2018	Jennifer Huff	04/27/2018
<i>Notes:</i>					
Implementation:			02/28/2018		
Evidence	2/28/2018	Evidence that the objective has been fully met and effectively implemented is in the form of minutes and sign-in sheets kept by each grade level. Teachers turn in such documentation at the end of each school year.			
Experience	2/28/2018	Teachers meet in grade levels regularly to analyze data and discuss assessment results. They then use the information to adjust instruction to meet students' needs. Documentation is kept in the form of agendas, minutes, and a sign in sheet.			
Sustainability	2/28/2018	To continue procedures put in place, teachers will continue to meet regularly (weekly) to identify weaknesses in instruction and students that need additional support. The information gained from such meetings will be used to drive classroom instruction.			
	IID09	Instructional Teams use student learning data to plan instruction.(107)	Implementation Status	Assigned To	Target Date

Initial Assessment:		Instructional teams are in the process of learning methods to analyze data and plan instruction based on the data. When areas of need are identified, teachers learn new instructional strategies to meet the need. Formative and periodic assessments are administered to students in all grade levels to monitor progress and identify students in need of interventions.	Limited Development 11/07/2017		
How it will look when fully met:		When this objective is fully met, instruction in all classrooms will be differentiated based on student needs. Student achievement will increase as a result. Teachers will be self-motivated to analyze and adjust instruction appropriately. Interventions will be provided for students not on track to proficiency.		Jennifer Huff	06/01/2019
Action(s)	Created Date		2 of 4 (50%)		
1	11/7/17	After analyzing summative and formative data, mathematical reasoning and problem solving has been identified as an overall weakness. Number Talks will be implemented in each grade level as a form of interventions to increase mathematical reasoning and reinforce problem solving skills.	Complete 02/01/2018	Jennifer Huff	01/05/2018
<i>Notes:</i>					
2	2/28/18	Materials and supplies will be purchased for teachers to provide hands-on learning experiences in science to increase ACT Aspire scores in science.		Tracy Gates	04/27/2019
<i>Notes:</i> \$500 per grade level will be allotted					
3	2/28/18	Supplies will be purchased from Great Minds to supplement instruction in the area of mathematics.		Jennifer Huff	08/13/2018
<i>Notes:</i>					
4	2/28/18	Reading teachers will purchase additional books to update classroom libraries in order to increase reading in the classroom.	Complete 02/02/2018	Jennifer Huff	01/12/2018
<i>Notes:</i> \$500 per reading teachers (funding will be used from both 2281 and 6786)					
		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
Initial Assessment:		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	Limited Development 10/22/2014		

		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 grades 4-6.			
How it will look when fully met:		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.		Jennifer Huff	07/27/2018
Action(s)	Created Date		1 of 8 (12%)		
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.	Complete 08/11/2017	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	08/18/2018
		<i>Notes:</i> Teachers will be paid \$20 per hour for noncontracted time			
4	3/21/16	The teams will include ongoing formative assessment throughout their units of instruction.		Jennifer Huff	01/31/2019
		<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.		Tracy Gates	10/19/2018
		<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 grade 1.		Tracy Gates	07/01/2019
		<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		Jennifer Huff	06/30/2019

		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.			
<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	06/09/2019
<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	05/30/2019
<i>Notes:</i> \$100					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor 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.		Jennifer Huff	08/20/2018
Action(s)	Created Date		4 of 6 (67%)		
1	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
<i>Notes:</i>					

2	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
<i>Notes:</i>					
3	2/28/18	Teachers will align Arkansas State Standards in literacy, math, and science to the ACT Aspire Knowledge and Skills Map, identifying standards that are highly tested.		Jennifer Huff	08/13/2018
<i>Notes:</i>					
4	2/28/18	Teachers will use the newly aligned standards (aligned with the ACT Aspire Knowledge and Skills maps) to create/revise curriculum maps.		Jennifer Huff	12/19/2018
<i>Notes:</i>					
5	2/28/18	Accelerated reading will be purchased for teachers and students to track progress in grade level instruction through both STAR Reading assessments and AR reading assessments.	Complete 02/21/2018	Jennifer Huff	02/01/2018
<i>Notes:</i>					
6	2/28/18	STAR math will be purchased to allow teachers to track instructional progress in grade level standards.	Complete 02/21/2018	Jennifer Huff	02/01/2018
<i>Notes:</i>					

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
Initial Assessment:		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		
How it will look when fully met:		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.		Jeffery Blake	09/03/2018

Families will have a complete understanding of how to best support their children's education.

Action(s)	Created Date		5 of 6 (83%)		
1	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>					
2	3/21/16	Revise the parent-school compact.	Complete 10/20/2017	Jeffery Blake	09/15/2017
<i>Notes:</i>					
3	3/21/16	The elementary counselor will be included in this team.	Complete 10/28/2016	Jeffery Blake	08/15/2016
<i>Notes:</i>					
4	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 01/10/2018	Katie Compton	06/30/2016
<i>Notes:</i> \$500					
5	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.	Complete 05/19/2017	Katie Compton	06/02/2017
<i>Notes:</i> \$700					
6	7/5/18	Activities will be planned throughout the school year to educate parents and involve them their child(ren)'s education.		Tracy Gates	05/31/2019
<i>Notes:</i>					