

Comprehensive Progress Report

Mission:

The Hoxie School District is committed to preparing all students to be responsible and productive citizens. The Hoxie High School believes in success for all students and shares the responsibility with the community for high expectations, a positive and safe environment and the promotion of lifelong learning.

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>		We have a team in place. However we are in the process of establishing policy.	Limited Development 09/02/2015		
<i>How it will look when fully met:</i>		The school will form a leadership team that consists of the chair from each department, the principal, and the curriculum director. The leadership team will meet twice each month after school to be allowed time to plan and monitor. Teams will focus on student improvement and curriculum alignment. The team will also make recommendations for professional development based on the needs of the teachers.	Add Actions	Kelly Gillham	12/31/2019
Action(s)	Created Date		2 of 4 (50%)		
1	3/15/16	The high school leadership team will be formed from a chair from each department, the principal, and the curriculum director.	Complete 09/23/2015	Jennifer Huff	10/07/2015
		<i>Notes:</i>			
2	3/15/16	Teams will meet twice each month	Complete 10/07/2015	Kelly Gillham	10/07/2015
		<i>Notes:</i> Teachers will be paid a stipend of \$25 per hour for staying after contracted hours			
3	3/15/16	Each person on the team will form a leadership team for his/her department		Kelly Gillham	10/30/2017

<i>Notes:</i>					
4	11/21/16	Each leadership team from all departments will meet monthly to collaborate on lesson planning related to increasing student achievement. Teachers will analyze data and make necessary adjustments to their instruction to meet the needs of students. The team will provide support and ideas for instructional adjustments.		Department Chairs	11/11/2019
<i>Notes:</i> Teachers will be paid \$25 per hour for meeting during non-contracted time after normal school hours.					
		ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To
Initial Assessment:		We are currently developing and keeping documentation for all meetings. Agendas, minutes, and sign-in sheets are kept in a binder and turned in for documentation.		Limited Development 09/02/2015	
How it will look when fully met:		High school leadership team leaders will prepare agendas prior to meeting to keep teams focused and on task. Team agendas, sign-in sheets, and minutes will be put in binders and turned in for review by the district leadership team.			Jennifer Huff
				2 of 3 (67%)	
1	3/15/16	Provide each team leader with a binder to keep documentation.		Complete 09/16/2016	Jennifer Huff
<i>Notes:</i> \$100					
2	3/15/16	Collaborate with the school leadership team to determine guidelines for keeping agendas and minutes.		Complete 09/21/2016	Jennifer Huff
<i>Notes:</i>					
3	11/21/16	With each new school year, team leaders will be reassigned as needed.			Kelly Gillham
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		We have a leadership team in place, but we are working on developing policy and establishing a calendar for meetings.	Limited Development 09/02/2015		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		Members of the leadership team will meet twice each month for one hour each meeting. During the meetings, members will make school improvement decisions for the school. The team will document data and complete agendas for each meeting. All indicators will be completed by March 30, 2016.	Objective Met 11/21/16	Kelly Gillham	03/30/2016
Action(s)	Created Date				
0	3/15/16	Teams will create agendas to keep meetings on task and organized. Teams will also document minutes to use when making school improvement decisions.	Complete 01/18/2016	Jennifer Huff	10/14/2015
		<i>Notes:</i> Binders will be purchased for team leaders to keep documentation of agendas and minutes. \$100			
1	9/16/15	The team leader will show the indistar team video to help members understand what the leadership team should look like.	Complete 11/01/2016	Jennifer Huff	09/16/2015
		<i>Notes:</i>			
Implementation:			11/21/2016		
Evidence		11/21/2016 Documentation in the form of agendas, minutes, and sign-in sheets are kept as evidence. Other evidence includes data interpretation and analysis of student summative and interim assessments.			
Experience		11/21/2016 Leadership teams are formed at the beginning of each school year, consisting of the principal, curriculum director, and a representative from each department. The team meets every other Wednesday to collaborate and work on improving student achievement and on developing the schools improvement plan.			

Sustainability		11/21/2016 The team will continue to meet twice each month and focus on school improvement in areas of instruction and student achievement. The team will also continue to collaborate and develop school's improvement plan.			
	ID08	The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school currently has a team in place and each member meets with his/her department. Agendas and minutes are available. The improvement plan and indistar is available for teachers. However, teachers lack training in accessing and understanding information. Many are not involved in the planning process.	Limited Development 10/26/2016		
How it will look when fully met:		All teachers in the school will have an understanding and ownership in the school improvement plan through communication with members on the school's leadership team. Teachers will be comfortable navigating the indistar website and accessing relevant information.		Kelly Gillham	10/31/2019
Action(s)	Created Date		0 of 1 (0%)		
1	3/24/17	Teachers will be trained on how to become more involved in the development of the schools improvement plan and how to navigate the indistar website in order to locate information that has been added.		Jennifer Huff	08/18/2017
<i>Notes:</i>					

ID09		The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(44)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team meets twice each month to discuss school improvement and share suggestions pertaining to curriculum, instruction, and professional development. Most of the decision making within the school is made using the improvement plan as a framework of discussion. Currently the team the developmental stage of sharing pertinent information.	Limited Development 10/26/2016		
<i>How it will look when fully met:</i>		When this indicator is fully implemented, communication will be open within the school and information will flow more freely between the departments. Each team member specific concerns from the respective departments to each leadership meeting. The leadership will focus more on decisions relating to improving student achievement.		Jennifer Huff	10/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	3/24/17	Resources and information created and/or collected by the team(s) will be shared on the school's website under teacher resources to provide an open line of communication with all stakeholders.		Dedra Riggs	05/30/2018
<i>Notes:</i>					

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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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>		The leadership team feels teachers utilize observations and rubrics in Bloomboard to develop their professional growth plan. Collaborative efforts are made between the teachers and the principal when developing PGPs and planning the next steps. Utilizing TESS through Bloomboard to plan and develop individual professional development plans is an ongoing effort that cycles year after year.	Full Implementation 11/16/2015		

	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are required to attain 18 hours of professional development each year that are defined by the school. Professional Development is being tied to our PGP's. We do not have any form of ongoing professional development. We have some forms of job-embedded professional development, such as PD for Classworks (learning to administer assessments and read reports), classroom management,remediation programs, etc. Currently, we have no common planning time per department; however, we have four days of scheduled release time for professional development. We do have differentiated professional development in that each teacher attends training as needed for their classes based on data analysis and teacher polling.	No Development 10/27/2014		
How it will look when fully met:		Professional development will be individualized based on need, data from professional growth plans, and input by administrators. Individualization will include both teacher needs and student needs with the ultimate goal being to meet all student needs through differentiation. Each school year, there will be monthly released time during the school day for teacher professional development. This will allow opportunities for ongoing and job-embedded professional development.		Kelly Gillham	08/20/2018
Action(s)	Created Date		9 of 14 (64%)		
0	3/21/16	A consultant from E2E will be utilized to provided job-embedded professional development as needed in math, literacy, and science.		Jennifer Huff	05/31/2017
		<i>Notes:</i> Will be utilized as needed Cost is \$1,200 per day			
1	3/30/15	Each grade level and/or subject specific level group will summarize the students' weakest areas and identify professional development to address those areas. The suggested pd will be written up and turned in to the principal or curriculum director for discussion.		Department Chairs	10/10/2017
		<i>Notes:</i> Teachers will be paid a stipend of \$25 per hour for working over contracted hours.			

2	10/27/14	The administrative team will meet weekly during the school year to analyze data and identify areas of need for job-embedded professional development.	Complete 09/29/2016	administrators	09/29/2016
<i>Notes:</i>					
3	10/27/14	The teachers will evaluate all professional development presenters and issue certificates of completion for attending teachers. This information will be used during the following year as data to determine future professional development opportunities.	Complete 08/19/2016	Kelly Gillham	08/01/2015
<i>Notes:</i> The admin team will create a way of evaluating presenters to determine their effectiveness. They will print certificates of completion for attending teachers. The team will also need to analyze the evaluation results shortly after the PD was given to determine if this PD is one that needs to be repeated the following year.					
Supplies will be purchased.					
4	10/27/14	Data will be collected and analyzed to drive PD decisions.		Kelly Gillham	04/24/2017
<i>Notes:</i> Data needs to be collected and analyzed by March 1 of each year. This data will include student testing data, teacher survey results, and current year PGP components. This data will be used to drive the PD that will be offered to the faculty during the summer and the week before school begins.					
5	10/27/14	The admin team will determine what types of professional development will be offered during the quarterly teacher release time.	Complete 09/12/2016	Kelly Gillham	08/01/2015
<i>Notes:</i> Money will be allocated for snacks and other PD related expenses.					
6	10/27/14	The admin team will create the environment for the professional development that will be provided by the school.	Complete 08/26/2016	Jennifer Huff	08/01/2015
<i>Notes:</i> The admin team will be responsible for booking presenters, gathering/purchasing any needed supplies/materials, providing snacks, ensuring a place conducive to the training being offered, etc. Teachers will be paid \$25 per hour for any time met during non-contract time. Money will be allotted for presenters, materials, and snacks.					
7	10/27/14	Add quarterly released time to our school calendar for the next calendar year.	Complete 03/09/2016	Kelly Gillham	08/01/2015
<i>Notes:</i> This calendar will need to be approved each year.					
8	3/30/15	Each teacher will perform self-evaluation through Bloomboard.	Complete 01/09/2017	Kelly Gillham	09/04/2017
<i>Notes:</i>					

9	3/30/15	Using both the summative evaluation data and the self-evaluation from Bloomboard, teachers will formulate a Professional Growth Plan.	Complete 09/30/2016	Kelly Gillham	10/31/2015
<i>Notes:</i>					
10	3/30/15	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.	Complete 01/27/2017	Kelly Gillham	09/16/2014
<i>Notes:</i>					
11	3/30/15	Professional Growth Plans will be electronically saved on Bloomboard. Artifacts will be uploaded and included in those plans.		Kelly Gillham	12/10/2018
<i>Notes:</i>					
12	3/30/15	Professional development documentation form will be completed, approved by an administrator, and kept in each teacher's professional development folder.	Complete 08/19/2016	Kelly Gillham	10/07/2014
<i>Notes:</i>					
13	3/15/16	The team will meet at the end of March to analyze data and plan the PD that will occur during the summer and the week before school starts the following year. All stakeholders will have input in planning summer professional development.		Jennifer Huff	03/30/2018
<i>Notes:</i>					

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>		Currently, we have several supplemental education programs in place. Math, Science, and English tutoring is provided before, during, or after school. ACT math and science prep sessions are provided after school during the week before the ACT test. Bootcamp test-prep and bonus sessions are provided at the end of the school year during and after school. Our library computer lab is open before and after school for students who do not have internet access at home. We are currently offering a "STEAM" to encourage student involvement and promote parental involvement. We currently provided all students a student account for MathXL for School which provides the students with online tutoring for individually assigned questions.	Limited Development 10/27/2014		
<i>How it will look when fully met:</i>		When this objective is fully met, tutoring will be in place for students in English and Math before and after school, ACT prep sessions will be provided to individually meet students' needs, an ACT prep course will be offered to students, math and science teachers will collaborate to host a STEAM night for students, and teachers will collaboratively disaggregate data to meet the individual needs of students.		Kelly Gillham	04/03/2017
Action(s)	Created Date		7 of 14 (50%)		
0	3/22/16	The subscription with Accelerated Reader will be renewed to be used as an incentive based program to boost reading interest in grades 9-12. Students in grades 7-8 will be required to accumulate AR points based on their STAR reading assessment results.	Complete 11/01/2016	Kelly Gillham	11/07/2016
<i>Notes:</i> \$5000					
1	3/30/15	MathXLforSchool student accounts will be purchased for all Geometry, Algebra I, Algebra 2, PreAP Precal, and College Algebra students to provide online supplement to assist with homework, and individualized digital tutoring and instruction for students	Complete 09/30/2016	Melodie Murray	08/31/2015
<i>Notes:</i> Accounts cost \$15 per student. Accounts will be repurchased each year. The use of this program will hopefully help to raise state mathematics testing scores as well as ACT scores. It will also help improve homework completion rates across all participating subjects.					

2	10/27/14	Assign teachers to administer before and after school tutoring in literacy and math to improve student achievement those areas. Students scored 60.59 percent achieving in literacy and 28.09 percent achieving in math on the 2016 ACT Aspire state assessments. By providing after school tutoring in both areas, along with other interventions, student achievement will increase 3 percent in both areas.	Complete 10/07/2016	Kelly Gillham	10/05/2015
<i>Notes:</i> Teachers will be paid \$20 per hour to tutor.					
3	10/27/14	Teachers will be assigned to teach bootcamp test-prep and bonus sessions before state testing.		Kelly Gillham	04/28/2017
<i>Notes:</i> Teachers will be paid \$25 per hour for after school sessions.					
5	3/18/16	Students will be offered tutoring in literacy and math twice each week, before and after school hours, to help increase student achievement in both literacy and math by 3 percent in each area. The overall achieving goal for literacy is 63.59 percent and 31.09 percent in math for the 2017 school year.	Complete 10/07/2016	Kelly Gillham	09/15/2017
<i>Notes:</i> Certified teachers will be paid \$20 per hour for non-contracted time.					
6	10/27/14	The librarian will offer extended hours for students to use the computer lab.		Kimberly Endsley	05/31/2017
<i>Notes:</i> This allows internet access for students that do not have it at home. Kimberly Endsley will be paid for this non-contract time.					
7	10/27/14	Planning time will be needed for math and science family nights.		Administering teachers	05/19/2017
<i>Notes:</i> Teachers will be paid \$25 per hour to meet after school to plan these events.					
8	10/27/14	Supplies will be purchased for STEAM family nights.		Administering teachers	06/02/2017
<i>Notes:</i> Teachers will get prior approval from an administrator to purchase approved supplies. A total budget of \$300-\$500 will be allowed for expenses.					
9	2/10/16	Teachers will administer a practice ACT test to eleventh grade students on February. After administering the assessment, teacher will disaggregate the data and develop a plan to provide individualized interventions.	Complete 02/17/2016	Melodie Murray	02/10/2016
<i>Notes:</i> Teachers will be paid \$25 per hour to stay after school and disaggregate data.					

10	10/27/14	All tutoring and ACT programs will be advertised to the students and parents.		Melodie Murray	05/31/2017
<i>Notes:</i> Post to the high school Facebook page. Post on announcements. Post on televisions that are in the hallways. Create and hang posters. Snail Mail and email letters. Postage will be required.					
11	10/27/14	Teachers will be assigned to administer ACT prep sessions.		Kelly Gillham	04/28/2017
<i>Notes:</i> Teachers will be paid \$25 per hour for ACT prep sessions and to disaggregate data from ACT Aspire Periodic, ACT assessments and practice ACT assessments.					
12	2/10/16	An ACT Prep course will be added to the class selection for secondary students.	Complete 01/04/2016	Kelly Gillham	01/04/2016
<i>Notes:</i>					
13	2/10/16	Teachers will use a behavioral rubric to assess students level of effort on the assessment in increase student motivation on testing in order to increase student achievement. Students meeting requirements on the behavior rubric will be allowed special privileges.	Complete 03/08/2017	Jennifer Huff	03/01/2016
<i>Notes:</i>					
14	3/15/16	The leadership team will plan an assembly to provide incentives to student using a behavior rubric during testing to boost motivation and achievement.		Kelly Gillham	04/28/2017
<i>Notes:</i> Incentives will be cost free, developed collaboratively by teachers to motivate students.					

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>		Currently, we are doing many things to recruit and maintain HQT, such as advertising for new teachers in the newspaper and contacting local higher ed organizations with teacher programs, providing teacher recognition activities, providing teachers with free admission to extra curricular activities, providing teachers with input on personnel policies and student handbook policies, etc.	Limited Development 03/30/2015		
<i>How it will look when fully met:</i>		100% of staff will be highly qualified. There will be an expectation of a high retention rate among staff. Teacher attitude will be observably more positive. Feedback from an end-of-year anonymous teacher survey will be used to provide evidence of teacher attitude. Records of AQT will be kept in the office.		Kelly Gillham	05/31/2019
Action(s)	Created Date		6 of 9 (67%)		
1	3/30/15	The Indistar Leadership Team will meet periodically to discuss results of the teacher survey in order to incorporate teacher suggestions into our school improvement plan.	Complete 05/06/2016	Kelly Gillham	05/31/2015
		<i>Notes:</i> Leadership team members might need to meet during non-contract hours. They will be paid \$25/hour.			
3	3/30/15	Provide incentives for teacher to pursue National Board Certification.	Complete 05/29/2015	District	05/31/2015
		<i>Notes:</i> The school provides a \$3000 yearly stipend for all nationally board certified teachers.			
4	3/30/15	Teacher recognition activities will be provided throughout the year.	Complete 02/08/2017	Kelly Gillham	05/31/2015
		<i>Notes:</i> Faculty tail-gating parties. Teacher recognition luncheons. Teacher of the month			
5	3/30/15	Available teaching positions will be advertised in local and surrounding newspapers.	Complete 05/29/2015	Kelly Gillham	05/31/2015
		<i>Notes:</i>			
6	3/30/15	Contact higher education facilities to recruit new staff members from qualified teaching programs.		Kelly Gillham	05/25/2018
		<i>Notes:</i>			

7	3/30/15	A survey will be created and distributed to collect information on teacher attitude and morale at the end of each year. Teachers will be provided the opportunity to anonymously submit complaints and suggestions that will be used when making considerations for the following year.		Melodie Murray	05/18/2018
<i>Notes:</i> Meet with principal to discuss questions that will be included on the survey.					
8	3/30/15	Teachers will be given a voice in the personnel policies and student handbook policies.		Kelly Gillham	05/31/2019
<i>Notes:</i> Teachers get to vote for committee members for Personnel Policy Committee and Student Handbook Committee.					
9	3/30/15	A staff Christmas Party will be held yearly.	Complete 12/18/2015	Sandy Reed	12/31/2014
<i>Notes:</i> Supplies will be purchased for the Christmas party.					
10	3/30/15	A Teacher of The Year and Retirement Celebration will be held at the end of each school year.	Complete 06/15/2015	Kelly Gillham	06/15/2015
<i>Notes:</i> Develop a new Teacher of The Year qualification process. Each teacher will nominate 3 teachers for the title. A questionnaire will be distributed regarding the 3 nominees. The nominee with the top score will be awarded Teacher of The Year.					
A questionnaire will need to be developed.					
Supplies will be purchased for this celebration and for recognition.					

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>		At this time instructional teams are not formed.	No Development 09/02/2015		
<i>How it will look when fully met:</i>		Schedules will be in place for teams to meet on schedule. Agenda and minutes will provide evidence that the objective is in place. Curriculum maps will provide evidence that the objective is fully met.		Jennifer Huff	05/31/2018
Action(s)	Created Date		4 of 10 (40%)		
1	11/9/16	To increase student achievement on the ACT Aspire, teachers in Literacy, Math, and Science have implemented Mastery Prep Elements Bell Ringers. The goal is to increase overall achievement in math from 28.09 percent achieving to 31.09 percent achieving and in literacy increase from 60.50 percent achieving to 63.59 percent achieving.	Complete 02/15/2017	Classroom Teachers	01/02/2017
<i>Notes:</i> \$1500 includes webinar to train teachers					
2	11/9/16	Grades 7 and 8 implemented SpringBoard Math to supplement the math curriculum in order to increase student achievement on the ACT Aspire. Grade 7 will increase from 42.3 percent achieving to 45.3 percent achieving; Grade 8 will increase from 26.4 percent achieving to 29.4 percent achieving	Complete 01/02/2017	Jennifer Huff	12/19/2016
<i>Notes:</i> about \$20 per student					
3	3/21/16	Professional development will be provided to assist teacher in developing curriculum maps and vertically aligning the high school curriculum.	Complete 08/19/2016	Jennifer Huff	06/13/2016
<i>Notes:</i>					
4	9/2/15	Instructional teams will meet monthly to develop curriculum maps and vertically align the instruction.		Kelly Gillham	05/18/2018
<i>Notes:</i>					
5	9/16/15	Instructional teams will review curriculum maps and assess their alignment to the state standards.		Kelly Gillham	04/28/2017
<i>Notes:</i>					

6	9/2/15	Leadership team members will form teams and schedule instructional team meetings.	Complete 10/01/2015	Jennifer Huff	09/30/2015
<i>Notes:</i>					
7	9/16/15	Instructional teams will discuss the usefulness of pre/post test in each subject area of the CTE department.		Jennifer Huff	05/05/2017
<i>Notes:</i>					
8	3/18/16	Supplies necessary to fully implement the curriculum will be purchased with NSLA funds.		Jennifer Huff	06/09/2017
<i>Notes:</i>					
9	11/9/16	In order to aide in increasing achievement in writing and English-Language Arts on the ACT Aspire teachers are implementing writing across the curriculum during class four days each week in the form of constructed response, responding to a prompt, journaling, etc.		Classroom Teachers	01/08/2018
<i>Notes:</i>					
10	11/9/16	High school pre-ap geometry will embed Alegebra I concepts/skills throughout the year (monthly) to close the achievement gap identified from the previous years' ACT Aspire scores.		Melodie Murray	05/25/2018
<i>Notes:</i>					

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>		Students utilize eschool to check their grades. Purchases are made and stipends are paid to help boost student achievement. However the school is currently implementing a new type of interim assessment using Classworks that is more individualized to classroom instruction for the 2015-2016 school year.	Limited Development 11/16/2015		
<i>How it will look when fully met:</i>		When this objective is fully met, students will be assessed three times each year to determine progress toward standards-based objectives using ACT Aspire Interim Assessments in literacy, math, and science. The CTE department will create their own interim assessments to be given three times each year in tested courses. Teachers will collaborate to analyze the results of interim assessment data to develop and plan interventions for students.		Jennifer Huff	04/28/2017
Action(s)	Created Date		4 of 6 (67%)		
1	3/15/16	Provide opportunities for departments to collaborate and plan interventions based on data from interim assessments		Jennifer Huff	03/31/2017
		<i>Notes:</i> Teachers will be paid \$25 per hour for non-contracted time			
2	3/15/16	Train teachers to administer the ACT Aspire Interim Assessment	Complete 02/17/2016	Andrea Vancil	01/20/2016
		<i>Notes:</i>			
3	3/18/16	The school will continue the contract with Classworks to remediate students that do not score proficient on interim assessments.	Complete 08/15/2016	Jennifer Huff	04/15/2016
		<i>Notes:</i> \$20,000 paid from Title I funding			
4	3/15/16	Collaborate with leadership team to schedule interim assessments	Complete 10/10/2016	Kelly Gillham	06/17/2016
		<i>Notes:</i>			
5	3/15/16	Train teachers to create reports using actaspire.org and analyze interim assessment results to identify students needs	Complete 11/18/2016	Jennifer Huff	03/31/2016
		<i>Notes:</i>			
6	11/9/16	Teachers will create data walls using ACT Aspire Interim results to identify students passing the assessment, close to passing (within 2 points), and far from passing using the Interim Assessment Linking Table. The data will be used to provide remediation and to adjust classroom instruction to meet the students' needs.		Jennifer Huff	04/05/2019
		<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>		Currently, teachers are not required to give a pretest at the beginning of a unit of study. All teachers are giving post tests. Math and Science and English teachers are giving interim assessments using TLI and Classworks. CTE gives teacher made interim assessments. All teachers are evaluating results of these tests on an individual and colleague collaboration (informal meeting) basis and making instructional decisions based on this data.	Limited Development 11/24/2014		
<i>How it will look when fully met:</i>		All teachers will be giving a pretest before each unit of study that will evaluate skills the students should know by the end of the unit and/or skills the students will need to be successful on that unit. These pretests will be teacher made and questioning will be based on teacher discretion. Results of this pretest will be used to make instructional decisions for the unit, to identify students in need of remediation, and to identify students in need of enrichment. Teachers will continue to evaluate the results of their pretests and make instructional decisions on an individual and informal meeting basis.		Kelly Gillham	11/30/2017
Action(s)	Created Date		4 of 5 (80%)		
1	11/24/14	Training will be provided for all science teachers to provide instruction for the Compass Learning program.	Complete 07/31/2015	Matthew Rose	12/30/2016
<i>Notes:</i>		Training will be provided by the science department chair on an as needed basis.			
2	11/24/14	Compass learning will be purchased to provide a means of remediation and enrichment in the science classrooms.	Complete 07/30/2015	Matthew Rose	09/30/2015
<i>Notes:</i>					
3	11/24/14	All teachers will be informed that they will need to give a pretest at the beginning of each unit.		Kelly Gillham	09/08/2017
<i>Notes:</i>		Department chairs will relay information regarding pretesting to department teachers. Pretesting will also be discussed at departmental meetings.			
4	11/24/14	Tutoring will be provided for students in need of remediation based on assessment data.	Complete 11/01/2016	Kelly Gillham	10/31/2015

Notes: Tutoring will be provided before, during, and/or after school depending on the subject matter and teacher. Teacher will be paid \$20 per hour to tutor before or after contract time.

5	11/24/14	Teachers will provide enrichment activities as needed for students based on pre and post test data.	Complete 11/07/2016	Kelly Gillham	10/31/2016
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Notes: Enrichment activities can be given through a variety of methods. Teachers will determine their own form of enrichment as provide it as needed in their classroom. Supplies will be purchased for enrichment activities.

Core Function:	Classroom Instruction
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Effective Practice:	Expecting and monitoring sound instruction in a variety of modes
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III A01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	At this time, teachers are in the process of developing or adjusting pacing guides for each subject and grade level. Each department chair has scheduled instructional team meetings to begin developing units of instruction.	Limited Development 09/16/2015		
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<i>How it will look when fully met:</i>	Each teacher in the school will update curriculum maps annually and use them to guide planning and instruction. Students will show an increase in achievement in all subject areas.		Kelly Gillham	05/31/2018
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Action(s)	Created Date		2 of 4 (50%)		
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1	3/18/16	The library will purchase supplements to the curriculum for students to check out through the library.		Kimberly Endsley	06/30/2017
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Notes:

2	3/21/16	SpringBoard will be purchased for teachers to use as a supplement to the literacy curriculum to help to increase student achievement by 3 percent overall to 63.59 percent achieving.	Complete 07/01/2016	Jennifer Huff	07/15/2015
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Notes: Cost of materials is about \$10,000

3	3/15/16	Professional development days will be offered during the summer to offer teacher support in creating curriculum maps.	Complete 08/12/2016	Jennifer Huff	08/12/2016
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Notes:

4	3/21/16	Classroom library books will be purchased for use in the classroom to supplement the curriculum.		Kelly Gillham	05/25/2018
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Notes:

Core Function:		Conditions for Learning			
Effective Practice:		Meeting the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed			
	CL12	All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5197)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In order to meet this objective the school has an Alternative Learning Environment (ALE) program that is not be punitive but provides the guidance, counseling, and academic support necessary to enable students who are experiencing emotional, social or academic problems to continue to make progress toward educational goals appropriate to each individual student's specific situation, characteristics, abilities, and aspirations. Materials and supplies to effectively operate the ALE program are purchased as needed.	Full Implementation 03/21/2016		

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>		Currently, high school has several ways of communicating with and involving parents in school functions and plans, but does not have an official compact document in place.	No Development 11/24/2014		
<i>How it will look when fully met:</i>		A school-parent-student compact will be created and distributed to ALL parents at the beginning of each year. Parents will sign this compact and students will return the agreement to school. A presentation over the compact will be provided for parents during the orientation and open house at the beginning of each year.		Kelly Gillham	11/03/2017
<i>Action(s)</i>	<i>Created Date</i>		3 of 4 (75%)		
0	11/24/14	Create and stock a family resource center that will be stationed in the entrance hall of the high school office. This will include copies of the compact, parental magazines, pamphlets containing nutritional information, etc.	Complete 10/05/2015	Kelly Gillham	09/30/2015
<i>Notes:</i> Documents that will be included in the family resource center will be decided upon by the parental involvement committee. These resources will need to be created/copied/purchased as needed. Racks to hold these documents will also need to be purchased.					

1	11/24/14	Assign a parent involvement facilitator each year. This will be a voluntary position and will be approved and assigned by building administrators.	Complete 10/05/2015	Kelly Gillham	09/30/2015
<p><i>Notes:</i> This facilitator should meet the following qualifications:</p> <ul style="list-style-type: none"> -strong people skills -know many members of the community -be available to attend parental involvement functions held by the school 					
2	11/24/14	A parental involvement committee will be formed to plan and facilitate parental involvement activities.	Complete 11/11/2016	Kelly Gillham	10/28/2016
<p><i>Notes:</i> A new committee will selected yearly. Members are required to serve for at least two years. New committee members will be nominated by current committee members.</p>					
3	11/24/14	The parental involvement committee will evaluate the current school compact document and make changes and additions as needed.		Kelly Gillham	09/29/2017
<p><i>Notes:</i></p>					

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers currently provide students with unofficial advising. Through Career Orientation, students are required to participate in job shadowing. ASVAB test is offered to students, but not required. Students may also participate in ETS.	Limited Development 11/16/2015		
<i>How it will look when fully met:</i>		When this objective is fully met, the school will be able to help students learn about the skills, knowledge, and postsecondary education needed for their area of interest and provide examples of local colleges that offer a degree in their area. The school will also support students, understanding this long-term education plan can be updated and revised over time. Students will be able leave high school on a path to college, with some classes underway, or placed in a job.		Andrea Vancil	05/31/2018
<i>Action(s)</i>	<i>Created Date</i>		3 of 5 (60%)		
1	3/21/16	Counselors will purchase supplies as needed help provide students with proper guidance when making decisions about post secondary education and careers.		Kelly Gillham	05/26/2017
<i>Notes:</i>					
2	3/21/16	Counselors will attend training, as necessary, to be able to best help students learn about the skills, knowledge, and postsecondary educations needed for their area of interest.	Complete 08/12/2016	Jennifer Huff	06/30/2016
<i>Notes:</i>					
3	3/15/16	Host financial aide nights for families to provide them with information to assist them with their children's education	Complete 11/11/2016	Donna Pinkston	01/04/2017
<i>Notes:</i> Refreshments will need to be purchased					
4	3/15/16	Additional concurrent credit courses will need to be offered through the district	Complete 08/19/2016	Kelly Gillham	08/15/2016
<i>Notes:</i>					
5	3/15/16	Administer an interest inventory to students		Andrea Vancil	08/04/2017
<i>Notes:</i>					