

Comprehensive Plan Report

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

March 30, 2016

HOXIE ELEMENTARY SCHOOL NCES - 50799000517

HOXIE SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator **ID01 - A team structure is officially incorporated into the school governance policy.(36)**
(All Schools,Focus,Priority)

Status **Add a Task** Tasks completed: 2 of 2 (100%)

Assess	Level of Development:	Initial: Limited Development 11/16/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.	
Plan	Assigned to:	Tracy Gates	
	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.	
	Target Date:	01/04/2016	
	Tasks:		
	1. 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.		
	Assigned to:	Jennifer Huff	
	Added date:	03/14/2016	
	Target Completion Date:	04/27/2016	
	Frequency:	once a year	
	Comments:		

		Task Completed:	2/24/2016 12:00:00 AM
	2. The team will identify areas of strengths and weaknesses in student achievement based on interim and summative testing data.		
		Assigned to:	Tracy Gates
		Added date:	03/14/2016
		Target Completion Date:	05/20/2016
		Frequency:	once a year
		Comments:	
		Task Completed:	2/24/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Objective Met 3/15/2016		
Assess	Level of Development:		Initial: Limited Development 11/16/2015
			Objective Met - 03/15/2016
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Leadership teams and grade level teams meet on a regular basis. However, agendas and minutes are not regularly documented for each meeting.
Plan	Assigned to:		Jennifer Huff
	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.
	Target Date:		10/30/2015
	Tasks:		
	0. The process manager will provide each team leader with a binder to keep documentation from meetings.		
		Assigned to:	Jennifer Huff
		Added date:	03/14/2016
		Target Completion Date:	09/14/2015
		Frequency:	once a year
		Comments:	Binders will need to be purchased for record keeping. \$100
		Task Completed:	3/9/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/15/2016

	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.	
	Sustain:	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.	
	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.	
Indicator	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)(All Schools,Focus,Priority)		
Status	Add a Task Tasks completed: 1 of 1 (100%)		
Assess	Level of Development:	Initial: Limited Development 08/26/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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 budgeted for teachers meeting after the instructional day ends.	
Plan	Assigned to:	Jennifer Huff	
	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 budgeted for teachers meeting after the instructional day ends.	
	Target Date:	12/02/2015	
	Tasks:		
	0. 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 budgeted for teachers meeting after the instructional day ends.		
	Assigned to:	Jennifer Huff	
	Added date:	08/27/2015	
	Target Completion Date:	08/26/2015	

		Frequency:	twice monthly
		Comments:	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.
		Task Completed:	2/17/2016 12:00:00 AM
Implement	Percent Task Complete:		100%

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 11/29/2015

Evidence: 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.

Added date:

Indicator IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)

Status Add a Task Tasks completed: 2 of 2 (100%)

Assess Level of Development: Initial: Limited Development 11/29/2015

Index: 3 (Priority Score x Opportunity Score)

Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: 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.

Plan Assigned to: Jennifer Huff

	How it will look when fully met:	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.	
	Target Date:	08/15/2016	
	Tasks:		
	1. Analyze the needs assessment given by the NEA cooperative to determine areas of interest and/or weakness where professional development is concerned.		
	Assigned to:	Jennifer Huff	
	Added date:	03/15/2016	
	Target Completion Date:	03/18/2016	
	Frequency:	once a year	
	Comments:	Contact Bruce Watson from the NEA Cooperative at bwatson@nea.k12.ar.us	
	Task Completed:	3/21/2016 12:00:00 AM	
	2. During grade level meetings, discuss areas of concern/need based on classroom observations.		
	Assigned to:	Jennifer Huff	
	Added date:	03/15/2016	
	Target Completion Date:	03/23/2016	
	Frequency:	once a year	
	Comments:		
	Task Completed:	2/29/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Tasks completed: 6 of 12 (50%)		
Assess	Level of Development:	Initial: Limited Development 10/14/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	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.
Plan	Assigned to:	Tracy Gates
	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.
	Target Date:	06/30/2015
	Tasks:	
	1. 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 for discussion.	
	Assigned to:	Grade level/subject specific areas
	Added date:	10/22/2014
	Target Completion Date:	04/15/2016
	Frequency:	once a year
	Comments:	
	2. Teachers will review summative data collaboratively in grade level and subject specific meetings to determine areas of need for professional development.	
	Assigned to:	Grade level/ subject specific areas
	Added date:	10/22/2014
	Target Completion Date:	03/04/2016
	Frequency:	twice a year
	Comments:	Leadership teams will meet to determine areas of need.
	Task Completed:	3/10/2016 12:00:00 AM
	3. Each teacher will perform self-evaluation through Bloomboard.	
	Assigned to:	Tracy Gates
	Added date:	10/22/2014
	Target Completion Date:	09/30/2014
	Frequency:	once a year
	Comments:	
	Task Completed:	3/15/2016 12:00:00 AM
	4. Using both the summative evaluation data and the self-evaluation from Bloomboard, teachers will formulate a Professional Growth Plan.	
	Assigned to:	Tracy Gates
	Added date:	10/22/2014
	Target Completion Date:	10/30/2014

		Frequency:	once a year
		Comments:	
		Task Completed:	3/15/2016 12:00:00 AM
	5. 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.		
		Assigned to:	Tracy Gates
		Added date:	10/22/2014
		Target Completion Date:	05/20/2016
		Frequency:	monthly
		Comments:	
	6. Professional Growth plans will be electronically saved on Bloomboard. Artifacts will be uploaded, as needed, and included in those plans.		
		Assigned to:	Tracy Gates
		Added date:	10/22/2014
		Target Completion Date:	12/01/2014
		Frequency:	once a year
		Comments:	
		Task Completed:	2/24/2016 12:00:00 AM
	7. Professional Development Documentation form will be completed, approved by an administrator and kept in each teacher's professional development folder.		
		Assigned to:	Teachers
		Added date:	10/22/2014
		Target Completion Date:	10/07/2014
		Frequency:	twice a year
		Comments:	Folders are kept in the central office for each teacher documenting professional development
		Task Completed:	8/14/2015 12:00:00 AM
	8. Building administrators will collaborate with teachers to locate research based professional development in needed areas.		
		Assigned to:	Tracy Gates
		Added date:	10/22/2014
		Target Completion Date:	10/14/2014
		Frequency:	once a year
		Comments:	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.
		Task Completed:	8/7/2015 12:00:00 AM
	9. Job embedded professional development will be provided based on the individual needs of the teachers by a consultant, Kim Wilkins, from E2E.		
		Assigned to:	Tracy Gates

		Added date:	03/21/2016
		Target Completion Date:	04/25/2016
		Frequency:	twice monthly
		Comments:	The cost is \$1,200 per day
	10. Based on the needs of teachers, professional development training will be provided by 95% Group for intervention and RTI in grades K-6.		
		Assigned to:	Jennifer Huff
		Added date:	03/15/2016
		Target Completion Date:	07/29/2016
		Comments:	The cost for the training is \$3,000 per day and \$25 per participant for materials.
	11. 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.		
		Assigned to:	Jennifer Huff
		Added date:	03/15/2016
		Target Completion Date:	06/24/2016
		Comments:	The cost of E2E is \$1,200 per day
	12. 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.		
		Assigned to:	Jennifer Huff
		Added date:	03/15/2016
		Target Completion Date:	06/30/2016
		Comments:	Kim Wilkins from E2E may provide the training. The cost is \$1,200 per day
Implement	Percent Task Complete:		50%

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Tasks completed: 5 of 10 (50%)		
Assess	Level of Development:	Initial: Limited Development 10/14/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	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.
Plan	Assigned to:	Tracy Gates
	How it will look when fully met:	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.
	Target Date:	04/04/2016
	Tasks:	
	1. 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.	
	Assigned to:	Heather Kepner
	Added date:	03/22/2016
	Target Completion Date:	06/01/2016
	Frequency:	once a year
	Comments:	\$5,500
	2. 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.	
	Assigned to:	Tracy Gates
	Added date:	03/21/2016
	Target Completion Date:	07/01/2015
	Frequency:	once a year
	Comments:	Refer to the salary schedule for funding
	Task Completed:	7/1/2015 12:00:00 AM
	3. 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.	
	Assigned to:	Tracy Gates

		Added date:	03/21/2016
		Target Completion Date:	07/01/2015
		Frequency:	once a year
		Comments:	Refer to salary schedule for funding information
		Task Completed:	7/1/2015 12:00:00 AM
	4. Schedule after school tutoring for grades K-6 from 3:30-4:30 at least 2 days each week.		
		Assigned to:	Tracy Gates
		Added date:	03/15/2016
		Target Completion Date:	02/22/2016
		Comments:	Certified Staff will be paid \$20 per hour Non-certified staff will be paid \$10 per hour
		Task Completed:	2/15/2016 12:00:00 AM
	5. Analyze Classworks universal screeners and DIBELS data to identify areas of weakness and strengths and place students into pull-out groups.		
		Assigned to:	Jennifer Huff
		Added date:	03/15/2016
		Target Completion Date:	03/15/2016
		Frequency:	once a year
		Comments:	Kim Wilkins from E2E helped analyze the data and group students into groups.
		Task Completed:	3/10/2016 12:00:00 AM
	6. Host assemblies the day before testing to motivate students to work to their fullest potential and an assembly the last day of testing to give out incentives.		
		Assigned to:	Tracy Gates
		Added date:	03/15/2016
		Target Completion Date:	04/04/2016
		Frequency:	once a year
		Comments:	Funds will be used to purchase incentives for testing
	7. Schedule a block of time for students to be provided remediation at least 2 weeks prior to testing.		
		Assigned to:	Tracy Gates
		Added date:	03/15/2016
		Target Completion Date:	03/28/2016
		Frequency:	once a year
		Comments:	
		Task Completed:	3/10/2016 12:00:00 AM
	8. 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.		
		Assigned to:	Tracy Gates
		Added date:	03/21/2016
		Target Completion Date:	10/05/2015

		Frequency:	daily
		Comments:	
	9. The leadership team will evaluate the implementation and success of Classworks. The team will determine to continue the contract with Classworks.		
		Assigned to:	Jennifer Huff
		Added date:	03/15/2016
		Target Completion Date:	04/11/2016
		Frequency:	once a year
		Comments:	Classworks cost about \$30,00 annually district-wide (\$15,00 for elementary)
	10. The science club will take students on a trip to Arkansas 4-H center to provide engaging classes that combine an outdoor setting with hands-on, experiential activities to captivate students' interest and provide a highly retentive learning experience. Programs at the 4-H center enhance and support the state standards.		
		Assigned to:	Janet Atkinson
		Added date:	03/30/2016
		Target Completion Date:	05/20/2016
		Comments:	\$2500 will be used from NSLA
Implement	Percent Task Complete:		50%

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Tasks completed: 3 of 4 (75%)		
Assess	Level of Development:	Initial: Limited Development 10/14/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	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. 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.
Plan	Assigned to:	Tracy Gates
	How it will look when fully met:	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.
	Target Date:	11/10/2014
	Tasks:	
	1. End of Year Staff Celebration	
	Assigned to:	Jennifer Huff
	Added date:	10/30/2014
	Target Completion Date:	05/15/2015
	Comments:	An end of the year staff get together will take place in May 2015.
	Task Completed:	5/29/2015 12:00:00 AM
	2. Create Confidential Comrade program.	
	Assigned to:	Sommer Ferrell
	Added date:	10/30/2014
	Target Completion Date:	11/11/2014
	Frequency:	once a year

		Comments:	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.
		Task Completed:	12/18/2015 12:00:00 AM
	3. Christmas party.		
		Assigned to:	Dawn Kopp and Stephanie Greer
		Added date:	10/30/2014
		Target Completion Date:	12/18/2014
		Frequency:	once a year
		Comments:	We will have a Christmas Party just before Christmas Break each year on Hoxie campus.
		Task Completed:	12/18/2015 12:00:00 AM
	4. Recommendations to the Personnel Policy Committee		
		Assigned to:	Entire Committee
		Added date:	10/30/2014
		Target Completion Date:	01/15/2015
		Comments:	The group will obtain copies of county and other local salary schedules to compare and contrast. If Hoxie's salaries are lower than the neighboring schools, it could cause decreased interest in employment at Hoxie as well as attrition.
Implement	Percent Task Complete:		75%
Opportunity to Learn			
Post-Secondary School Options			
Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	Not a priority or interest		
Assess	Level of Development:	Initial: No development or Implementation 11/29/2015	
		Not a priority or interest	
	Explain why not a Priority or Interest:	The school's leadership team does not feel this is developmentally appropriate for elementary students. However the school has implemented the Common Core State Standards and is taking measures to ensure students are prepared for high school.	
		Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator **IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)**

Status Tasks completed: 1 of 6 (17%)

Assess	Level of Development:	Initial: Limited Development 09/09/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Grade levels meet informally inconsistently.	
Plan	Assigned to:	Jennifer Huff	
	How it will look when fully met:	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 twice 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.	
	Target Date:	11/04/2015	

Tasks:

	1. Teachers will attend professional development, as needed, when developing a unit of instruction.		
	Assigned to:	Jennifer Huff	
	Added date:	03/21/2016	
	Target Completion Date:	06/20/2016	
	Comments:	Professional development must be approved by an administrator.	
	2. Instructional team leaders will create agendas and keep minutes for meetings.		
	Assigned to:	Jennifer Huff	
	Added date:	09/09/2015	
	Target Completion Date:	10/07/2015	
	Frequency:	twice weekly	
	Comments:		
	Task Completed:	3/21/2016 12:00:00 AM	
	3. Instructional teams will develop units of instruction during grade level meetings.		
	Assigned to:	Jennifer Huff	
	Added date:	09/23/2015	
	Target Completion Date:	03/30/2016	

		Frequency:	monthly
		Comments:	
	4. Instructional teams will identify students at risk of academic failure and develop a plan to provide support to help them be successful in school.		
		Assigned to:	Tracy Gates
		Added date:	09/23/2015
		Target Completion Date:	03/30/2016
		Frequency:	monthly
		Comments:	
	5. Materials and supplies will be purchased to help teachers supplement the curriculum, including updating classroom libraries.		
		Assigned to:	Tracy Gates
		Added date:	03/21/2016
		Target Completion Date:	06/06/2016
		Comments:	
	6. A subscription to BrainPop will be renewed to give teachers an additional resource when developing their curriculum and planning instruction.		
		Assigned to:	Jennifer Huff
		Added date:	03/21/2016
		Target Completion Date:	06/13/2016
		Frequency:	once a year
		Comments:	Cost \$2,295 annually
Implement	Percent Task Complete:		17%

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	Tasks completed: 1 of 4 (25%)		
Assess	Level of Development:	Initial: Limited Development 11/16/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.	

Plan	Assigned to:	Jennifer Huff
	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.
	Target Date:	05/26/2017
	Tasks:	
	0. 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.	
	Assigned to:	Jennifer Huff
	Added date:	03/22/2016
	Target Completion Date:	01/08/2016
	Comments:	\$1,000 will be used from NSLA funds to purchase student workbooks.
	Task Completed:	1/15/2016 12:00:00 AM
	1. 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.	
	Assigned to:	Jennifer Huff
	Added date:	03/21/2016
	Target Completion Date:	04/15/2016
	Frequency:	once a year
	Comments:	\$20,000 per year
	2. 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.	
	Assigned to:	Tracy Gates
	Added date:	03/21/2016
	Target Completion Date:	08/10/2015
	Frequency:	once a year
	Comments:	Title I funding will be used to pay the instructional assistants salaries.
	3. Materials and supplies will be purchased as needed to supplement the instruction for remediation to help increase student achievement.	
	Assigned to:	Tracy Gates
	Added date:	03/21/2016

		Target Completion Date:	06/06/2016
		Comments:	
Implement	Percent Task Complete:		25%
Indicator	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)(Focus)		
Status	Tasks completed: 1 of 9 (11%)		
Assess	Level of Development:	Initial: Limited Development 10/22/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.	
Plan	Assigned to:	Tracy Gates	
	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. 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).	
	Target Date:	07/27/2018	
	Tasks:		
	1. Teachers will attend professional development, as needed, to gain understanding in developing complete units of instruction that are vertically aligned with the curriculum.		
	Assigned to:	Jennifer Huff	
	Added date:	03/21/2016	
	Target Completion Date:	07/28/2017	

		Comments:	
		2. Teachers will begin to meet as instructional teams to plan and develop units of instruction.	
		Assigned to:	Jennifer Huff
		Added date:	03/21/2016
		Target Completion Date:	04/29/2016
		Frequency:	twice monthly
		Comments:	Teachers will be paid \$20 per hour for noncontracted time
		3. Pre/post tests will be developed for each unit of instruction during team meetings.	
		Assigned to:	Jennifer Huff
		Added date:	03/21/2016
		Target Completion Date:	08/08/2016
		Comments:	
		4. The teams will include ongoing formative assessment throughout their units of instruction.	
		Assigned to:	Jennifer Huff
		Added date:	03/21/2016
		Target Completion Date:	10/10/2016
		Comments:	
		5. The school will utilize the reading recovery teacher to provide intense literacy interventions to students identified in grades k-2.	
		Assigned to:	Tracy Gates
		Added date:	03/21/2016
		Target Completion Date:	10/19/2016
		Comments:	
		6. 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.	
		Assigned to:	Tracy Gates
		Added date:	03/22/2016
		Target Completion Date:	07/01/2015
		Comments:	NSLA funds will pay the salary of the Reading Recovery Teacher
		Task Completed:	8/10/2015 12:00:00 AM
		7. 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.	
		Assigned to:	Jennifer Huff
		Added date:	03/22/2016
		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	\$175

		8. 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.
	Assigned to:	Jennifer Huff
	Added date:	03/22/2016
	Target Completion Date:	06/30/2016
	Comments:	The professional development required to ensure reading recovery credentials will be paid with NSLA money. \$375
		9. 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.
	Assigned to:	Tracy Gates
	Added date:	03/22/2016
	Target Completion Date:	06/30/2017
	Comments:	\$100
Implement	Percent Task Complete:	11%
Classroom Instruction		
Expecting and monitoring sound instruction in a variety of modes		
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 2 (0%)	
Assess	Level of Development:	Initial: Limited Development 11/16/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.
Plan	Assigned to:	Jennifer Huff
	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.
	Target Date:	08/15/2016
	Tasks:	
		0. Professional development offered during the summer to assist teachers in developing and aligning their curriculum maps, providing opportunities for vertical alignment.

		Assigned to:	Jennifer Huff
		Added date:	03/21/2016
		Target Completion Date:	08/05/2016
		Comments:	
	1. Instructional teams will meet during common planning time to begin revising their curriculum maps based on instruction and data assessment.		
		Assigned to:	Tracy Gates
		Added date:	03/21/2016
		Target Completion Date:	05/27/2016
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		0%
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	IVA01 - 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)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 8 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 10/14/2014	
		Will include in plan	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	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.	
Plan	Assigned to:	Jeffery Blake	
	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 in 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.	
	Target Date:	10/12/2016	

	Tasks:
	1. 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.
	Assigned to: Jeffery Blake
	Added date: 03/21/2016
	Target Completion Date: 08/12/2016
	Comments:
	2. Contact parents and members of the community to serve on the parental involvement committee.
	Assigned to: Tracy Gates
	Added date: 03/21/2016
	Target Completion Date: 08/26/2016
	Comments:
	3. Revise the parent-school compact.
	Assigned to: Jeffery Blake
	Added date: 03/21/2016
	Target Completion Date: 09/09/2016
	Comments:
	4. The elementary counselor will be included in this team.
	Assigned to: Jeffery Blake
	Added date: 03/21/2016
	Target Completion Date: 08/15/2016
	Comments:
	5. Outside resources and programs will be brought in to teach children about the dangers of tobacco, alcohol, and other drugs of abuse.
	Assigned to: Katie Compton
	Added date: 03/22/2016
	Target Completion Date: 06/30/2016
	Comments: \$500
	6. Materials and supplies may be purchased as needed to assist in parental involvement activities.
	Assigned to: Tracy Gates
	Added date: 03/21/2016
	Target Completion Date: 05/26/2017
	Comments:
	7. 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. A short paragraph explaining why students were chosen will be read. Assemblies will have festive themes. All parents will be invited to attend. Each winner will also be awarded a t-shirt.
	Assigned to: Katie Compton
	Added date: 03/22/2016
	Target Completion Date: 06/30/2016

		Comments:	\$650
		8. After the last character education assembly of the year, the students recognized as Character Education Winners will be taken on an educational field trip as a reward and also as an incentive for other students to strive to show great character at all times.	
		Assigned to:	Katie Compton
		Added date:	03/22/2016
		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	\$700
Implement		Percent Task Complete:	0%