



Guthrie Public Schools

Memo

To: Dr. Simpson and Guthrie Board of Education

From: Carmen Walters, Director of Federal Programs/Elementary Education

Date: May 5, 2014

Re: School Improvement Plan 2013-2014

In order to comply with accreditation requirements for the Oklahoma State Department of Education, the Board of Education is asked to complete a yearly review and approval of the School Improvement Plan. This plan replaces the Comprehensive Local Education Plan.

Each school site in our district completes an annual Site Improvement Plan. The plan contains needs assessments based on data from various assessments and reform strategies.

I recommend approval of the 2013-2014 School Improvement Plan.

School Improvement Plan

2013-2014

Guthrie Public
Schools



“Staking a Claim in Our Students’ Future”

Board President Signature

Superintendent Signature

Date

Date

Cotteral Elementary School

School Improvement

Guthrie Public Schools

Comprehensive Plan Report

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

5/5/2014

Cotteral Elementary NCES - na

Guthrie Public Schools

Ways to Improve School Effectiveness (WISE) - School Indicators

Key Indicators are shown in RED.

Academic Learning and Performance

Essential Element 1 - Curriculum

Indicator EEIA-1.01 - Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.(233)(TA4)

Status Objective Met 2/26/2014 4/23/2014

	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 02/26/2014 04/23/2014
	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:	The Math and Reading core programs have been aligned with State standards and CCSS.
Plan	Assigned to:	Kim Thomason
	How it will look when fully met:	Kindergarten teachers will align 100% of the Math and Reading CCSS with our district adopted curricula, instructional methods and materials.
	Target Date:	08/01/2013
	Tasks:	
	1. Introduce the staff to the CCSS.	
	Assigned to:	Sarah Hicks
	Added date:	07/27/2011
	Target Completion Date:	09/30/2011
	Comments:	
	Task Completed:	08/16/2011
	2. Assign teams of teachers to break down each math and reading standard to develop an evaluation instrument.	
	Assigned to:	Sarah Hicks and Dawn Reames
	Added date:	07/27/2011
	Target Completion Date:	02/28/2012
	Comments:	
	Task Completed:	07/30/2013

3. Leadership team will compile all completed data. Information will be collected from staff members and evaluated to insure all CCSS have been addressed.

	Assigned to:	Sarah Hicks
	Added date:	07/27/2011
	Target Completion Date:	01/30/2012
	Comments:	
	Task Completed:	07/30/2013
Implement	Percent Task Complete:	
	Objective Met:	2/26/2014 4/23/2014
	Experience:	2/26/2014 Teachers worked in teams to analyze and compare state and national standards and the degree to which they are covered in the district core curriculum. The teams outlined the scope and sequence of the Reading and Math curriculum to create a pacing calendar. Key concepts and skills were identified as essential and assessments were developed to provide evidence of mastery.
	Sustain:	2/26/2014 Instructional teams will monitor and adjust the pacing of the core curriculum as needed to help our students meet the demands of state and national standards. The teams will continue to explore resources beyond the curriculum to build units of study designed to enhance learning opportunities, bridge gaps and eliminate overlaps between grade levels.
	Evidence:	2/26/2014 The core curriculum has been aligned with state and national standards (CCSS). Gaps and overlaps in the curriculum have been reduced or eliminated. Assessments have been aligned with state and national standards with an emphasis on essential skills and concepts.
Indicator	EEIA-1.02 - Instructional teams articulate the learning standards through grade level objectives. (234)(TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 04/23/2014
	Evidence:	Our Instructional Teams have developed units of instruction that are integrated with the core curriculum and assessment. These units have clearly defined objectives based on state and national standards. Key concepts and skills are taught in sequence as outlined by our pacing calendar. Pre/post test items are specific and provide evidence of mastery consistent with established criteria. Teachers will continue to collaborate and use the results of student data to adjust instruction or revise instructional units.
Indicator	EEIA-1.03 - Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.(235)(TA4)	
Status	Objective Met 3/21/2011 4/30/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 03/21/2011 04/30/2014

	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:	Communication between grade-levels is limited. Our district is organized into grade-based centers, with Pre-K - 3rd grade housed in 3 separate buildings. Pre-K and kindergarten teachers are working together to identify curricular gaps and overlaps.	
Plan	Assigned to:	Rhonda Gillett	
	How it will look when fully met:	Instructional teams will create curriculum maps for Reading and Math to eliminate unnecessary overlaps and close curricular gaps. Instructional teams will review, monitor, and improve the map to ensure implementation.	
	Target Date:	05/20/2012	
	Tasks:		
	1. Create a tracking document for Pre-K that will enable teachers to track student progress on reading and math state standards and district benchmark assessments.		
	Assigned to:	Rhonda Gillett	
	Added date:	03/21/2011	
	Target Completion Date:	05/20/2011	
	Comments:		
	Task Completed:	03/22/2011	
	2. Pre-K teachers will meet to align the tracking document with state standards and the core curriculum. They will check for gaps and overlaps between the Pre-K benchmark assessments and Kindergarten expectations.		
	Assigned to:	Rhonda Gillett	
	Added date:	03/21/2011	
	Target Completion Date:	02/28/2011	
	Comments:		
	Task Completed:	02/28/2011	
	3. Representatives from Pre-K and Kindergarten will meet to discuss vertical alignment of Pre-K and Kindergarten curricula. Gaps and overlaps of content and skills will be reduced.		
	Assigned to:	Rhonda Gillett	
	Added date:	07/28/2010	
	Target Completion Date:	05/20/2011	
	Comments:		
	Task Completed:	02/28/2011	
	4. Analyze data from Kindergarten benchmark assessments for the year ending in 2012.		
	Assigned to:	Rhonda Gillett	
	Added date:	03/22/2011	
	Target Completion Date:	05/20/2011	
	Comments:		
	Task Completed:	03/22/2011	

	5. Create a tracking document for Kindergarten that will enable teachers to track student progress on reading and math state standards and district benchmark assessments.	
	Assigned to:	Sarah Hicks
	Added date:	09/28/2010
	Target Completion Date:	10/31/2010
	Comments:	Create a continuum of skills to assist teachers with tracking student progress.
	Task Completed:	09/01/2010
Implement	Percent Task Complete:	
	Objective Met:	3/21/2011 4/30/2014
	Experience:	Pre-K and Kindergarten teachers met to discuss skills that Pre-K students need to master before they are ready to enter Kindergarten. The Kindergarten teachers noted weak math skills in the areas of sorting, number recognition and rote counting. Teachers worked in teams to develop curriculum maps designed to eliminate unnecessary curricular gaps and overlaps.
	Sustain:	Common plan times will need to be scheduled to encourage collaboration between the grade levels. Teachers will continue to develop and edit instructional units to eliminate gaps and overlaps.
	Evidence:	Pre-K and Kindergarten teachers have improved communication between the two grade-levels. There is collaboration between the grades to improve instruction for Pre-K and kindergarten students. There is a systematic process in place to eliminate curricular overlaps and gaps. Instructional teams will continue to monitor and revise the curriculum maps as needed, based on student data.
Indicator	EEIA-1.06 - Instructional teams review alignment to standards and revise site-level curriculum accordingly.(238)(TA4)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/05/2014
	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 instructional teams are working on a process for monitoring, evaluating, and revising site-level curriculum.
Plan	Assigned to:	Scot Graham
	How it will look when fully met:	The instructional teams will have developed a process for monitoring, evaluating, and revising the site-level curriculum, and procedures to address curriculum issues.
	Target Date:	05/01/2014
Indicator	EEIA-1.07 - School leadership and instructional teams ensure all students have access to the common academic core curriculum.(239)(TA4)	
Status		

Status	Objective Met 8/1/2012 4/24/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 08/01/2012 04/24/2014
	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:	We are in the process of aligning our Reading and Math curricula, instructional units and assessments with CCSS.
Plan	Assigned to:	Kim Thomason
	How it will look when fully met:	100% of Kindergarten teachers will be implementing Reading and Math CCSS in daily instruction.
	Target Date:	08/30/2012
	Tasks:	
	1. The leadership team will provide the staff with the common core standards that will be implemented by 8-30-2012.	
	Assigned to:	Maranda Wilson, Scott Graham
	Added date:	09/22/2011
	Target Completion Date:	08/30/2012
	Comments:	
	Task Completed:	08/01/2012
Implement	Percent Task Complete:	
	Objective Met:	8/1/2012 4/24/2014
	Experience:	8/1/2012 The leadership team, in conjunction with district level guidance, created and implemented the common core standards into instruction in all kindergarten classrooms.
	Sustain:	8/1/2012 Administrator will monitor instruction utilizing CCSS as her guide.
	Evidence:	8/1/2012 The math curriculum has been aligned with state standards and CCSS. A pacing calendar has been developed to keep instruction uniform.

Academic Learning and Performance

Essential Element 2 - Classroom Evaluation and Assessment

Indicator	EEIB-2.03 - All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.(242)(TA4)		
Status	Objective Met 4/21/2014 4/29/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/21/2014 04/29/2014	
	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:	Teachers include pre / post-tests to assess student mastery of standard-based objectives.	
Plan	Assigned to:	Dawn Reames	
	How it will look when fully met:	Teachers will develop instructional units to coordinate the core curriculum, state standards and grade-level benchmarks. Pre and post test items will be aligned with bench-mark testing.	
	Target Date:	05/23/2014	
	Tasks:		
	1. Establish scope and sequence calendars for Reading and Math core curriculum.		
	Assigned to:	Dawn Reames	
	Added date:	04/21/2014	
	Target Completion Date:	05/23/2014	
	Comments:		
	Task Completed:	04/22/2014	
	2. Develop pre and post test items for Each unit of study.		
	Assigned to:	Dawn Reames	
	Added date:	04/21/2014	
	Target Completion Date:	05/23/2014	
	Comments:		

	Task Completed:	04/21/2014
Implement	Percent Task Complete:	
	Objective Met:	4/21/2014 4/29/2014
	Experience:	<p>4/21/2014</p> <p>A calendar was made for the Reading and Math Core curriculums to provide unity in instruction school wide. Teachers developed questions that are aligned with grade-level benchmarks and state standards to administer during whole group and small small group instruction. Pre-test questions are not considered a priority and have been given limited development.</p>
	Sustain:	<p>4/21/2014</p> <p>We will continue to work on the development of pre/post test questions that are specific and provide evidence of mastery.</p>
	Evidence:	<p>4/21/2014</p> <p>Teachers regularly use assessments to gauge student readiness and mastery of unit objectives. Assessment data is used to provide feedback about the effectiveness of our instructional practices, and units of study. Data analysis is used to make decisions about adjusting instruction, and revising units of study.</p>
Indicator	EEIB-2.05 - All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.(244) (OKPCS,SI,TA4,TA5)	
Status	Full Implementation	

	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	Our Instructional Teams have developed units of instruction that are integrated with the core curriculum and assessment. These units have clearly defined objectives based on state and national standards. Key concepts and skills are taught in sequence as outlined by our pacing calendar. Pre/post test items are specific and provide evidence of mastery consistent with established criteria. Teachers collaborate and use the results of student data to reteach and to revise instructional units.
Academic Learning and Performance		
Essential Element 3 - Instruction		
Indicator	EEIC-3.01 - All teachers use varied instructional strategies that are scientifically research-based. (248)(TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	Teachers routinely use instruction that accommodates various learning styles. Teachers evaluate instruction for effectiveness and revise as necessary.
Indicator	EEIC-3.02 - All teachers use instructional strategies and activities that are aligned with learning objectives.(249)(TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	Our instructional strategies and activities are aligned with learning objectives. Our core Reading and Math programs are scientifically research based and teachers use research-based strategies to promote learning for all students. Teachers regularly adjust instructional strategies to promote student success.
Indicator	EEIC-3.03 - All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.(250)(OKPCS,SI,TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	Teachers use differentiated instruction and specific strategies to meet the needs of all students. Teachers use results from student data to reteach or revise instruction. Teachers collaborate with other staff members to modify and plan activities to meet specific student needs.
Indicator	EEIC-3.04 - All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.(251)(OKPCS,SI,TA4)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/05/2014
	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:	We have new teachers joining our staff who are unfamiliar with our curriculum. Staff development will need to be provided to update content knowledge of all staff members.	
Plan	Assigned to:	Dawn Reames	
	How it will look when fully met:	Teachers and administrators will collaborate in professional development programs, that will update their content knowledge.	
	Target Date:	05/01/2015	
Indicator	EEIC-3.08 - All teachers assign purposeful homework and provide timely feedback to students. (255)(TA4)		
Status	Not a priority or interest		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
	Explain why not a Priority or Interest:	It has not been necessary to develop a school-wide policy for homework assignment. Teachers assign homework according to individual student needs.	

Professional Learning Environment-Effective Teachers

Essential Element 4 - School Culture

Indicator	EEIIA-4.01 - School leadership fosters a positive school climate and provides support for a safe and respectful environment.(256)(TA6)		
Status	Objective Met 5/5/2011		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
		Objective Met - 05/05/2011	
		Will include in plan	
	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:	We have a safe school committee but we do not have a school-wide systematic plan for discipline.	
Plan	Assigned to:	Scot Graham	
	How it will look when fully met:	The percentage of same child (repeat offenders) discipline referalls will decrease by 10% from the overall 2011 school year to the end of the 2012 school year as a result of all members of the school community implementing the "operational procedures" to minimize disruptions and provide a positive school climate.	
	Target Date:	05/20/2012	
	Tasks:		
	1. All kindergarten teachers will compile their behavior management plans and discuss what things to include in the community operational procedures.		
	Assigned to:	Sarah Hicks	
	Added date:	03/21/2011	

	Target Completion Date:	02/28/2011
	Comments:	
	Task Completed:	02/28/2011
	2. All teachers will participate in professional development dealing with creating school wide expectations for students.	
	Assigned to:	Laura Beeby
	Added date:	03/21/2011
	Target Completion Date:	02/21/2011
	Comments:	
	Task Completed:	02/21/2011
	3. Create a document of the operational procedures and a referral form. Provide explanation of and easy access to referral forms. Collect referral forms on a regular basis.	
	Assigned to:	Sarah Hicks
	Added date:	07/28/2010
	Target Completion Date:	05/20/2011
	Comments:	A new discipline referral form was created to monitor and track minor and major behavior outbursts that occur throughout the year. This form will be distributed to all teachers, as well as have a specific place in the teacher's lounge for easy access.
	Task Completed:	05/04/2011
Implement	Percent Task Complete:	
	Objective Met:	5/5/2011
	Experience:	5/5/2011 The team got together and collected all teachers' personal classroom management plans. The plans, as well as the old discipline referral form were reviewed. With input from the staff, a new discipline referral form was created to be able to track and monitor minor and major offences. This referral form will not only be an asset to help track students who are having consistent behavior problems but bring to light teachers who might be needing some assistance with their classroom management.
	Sustain:	5/5/2011 By continuously monitoring and tracking discipline problems with the new referral form, children/teachers will be given the assistance needed more quickly to insure everyone has the most effective and productive year possible.
	Evidence:	5/5/2011 The new referral form has been completed and is now ready for distribution to all teachers. It will also have a specific place in the teacher's lounge for easy access if/when teachers need further copies.
Indicator	EEIIA-4.03 - All teachers hold high academic and behavioral expectations for all students.(258) (TA6)	
Status	Objective Met 7/31/2013	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 07/31/2013
	Index:	(Priority Score x Opportunity Score)

	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:	There is not a school-wide policy on expected behavior for students in common areas (halls, playground, cafeteria etc.). Expectations for student behavior varies between teachers.	
Plan	Assigned to:	Scot Graham	
	How it will look when fully met:	100% of staff members will implement the school wide behavioral plan resulting in a 10% decrease of discipline referrals by the end 2012/2013 school year.	
	Target Date:	08/18/2013	
	Tasks:		
	1. Introduce and distribute a hard copy of the school wide behavior plan.		
	Assigned to:	Jacqee Jones	
	Added date:	07/27/2011	
	Target Completion Date:	08/04/2011	
	Comments:		
	Task Completed:	08/04/2011	
	2. Review collected data to establish a baseline for behavior referrals.		
	Assigned to:	Jacqee Jones	
	Added date:	07/27/2011	
	Target Completion Date:	08/15/2012	
	Comments:	100% of all staff members have implemented the school wide behavioral plan which resulted in a decrease of discipline referrals by 12%.	
	Task Completed:	07/30/2013	
	3. Record and report number of discipline incidents to the office at the close of the 2011-12 school year.		
	Assigned to:	all classroom teachers	
	Added date:	04/19/2012	
	Target Completion Date:	08/18/2012	
	Comments:	All teachers turned in discipline referral data to the office by May 20th, 2012.	
	Task Completed:	05/21/2012	
Implement	Percent Task Complete:		
	Objective Met:	7/31/2013	
	Experience:	7/31/2013 100% of staff was committed to implementing the school wide discipline plan with consistency.	
	Sustain:	7/31/2013 All new staff will be trained to implement the plan. The plan will be reviewed and updated as needed to accommodate diverse cultures within the school population.	
	Evidence:	7/31/2013 The school leadership team checked notebooks for completion as part	

		of the end of the year checkout procedure.
Indicator	EEIIA-4.05 - All teachers recognize and accept their professional role in student successes and failures.(260)(TA6)	
Status	Objective Met 4/14/2014 4/30/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 04/14/2014 04/30/2014
	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:	Teachers accept responsibility for teaching all students. Instructional time is dedicated to direct teaching. We are working to promote an environment that is positive and consistent school-wide. The physical lay-out of our building, plus a tight schedule, makes it difficult for staff to collaborate as a whole team.
Plan	Assigned to:	Scot Graham
	How it will look when fully met:	Teachers will have high expectations for all students. There will be clearly defined academic and behavioral standards that apply school-wide. Teachers will maximize instructional time and actively teach their students. Student progress will be monitored and students will be provided with feedback and additional instruction as needed. All personnel will strive to maintain a school environment that is positive, friendly and supportive.
	Target Date:	09/30/2013
	Tasks:	
	1. Develop a schedule that provides time for PLC meetings.	
	Assigned to:	Scot Graham
	Added date:	04/14/2014
	Target Completion Date:	09/03/2014
	Comments:	PLC meeting times are embedded in the work day schedule. Teachers will have a 60 minute collaborative plan time every Wednesday.
	Task Completed:	09/04/2013
	2. Teachers will provide copies of their classroom schedules outlining blocks of instructional time.	
	Assigned to:	Scot Graham
	Added date:	04/14/2014
	Target Completion Date:	09/03/2013
	Comments:	
	Task Completed:	09/04/2013
	3. Form instructional teams to analyze Reading and Math standards.	
	Assigned to:	Scot Graham
	Added date:	04/14/2014

	Target Completion Date:	09/25/2013
	Comments:	
	Task Completed:	09/04/2013
Implement	Percent Task Complete:	
	Objective Met:	4/14/2014 4/30/2014
	Experience:	4/14/2014 PLC meeting times were embedded into the work day to provide time for teachers to collaborate and plan together. During these meetings, teachers shared responsibility for outlining and defining expected standards for behavior and academics for all students. Teachers were encouraged to visit each other's classrooms to share ideas about classroom management and organization.
	Sustain:	4/14/2014 Provide time for staff members to collaborate together during the school day. Continue to work on the communication gap between each section of the building.
	Evidence:	4/14/2014 We work as a team to make our school environment positive and friendly for everyone, We have school-wide rules and clearly defined expectations that apply to all students. We protect our instructional time and spend that time actively teaching our students. We use our school-wide data board to track the progress of every student and provide additional instruction as needed. We work collaboratively to share resources and ideas for best teaching practices.
Indicator	EEIIA-4.07 - All teachers communicate regularly with families about individual student progress. (262)(TA6,TA7)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	Teachers establish communication procedures to contact parents regularly and frequently concerning all aspects of student progress.

Professional Learning Environment-Effective Teachers

Essential Element 5 - Student, Family, and Community Support

Indicator	EEIIB-5.01 - Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.(267)(TA7)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	Parents and families feel welcome in the school and are provided many opportunities to be actively involved in the school community. Parents and community members are included in various school planning committees.

Indicator	EIIB-5.02 - All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).(268)(OKPCS,SI,TA7)		
Status	Objective Met 1/5/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 01/05/2012	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Students have reasonable access to academic and behavioral support systems.	
Plan	Assigned to:	Scot Graham	
	How it will look when fully met:	All Students will have reasonable access to academic and behavioral support systems that are evaluated and modified as necessary.	
	Target Date:	10/31/2014	
	Tasks:		
		2. Inform staff of policies and procedures to request referrals for additional services.	
	Assigned to:	Maranda Wilson	
	Added date:	07/27/2011	
	Target Completion Date:	10/31/2011	
	Comments:		
	Task Completed:	09/13/2011	
Implement	Percent Task Complete:		
	Objective Met:	1/5/2012	
	Experience:	1/5/2012 During our September staff meeting we reviewed the procedures for referring a student who might need additional services.	
	Sustain:	1/5/2012 Reminders of the referral process in upcoming staff meetings.	
	Evidence:	1/5/2012 Teachers are referring students and services are being provided.	
Indicator	EIIB-5.05 - All school staff maintains timely and accurate academic, behavioral, and attendance information to parents.(271)(OKPCS,SI,TA7)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010	
	Evidence:	We address these issues with quarterly report cards and address any concerns with notes and/or phone calls to parents as needed	

Professional Learning Environment-Effective Teachers

Essential Element 6 - Professional Growth, Development, Evaluation

Indicator	EEIIC-6.04 - School planning team uses goals for student learning to determine professional development priorities for all staff.(275)(TA2)		
Status	Objective Met 4/21/2014		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
		Objective Met - 04/21/2014	
		Will include in plan	
	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:	Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.	
Plan	Assigned to:	Scot Graham	
	How it will look when fully met:	All staff members will share mutual accountability for school goals and student learning. They will use student data and staff surveys to determine priorities for staff development. Staff development activities will have a positive impact on student learning.	
	Target Date:	04/30/2014	
	Tasks:		
	1. Establish collaborative planning times.		
	Assigned to:	Scot Graham	
	Added date:	04/21/2014	
	Target Completion Date:	08/28/2013	
	Comments:		
	Task Completed:	08/28/2013	
	2. Survey staff to determine staff development needs.		
	Assigned to:	Dawn Reames	
	Added date:	04/21/2014	
	Target Completion Date:	09/30/2013	
	Comments:		
	Task Completed:	09/11/2013	
	3. Facilitate participation in professional workshops / conferences.		
	Assigned to:	Scot Graham	
	Added date:	04/21/2014	
	Target Completion Date:	05/01/2014	
	Comments:		

	Task Completed:	03/24/2014
Implement	Percent Task Complete:	
	Objective Met:	4/21/2014
	Experience:	4/21/2014 Establishing collaborative plan times facilitated communication between staff members. We used a new screening instrument this year, which made comparing long-term data and trends challenging. Teachers were encouraged to attend professional conferences / workshops. Visits between classrooms were encouraged to share and exchange ideas for instructional practices.
	Sustain:	4/21/2014 The study of student data will be on-going. Teachers will be encouraged to continue seeking professional development opportunities through professional workshops, and idea exchanges among staff members.
	Evidence:	4/21/2014 Staff members worked during collaborative plan times to study student data and trends. Teachers participated in surveys to prioritize staff development. Teachers were encouraged to attend professional workshops and conferences and they were given time and opportunity to share and exchange ideas with each other. Teachers were encouraged to offer and seek support from their colleagues as mutual team members.
Indicator	EEIIC-6.06 - School planning team designs professional development that has a direct connection to the analysis of student achievement data.(277)(TA2,TA5)	
Status	Objective Met 9/22/2011 4/29/2014	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010 Objective Met - 09/22/2011 04/29/2014 Will include in plan
	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:	Ongoing professional development opportunities are provided as necessary on the analysis of assessment data and student work.
Plan	Assigned to:	Dawn Reames
	How it will look when fully met:	School staff members will perform data analysis on student achievement to determine the professional development needs of teachers, support personnel and administrators. Professional development opportunities will be provided as necessary based on a needs assessment and data analysis on student achievement.
	Target Date:	09/06/2011

Tasks:	
1. Train staff on CPAA administration.	
Assigned to:	Dawn Reames
Added date:	04/29/2014
Target Completion Date:	09/06/2013
Comments:	
Task Completed:	09/06/2013
2. Attend training of DIBELS Next assessment.	
Assigned to:	Dawn Reames
Added date:	07/27/2011
Target Completion Date:	09/06/2011
Comments:	
Task Completed:	09/06/2011
Implement	Percent Task Complete:
	Objective Met:
	Experience:
	Sustain:
	Evidence:
Indicator	EEIIC-6.11 - School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.(282)(TA2,TA3)
Status	Objective Met 4/11/2014 4/29/2014
	Rubric Score:
Assessment	Level of Development:
	Initial: Limited Development 07/28/2010
	Objective Met - 04/11/2014 04/29/2014

	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:	School leadership provides regularly scheduled times within the school day for teachers to engage in peer observations to improve classroom practice across disciplines and programs.	
Plan	Assigned to:	Kim Thomason	
	How it will look when fully met:	School leadership provides multiple opportunities for teachers to actively participate in collaboration and develop cross-curricular themed units.	
	Target Date:	08/01/2013	
	Tasks:		
	1. Develop a schedule with PLC meetings embedded in the day.		
	Assigned to:	Scot Graham	
	Added date:	04/11/2014	
	Target Completion Date:	08/28/2013	
	Comments:		
	Task Completed:	08/28/2013	
	2. Establish guidelines and roles to promote productive PLC meetings.		
	Assigned to:	Scot Graham	
	Added date:	04/11/2014	
	Target Completion Date:	08/28/2013	
	Comments:		
	Task Completed:	08/28/2013	
Implement	Percent Task Complete:		
	Objective Met:	4/11/2014 4/29/2014	
	Experience:	<p>4/11/2014</p> <p>A schedule was created to give teachers a 60 minute common plan time once a week for teachers to actively participate in collaboration to improve classroom practice across disciplines and programs. Teachers were encouraged to engage in peer observations to share ideas and strategies for instruction and classroom management.</p>	
	Sustain:	<p>4/11/2014</p> <p>We will maintain a schedule that provides time within the school day for teachers to collaborate on ways to improve student learning.</p>	
	Evidence:	<p>4/11/2014</p> <p>Teachers have multiple opportunities during the school week to participate in collaboration with peers, administration, and specialists (Special Ed, Speech Pathologist, Reading Interventionist, etc.) to improve instructional strategies and practices across disciplines and</p>	

		programs.
Indicator	EEIIC-6.13 - School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.(820)(TA2)	
Status	Objective Met 4/21/2014 4/29/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010 Objective Met - 04/21/2014 04/29/2014
	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:	School leadership provides regular, meaningful feedback to teachers as an integral part of the evaluation process.
Plan	Assigned to:	Scot Graham
	How it will look when fully met:	All staff members will share a school vision that is focused on student learning and achievement. School leadership will articulate the school vision through modeling and communication. Leadership will ensure that staff members have access to training, resources and materials to help them be successful.
	Target Date:	05/22/2013
	Tasks:	
	1. 1. Provide training and resources for the evaluation instrument.	
	Assigned to:	Scot Graham
	Added date:	04/21/2014
	Target Completion Date:	11/01/2012
	Comments:	
	Task Completed:	11/15/2012
Implement	Percent Task Complete:	
	Objective Met:	4/21/2014 4/29/2014
	Experience:	4/21/2014 All staff members have received training on the new evaluation instrument. Objectives have been clearly communicated and modeled.
	Sustain:	4/21/2014 Training on the new evaluation instrument will be on-going. New staff members will need additional time and instruction.
	Evidence:	4/21/2014 Staff members have been trained on the new evaluation instrument. Resources are provided and updated. Peer observation is newly developed and encouraged. An Instructional coach is available to provide further guidance.

Collaborative Leadership-Effective Leaders

Essential Element 7 - Leadership

Indicator	EEIIIA-7.01 - School leadership develops and sustains a shared vision.(284)(TA1)		
Status	Objective Met 4/21/2014 4/30/2014		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
		Objective Met - 04/21/2014 04/30/2014	
		Will include in plan	
	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:	School leadership regularly and frequently communicates the vision, mission, and/or belief statements with the staff.	
Plan	Assigned to:	Scot Graham	
	How it will look when fully met:	School leadership will establish support teams to help communicate and promote a shared vision for improved instruction and learning.	
	Target Date:	09/30/2014	
	Tasks:		
	1. Develop a schedule that allows for flexible meeting times.		
	Assigned to:	Scot Graham	
	Added date:	04/21/2014	
	Target Completion Date:	08/01/2013	
	Comments:		
	Task Completed:	07/31/2013	
	2. Establish teams for School Improvement, School Leadership and Instruction		
	Assigned to:	Scot Graham	
	Added date:	04/21/2014	
	Target Completion Date:	09/09/2013	
	Comments:		

	Task Completed:	09/09/2013
Implement	Percent Task Complete:	
	Objective Met:	4/21/2014 4/30/2014
	Experience:	<p>4/21/2014</p> <p>A schedule was established to allow for collaborative plan times that are embedded in the school day. Meetings scheduled outside of the school day, are divided into morning or afternoon sessions.</p>
	Sustain:	<p>4/21/2014</p> <p>We will need to continue working on flexibility to accommodate many different schedules to encourage maximum participation. We will continue to recruit team members who share our vision of improved instruction and learning in our school and the community.</p>
	Evidence:	<p>4/21/2014</p> <p>We have established a flexible schedule to maximize participation in collaborative planning. We have established Instructional Teams to help us communicate, make decisions and review our progress in school improvement initiatives. School leadership and instructional teams are working to establish a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the vision, mission and belief statements.</p>

Indicator	EIIIIA-7.02 - School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.(285)(TA1,TA5)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010	
	Evidence:	The school leadership team, in collaboration with teachers and the RtI Team, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform instructional decisions.	
Indicator	EIIIIA-7.10 - School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.(293) (TA1)		
Status	Objective Met 4/21/2014 4/29/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/21/2014 04/29/2014	
	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:	School leadership works with staff members to create a supportive, safe, orderly, and healthy learning environment for teachers and students.	
Plan	Assigned to:	Scot Graham	
	How it will look when fully met:	Staff meetings will be held on a regular basis to discuss student achievement, trends and data. All staff members will work together to create a safe and healthy school environment for all teachers and students. School leadership will provide organization and direction to Instructional Team members to promote and sustain high student achievement and staff performance.	
	Target Date:	10/28/2012	
	Tasks:		
	1. create a school-wide data board to track the progress of all students.		
	Assigned to:	Dawn Reames	
	Added date:	04/21/2014	
	Target Completion Date:	10/01/2012	
	Comments:		
	Task Completed:	10/01/2012	
	2. Establish Instructional Teams.		
	Assigned to:	Scot Graham	
	Added date:	04/21/2014	
	Target Completion Date:	10/15/2012	
	Comments:		

	Task Completed:	10/05/2012
3. Schedule staff meetings to discuss student data on a regular occurring schedule.		
	Assigned to:	Scot Graham
	Added date:	04/21/2014
	Target Completion Date:	10/15/2012
	Comments:	
	Task Completed:	10/12/2012
Implement	Percent Task Complete:	
	Objective Met:	4/21/2014 4/29/2014
	Experience:	4/21/2014 A school-wide data board was created to track the progress of all students. Teachers also track student progress on specific skills with Reading and Math continuums. Teachers meet with Instructional Teams and the RtI team to analyse data and discuss specific student performance on a regular and consistent schedule. Teachers worked in collaboration to establish school-wide expectations for student conduct in the school's common areas (halls, restrooms, cafeteria and playground.)
	Sustain:	4/21/2014 Continue to hold regularly scheduled data meetings, with the flexibility to add additional time as needed. The data board requires on-going updates as student performance rises and falls. Instructional Team members will continue to work in collaboration with other staff members to analyze data and plan instructional strategies to address specific student needs.
	Evidence:	4/21/2014 Teachers are working together to improve performance for all students. The data board provides a snapshot of student progress and enables teachers to track students across classrooms and other demographics. Teachers are tracking individual student progress with continuums of Reading and Math skills. School leadership regularly focuses faculty meetings on improving student academic performance.

Collaborative Leadership-Effective Leaders

Essential Element 8 - Organizational Structure and Resources

Indicator	EIIIIB-8.03 - School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students.(297)(TA1)		
Status	Objective Met 4/21/2014		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
		Objective Met - 04/21/2014	
		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:	School leadership allows time within the school day for teachers and instructional assistants to plan together to meet the learning needs of students.	
Plan	Assigned to:	Scot Graham	
	How it will look when fully met:	School leadership will collaborate with staff to assign schedules and activities based on the learning needs of students. Teachers will have a 90 minute block of time for Reading instruction and a 60 minute block of time for Math instruction. School leadership will implement and monitor procedures to maximize instructional time and limit interruptions. School leadership will work with teachers to coordinate planning times to allow for collaboration and sharing of support personnel or other resources.	
	Target Date:	09/03/2013	
	Tasks:		
	1. Survey teachers to assess preferences for scheduling. (e.g. morning or afternoon plan time, lunch block and instructional team)		
	Assigned to:	Kim Thomason	
	Added date:	04/21/2014	
	Target Completion Date:	08/12/2013	
	Comments:	12 Kindergarten teachers, 45 minute plan time, 55 minute lunch/recess block. Schedules will reflect 90 minutes for Reading and 60 minutes for Math instruction.	
	Task Completed:	08/15/2013	
	2. Teachers will submit schedules to the principal with dedicated Reading (90 minutes) and Math (60 minutes) times clearly marked.		
	Assigned to:	Scot Graham	
	Added date:	04/21/2014	
	Target Completion Date:	08/30/2013	
	Comments:		

	Task Completed:	08/30/2013
Implement	Percent Task Complete:	
	Objective Met:	4/21/2014
	Experience:	4/21/2014 Teachers were given a survey to assess their needs before schedules were assigned. After the master schedule was set by the principal (plan times, lunch and recess blocks and duty assignment) teachers were asked to submit their class schedules with Reading and Math blocks clearly defined. Schedules were posted in the office for reference. Academic time was guarded from interruptions and monitored frequently.
	Sustain:	4/21/2014 Schedules will need to be updated every year to accommodate the needs of students and staff members. Surveys should be repeated to give teachers an opportunity to participate in decision-making involving the schedule and assignment of duties.
	Evidence:	4/21/2014 The principal collaborates with the staff when assigning schedules, and duties. Extra personnel and resources (when available) are assigned based on the needs of students. Special teachers (library and P.E.) are utilized to give teachers time to plan together on collaborative teams. Academic time is recognized as a valuable resource by all staff members. Schedules are posted to encourage time on task and to guard against interruptions. The principal monitors classrooms frequently with formal and informal observations and makes himself available to teachers to provide feedback and support
Indicator	EEIIB-8.04 - School leadership ensures efficient use of instructional time to maximize student learning.(298)(TA1,TA3)	
Status	Objective Met 9/22/2011 4/29/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 09/22/2011 04/29/2014
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	1 (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:	School leadership provides resources and organizational policies to enable teachers to efficiently handle classroom tasks and provide quality instructional time.
Plan	Assigned to:	Maranda Wilson
	How it will look when fully met:	Classroom schedules and documentation will reflect a minimum of 2.5 hours on ELA and 1.5 hours on Math instruction.
	Target Date:	

	Target Date:	09/30/2011
	Tasks:	
	1. Each teacher will post a classroom schedule with clearly defined academic times.	
	Assigned to:	Scot Graham
	Added date:	04/29/2014
	Target Completion Date:	08/23/2013
	Comments:	1.5 hours of Literacy instruction 1 hour of math instruction
	Task Completed:	08/26/2013
	2. Leadership will inform staff of the new mandate.	
	Assigned to:	Maranda Wilson
	Added date:	07/27/2011
	Target Completion Date:	08/17/2011
	Comments:	
	Task Completed:	08/12/2011
	3. Teachers will post classroom schedules reflecting the reading and math blocks.	
	Assigned to:	Maranda Wilson
	Added date:	07/27/2011
	Target Completion Date:	09/15/2011
	Comments:	
	Task Completed:	09/05/2011
Implement	Percent Task Complete:	
	Objective Met:	9/22/2011 4/29/2014
	Experience:	9/22/2011 All staff members were informed of the new policies and procedures regarding instruction time. Schedules were made reflecting 2 and 1/2 hours of literacy instruction and 1 and 1/2 hours of math instruction. 4/29/2014 Teachers provided the office with a copy of their schedule with clear outlines of academic times. The schedules are posted to guard against interruptions. The principal monitored classrooms frequently and made himself available to support teachers and reduce interruptions of academic time.
	Sustain:	9/22/2011 Administrator and instructional coach will continually monitor the adherence of planned schedules. 4/29/2014 The academic schedule will need to be monitored and guarded against outside interruptions.
	Evidence:	9/22/2011 100% of the teachers have knowledge of instructional policies and procedures and all submitted detailed schedules. 4/29/2014 Academic time is recognized as a valuable resource by all staff members.

		School leadership provides sustained, sufficient resources and organizational policies to enable teachers to efficiently handle classroom tasks and provide quality instructional time.
Indicator	EIIIIB-8.09 - School leadership directs funds based on an assessment of needs aligned to the school improvement plan.(303)(TA1)	
Status	Objective Met 4/22/2014 4/30/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 04/22/2014 04/30/2014
	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:	Expenditures of discretionary funds support the vision and mission statements of the school.
Plan	Assigned to:	Scot Graham
	How it will look when fully met:	School resources will be aligned to support our school's instructional priorities. Instructional time will be organized to allow time for professional development and teacher collaboration during the school day. Special support to assist students with academic difficulties will be provided by a Reading Interventionist / Instructional Coach.
	Target Date:	10/15/2013
	Tasks:	
	1. Analyse data from school-wide screening and create a data wall for display.	
	Assigned to:	Dawn Reames
	Added date:	04/22/2014
	Target Completion Date:	10/01/2013
	Comments:	
	Task Completed:	10/01/2013
	2. Teachers will be given a needs assessment or survey to measure accessibility to materials and resources.	
	Assigned to:	Scot Graham
	Added date:	04/22/2014
	Target Completion Date:	10/15/2013
	Comments:	
	Task Completed:	10/04/2013
Implement	Percent Task Complete:	
	Objective Met:	4/22/2014 4/30/2014
	Experience:	4/22/2014 Teachers completed needs assessments for their classrooms to prioritize distribution of available materials, and to prioritize a list for

		<p>items to be purchased with discretionary funds.</p> <p>A new screening instrument was administered to students and a data wall was created to track the progress of every student.</p> <p>A reading interventionist will give extra support to the lowest performing students and to the classrooms with high concentrations of students with low screening scores.</p>
	Sustain:	<p>4/22/2014</p> <p>The schedule for the reading interventionist needs to remain flexible as the need for support fluctuates with student performance and enrollment. Priority will be based on student needs. Assignment of discretionary funds, personnel and community resources will be distributed to support the school's instructional focus.</p>
	Evidence:	<p>4/22/2014</p> <p>Teachers are collaborating and working together to keep the focus on student learning. Our data wall enables teachers to see the distribution of low and high performing students in each classroom. Resources and staff are allocated to support the instructional needs of our students as reflected by the data. Teachers contribute to decisions about discretionary funds that are used to support student learning.</p>

Collaborative Leadership-Effective Leaders

Essential Element 9- Comprehensive and Effective Planning

Indicator	EIIIIC-9.01 - School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.(305)(OKPCS,SI,TA1)		
Status	Objective Met 4/22/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/22/2014	
	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:	School leadership is establishing a process to develop and support the vision, beliefs, mission, and goals of the school that involves the entire staff and parents.	
Plan	Assigned to:	Scot Graham	
	How it will look when fully met:	School leadership and staff will work together to share our mission, beliefs and goals with our students, their families and the community. We will encourage parental involvement and community support by communicating directly and effectively with the public.	
	Target Date:	04/15/2013	
	Tasks:		
		1. Organize a Pre-enrollment night for prospective students and their families.	
	Assigned to:	Scot Graham	
	Added date:	04/22/2014	

	Target Completion Date:	04/15/2013
	Comments:	
	Task Completed:	04/12/2013
	2. Plan opportunities for parents to receive information about their child's educational options.	
	Assigned to:	Scot Graham
	Added date:	04/22/2014
	Target Completion Date:	08/15/2013
	Comments:	
	Task Completed:	08/13/2013
Implement	Percent Task Complete:	
	Objective Met:	4/22/2014
	Experience:	<p>4/22/2014</p> <p>We invited prospective students to visit and tour the school building one evening in May. Students and Parents were invited to visit with teachers, and explore the campus during an organized scavenger hunt. Students were able to meet their assigned teachers during an organized "Meet and Greet" evening in August before class begins. Parents are invited back to school to listen to a short presentation about our mission and goals.</p>
	Sustain:	<p>4/22/2014</p> <p>We plan organized events to encourage parental involvement. We will need to continue our efforts to reach parents who are not willing or able to come to our school.</p>
	Evidence:	<p>4/22/2014</p> <p>We organize our meetings in the evenings to give working parents an opportunity to participate in activities. We work in a collaborative team to communicate a vision of learning that is shared by the school and community. We provide instruction and free supplies to students who attend our Family Fun meetings.</p>
Indicator	EIIIIC-9.05 - School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.(309)(TA1)	
Status	Not a priority or interest	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010
	Explain why not a Priority or Interest:	The comprehensive school improvement plan have been readily available.
Indicator	EIIIIC-9.07 - School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.(311)(TA1)	
Status	Objective Met 8/1/2012	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010
		Objective Met - 08/01/2012

		Will include in plan	
	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:	School leadership and staff collect and analyze data in the areas targeted by the comprehensive school improvement plan.	
Plan	Assigned to:	Maranda Wilson	
	How it will look when fully met:	100% of classroom teachers will give the quarterly benchmark assessments for both reading and math.	
	Target Date:	10/31/2011	
	Tasks:		
	1. Update and record data to the continuum.		
	Assigned to:	Dawn Reames	
	Added date:	07/27/2011	
	Target Completion Date:	06/01/2011	
	Comments:		
	Task Completed:	10/24/2011	
Implement	Percent Task Complete:		
	Objective Met:	8/1/2012	
	Experience:	8/1/2012 The kindergarten teachers worked collaboratively to create and present benchmark assessments in reading and math to all staff. Quarterly documentation was provided by each teacher to administration as evidence of student progress.	
	Sustain:	8/1/2012 The administrator and instructional coach will continually collect data from teachers to ensure that assessments are being given.	
	Evidence:	8/1/2012 Data is available that is evidence that all assessments have been given.	

Central Elementary School

School Improvement

Guthrie Public Schools

Central Elementary School

School Improvement

Guthrie Public Schools

Comprehensive Plan Report

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

4/29/2014

Central Elementary NCES - na

Guthrie Public Schools

Ways to Improve School Effectiveness (WISE) - School Indicators

Key Indicators are shown in RED.

Academic Learning and Performance

Essential Element 1 - Curriculum

Indicator **EEIA-1.01 - Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.(233)(TA4)**

Status **Objective Met** 7/31/2012

	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 07/31/2012
	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:	Currently, our curriculum is aligned to CCSS skills, and our depth of knowledge is not as high as it needs to be.
Plan	Assigned to:	Maureen McWhirter
	How it will look when fully met:	The team will work to create a transition plan for moving from PASS to Common Core Standards. When this process is complete, we will have a clear, concise written plan to guide this transition.
	Target Date:	05/30/2014

Tasks:

1. Present teachers with a copy of Common Core Standards for first grade reading to preview.

	Assigned to:	Jessica Bryant
	Added date:	07/27/2011
	Target Completion Date:	08/04/2011
	Comments:	These will be distributed to teachers during our Policies and Procedures meeting. Teachers will be instructed to be ready to discuss them at the September PLC meeting.
	Task Completed:	08/04/2011

2. Leadership Team will lead a discussion on implementing the phonics and spelling portions of the common core standards.

	Assigned to:	Leadership Team
	Added date:	07/27/2011
	Target Completion Date:	09/27/2011
	Comments:	

	Comments:	
	Task Completed:	09/27/2011
	3. Notify staff to preview the writing and grammar portions of the common core standards and be ready to discuss at the November PLC meeting.	
	Assigned to:	Leadership Team
	Added date:	07/27/2011
	Target Completion Date:	10/25/2011
	Comments:	
	Task Completed:	10/25/2011
	4. Discuss implementation of the writing and grammar common core standards with teachers at the November PLC meeting.	
	Assigned to:	Leadership Team
	Added date:	07/27/2011
	Target Completion Date:	11/29/2011
	Comments:	
	Task Completed:	11/29/2011
	5. Make a decision on Professional Development in the area of writing for the February 20 professional development day.	
	Assigned to:	Leadership Team
	Added date:	07/27/2011
	Target Completion Date:	11/29/2011
	Comments:	
	Task Completed:	11/29/2011
	6. Reflect with teachers on how the writing common core standards implementation has gone this year, and what needs to change for next year.	
	Assigned to:	Leadership Team
	Added date:	07/27/2011
	Target Completion Date:	04/17/2012
	Comments:	Team teaching will help ensure that all CCSS in writing will be taught to mastery.
	Task Completed:	05/01/2012
Implement	Percent Task Complete:	
	Objective Met:	7/31/2012
	Experience:	7/31/2012 Through PLC meetings we systematically addressed the transition from PASS to CCSS for each standard.
	Sustain:	7/31/2012 Continual monitoring by the site administrator and instructional coach to ensure adherence to CCSS.
	Evidence:	7/31/2012 All writing teachers have been provided with a copy of the transition plan created through PLC's.
Indicator	EEIA-1.03 - Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.(235)(TA4)	
Status	Objective Met 4/23/2014	

	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 04/23/2014
	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:	The core curriculum has been aligned with state and national standards (CCSS). Gaps and overlaps in the curriculum have been eliminated.
Plan	Assigned to:	Maranda Wilson
	How it will look when fully met:	Reading and Writing teams will meet regularly to discuss instructional scope and sequence to ensure that there are no unnecessary overlaps in instruction.
	Target Date:	04/29/2014
	Tasks:	
		1. Leadership team will plan a time for reading and writing teams to meet at least once a unit (about 6 weeks) to plan instruction.
	Assigned to:	Lynette Harry
	Added date:	07/31/2012
	Target Completion Date:	09/01/2012
	Comments:	Be sure reading and writing teachers have the opportunity to plan together a minimum of once every 6 weeks.
	Task Completed:	05/17/2013
Implement	Percent Task Complete:	
	Objective Met:	4/23/2014
	Experience:	4/23/2014 Reading and writing team teachers communicate during PLC's to ensure that there are no overlaps between the two subjects.
	Sustain:	4/23/2014 We will continue to communicate during dedicated time during PLC's to ensure there is no over lap.
	Evidence:	4/23/2014 See teacher lesson plans and pacing calendars on this.
Indicator	EEIA-1.07 - School leadership and instructional teams ensure all students have access to the common academic core curriculum.(239)(TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	All categories of the student population are exposed to the same curriculum across the board. Teachers modify this core curriculum to meet individual needs through whole group instruction, small group instruction and intervention. The same delivery methods will continue as long as the budget allows for interventionists.

Academic Learning and Performance

Essential Element 2 - Classroom Evaluation and Assessment

Indicator	EEIB-2.03 - All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.(242)(TA4)		
Status	Objective Met 4/23/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/23/2014	
	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:	Pre- and post-tests are available in reading, math, and writing. All classroom teachers utilize these tests. Music does not have these tests available at this time.	
Plan	Assigned to:	Maranda Wilson	
	How it will look when fully met:	All subject teams will design pre and post tests that will assess student mastery during monthly subject team meetings.	
	Target Date:	10/16/2012	
	Tasks:		
		1. Leadership team will set dates for monthly meetings, assign presenter, and disseminate information about pre and post test to all staff.	
	Assigned to:	Maranda Wilson	
	Added date:	07/31/2012	
	Target Completion Date:	08/17/2012	
	Comments:		
	Task Completed:	04/23/2014	
		2. The administrator will ensure that pre and post test have been given in a timely manner.	
	Assigned to:	Maranda Wilson	
	Added date:	07/31/2012	
	Target Completion Date:	08/17/2012	
	Comments:		
	Task Completed:	04/23/2014	
Implement	Percent Task Complete:		
	Objective Met:	4/23/2014	
	Experience:	4/23/2014 Central Elementary has weekly PLC's.	
	Sustain:	4/23/2014 We will continue to have discussions regarding data at our PLC's.	
	Evidence:	4/23/2014 We have a binder with all of our PLC agendas.	

Indicator	EEIB-2.05 - All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.(244) (OKPCS,SI,TA4,TA5)		
Status	Objective Met 3/17/2011		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 03/17/2011	
	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:	Pre- and post-tests are given in math and reading, and teachers utilize them to drive instruction. Pre- and post-tests are given in writing, but we are not yet modifying instruction based on the results.	
Plan	Assigned to:	Maranda Wilson	
	How it will look when fully met:	100 % of first grade classroom teachers at Central Elementary will use data collected from pre- and post-tests to modify instruction to ensure the success of all students by the third nine weeks.	
	Target Date:	01/03/2011	
	Tasks:		
	1. Provide professional development opportunities on modification methods and strategies.		
	Assigned to:	Maranda Wilson	
	Added date:	07/28/2010	
	Target Completion Date:	10/14/2010	
	Comments:	Needs to happen early in the school year -- at least by fall break. Plan for time in the schedule (PLC, staff meetings, etc) for idea sharing. A short conversation about various modification methods occurred at our monthly staff meeting. We will continue with more discussion on the topic at our PLC Meeting scheduled for the last week in November.	
	Task Completed:	11/12/2010	
	2. Teachers will utilize the modification sheet for students who are struggling with a concept after instruction and review (2 weeks) or earlier at their discretion.		
	Assigned to:	Maranda Wilson	
	Added date:	07/28/2010	
	Target Completion Date:	09/20/2011	
	Comments:	First forms to be fill out after second week of 1st grade instruction. Teachers are beginning to utilize the provided modification sheet for students who are struggling.	
	Task Completed:	11/12/2010	
	3. Collect data during formal observations and walkthroughs to ensure that modification is taking place.		
	Assigned to:	Maranda Wilson	
	Added date:		

	Added date:	07/28/2010
	Target Completion Date:	05/27/2014
	Comments:	
	Task Completed:	03/10/2011
Implement	Percent Task Complete:	
	Objective Met:	3/17/2011
	Experience:	3/17/2011 100% of first grade classroom teachers have used data collected from pre- and post-tests to modify instruction to ensure the success of all students. At the end of the third nine weeks, 91% of students are at benchmark in reading based on PASS, and 93% of students are at benchmark in reading based on PASS. Those students who are not at benchmark are provided with interventions from the classroom teacher and/or interventionist.
	Sustain:	3/17/2011 Continued frequent data collection paired with plugging in interventions when needed, will be necessary to ensure that we are modifying instruction for students to meet their needs.
	Evidence:	3/17/2011 The percentage of students at benchmark continues to improve each year, and interventions are fully in place to assist those students who do not meet the mark.

Academic Learning and Performance

Essential Element 3 - Instruction

Indicator	EEIC-3.01 - All teachers use varied instructional strategies that are scientifically research-based. (248)(TA4)		
Status	Objective Met 4/19/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/19/2012	
	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:	All teachers are using varied instructional strategies that are scientifically research-based.	
Plan	Assigned to:	Lynette Harry	
	How it will look when fully met:	Every teacher will use data driven differentiated instruction utilizing resources provided by the reading specialist.	
	Target Date:	05/25/2012	
	Tasks:		
		1. Have imbedded monthly data meetings to discuss student progress and collaborate with other teachers on how best to meet their needs.	
	Assigned to:	Leadership Team	
	Added date:	07/27/2011	

	Target Completion Date:	05/25/2012
	Comments:	Each month, the staff was able to participate in collaborative meeting to ensure that all students needs are met.
	Task Completed:	04/19/2012
	2. Each teacher will have pertinent data prepared and ready to take to monthly RtI meetings for discussion on student progress.	
	Assigned to:	Karen Watkins
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	Teachers were present at monthly RtI meeting with the necessary data to make instructional decisions for children not performing at grade level.
	Task Completed:	04/19/2012
	3. Use of differentiated instruction will be monitored by the principal through use of frequent walk throughs.	
	Assigned to:	Karen Watkins
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	100% of certified teachers utilized differentiated instruction through small groups and one-on-one sessions with students throughout the year.
	Task Completed:	04/19/2012
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 Each month, I presented information to teachers on meeting all students' needs through varied instructional strategies that are scientifically researched based.
	Sustain:	4/19/2012 Each year, I will need to continue doing professional development for classroom teachers to ensure they have best practices at their disposal.
	Evidence:	4/19/2012 Meetings were help monthly to disseminate information to teachers.
Indicator	EEIC-3.02 - All teachers use instructional strategies and activities that are aligned with learning objectives.(249)(TA4)	
Status	Objective Met 4/19/2012	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 04/19/2012
	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	We are using research based instructional strategies and activities that

	development:	are aligned with learning with objectives. However, not all teachers adjust those strategies and activities to ensure student success.
Plan	Assigned to:	Maureen McWhirter
	How it will look when fully met:	Every teacher will use research based instructional strategies and activities that are aligned with learning objectives.
	Target Date:	05/25/2012
	Tasks:	
	1. Remind teachers at Policies and Procedures meeting to be selective with the activities provided in our curriculum and ensure that there is a purpose for doing them.	
	Assigned to:	Karen Watkins
	Added date:	07/27/2011
	Target Completion Date:	08/04/2011
	Comments:	
	Task Completed:	08/24/2011
	2. Have veteran teachers check up on newer teachers to support them in utilizing research based instructional strategies and activities that are aligned to learning objectives.	
	Assigned to:	Leadership Team
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	Each teacher who has taught under three years had a mentor teacher assigned to her, in addition to the support of the whole teaching staff at data and PLC meetings.
	Task Completed:	04/19/2012
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 Throughout the year, I have observed through frequent walk-throughs as well as formal observations that all teachers use research based instructional strategies that are aligned with learning objectives.
	Sustain:	4/19/2012 Frequent walk throughs and formal observations will continue to be necessary throughout every school year to ensure that all teachers are using research based strategies.
	Evidence:	4/19/2012 Walk throughs and formal observations have been completed with 100% of certified staff.
Indicator	EEIC-3.03 - All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.(250)(OKPCS,SI,TA4)	
Status	Objective Met 3/17/2011	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 03/17/2011
	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

	Opportunity Score:	current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Not ALL teachers regularly differentiate instruction.
Plan	Assigned to:	Karen Watkins
	How it will look when fully met:	100% of all first grade teachers at Central Elementary will use differentiated instructional strategies and activities based on students' academic performance. These strategies will be utilized in small groups, flex groups, intervention, and centers for reading for every students on a weekly basis.
	Target Date:	01/03/2011
	Tasks:	
	1. Provide professional development on differentiated instruction for reading.	
	Assigned to:	Karen Watkins
	Added date:	07/28/2010
	Target Completion Date:	10/20/2101
	Comments:	This PD will be delievered at the same training as the modifcaiton PD. During PD, focus on teachers reflecting on the effectiveness of their teaching and taking ownership for student failures, as well as successes. A short discussion about differentiated instruction was had during our monthly staff meeting. Resources books for teachers use were introduced and are available in the Reading Room. Teachers were asked to reflect on their teaching practices in a journal format before our PLC meeting at the end of the month. Further discussion on the topic will take place at that time.
	Task Completed:	11/12/2010
	2. Collect data during principal formal observations and walk-through observations.	
	Assigned to:	Karen Watkins
	Added date:	07/28/2010
	Target Completion Date:	03/10/2011
	Comments:	This task is ongoing throughout the year. Weekly walkthroughs are being performed as well as annual formal observations Use of differentiated instruction is a key performance that is being monitored.
	Task Completed:	03/10/2011
	3. Provide professional development on differentiated instruction for math.	
	Assigned to:	Dixie Shaffer
	Added date:	03/17/2011
	Target Completion Date:	02/21/2011
	Comments:	The staff participated in a book study over Debbie Diller's "Math Work Stations - Independent Learning You Can Count On, K-2";.
	Task Completed:	02/21/2011
Implement	Percent Task Complete:	
	Objective Met:	3/17/2011

	Experience:	3/17/2011 Throughout the course of this school year, 100% of all first grade teachers have received PD in differentiated instruction in the areas of reading and math. Progress of implementation has been monitored through the use of informal walk-throughs in addition to formal observations. Based on the monitoring process, 100% of all first grade teachers have implemented strategies learned from the PD. 83% of the teachers do this consistently, across all curriculum areas. 17% of the teachers, who are new teachers, are working toward consistent usage.
	Sustain:	3/17/2011 Regular monitoring will be required to ensure that differentiated instruction continues. Some additional PD for newer teachers may also be necessary to assist them in consistent usage.
	Evidence:	3/17/2011 100% of first grade teachers is using whole group, flex groups and independent centers to ensure that students are being taught at their own levels.
Indicator	EEIC-3.08 - All teachers assign purposeful homework and provide timely feedback to students. (255)(TA4)	
Status	Objective Met 9/19/2011	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010 Objective Met - 09/19/2011 Will include in plan
	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:	We currently do not have any written guidelines for homework.
Plan	Assigned to:	Maureen McWhirter
	How it will look when fully met:	Each teacher will provide purposeful homework and provide timely feedback to students.
	Target Date:	08/22/2011
	Tasks:	
	1. A homework policy will be written by the Leadership Team.	
	Assigned to:	Leadership Team
	Added date:	07/27/2011
	Target Completion Date:	07/27/2011
	Comments:	
	Task Completed:	07/27/2011
	2. The homework policy will be handed out and discussed at the Policies and Procedures meeting.	
	Assigned to:	Karen Watkins
	Added date:	07/27/2011
	Target Completion Date:	08/04/2011

	Comments:	
	Task Completed:	08/04/2011
	3. Parents will be made aware of our homework policy at Parent Information Night by each classroom teacher.	
	Assigned to:	all classroom teachers
	Added date:	07/27/2011
	Target Completion Date:	08/23/2011
	Comments:	
	Task Completed:	08/23/2011
Implement	Percent Task Complete:	
	Objective Met:	9/19/2011
	Experience:	9/19/2011 The Leadership Team met and created a homework policy plan. It was distributed to the staff, and a discussion was held. After the discussion, some changes were made, and the final draft was distributed to the staff for use.
	Sustain:	9/19/2011 Periodic checks will be done with teachers to ensure that the policy is being followed.
	Evidence:	9/19/2011 All teachers are aware of the homework policy and are following its guidelines.

Professional Learning Environment-Effective Teachers

Essential Element 4 - School Culture

Indicator	EEIIA-4.01 - School leadership fosters a positive school climate and provides support for a safe and respectful environment.(256)(TA6)		
Status	Objective Met 4/19/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/19/2012	
	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:	Currently, most teachers in the building do not need this type of professional development. We have some resources available, but PD is not ongoing.	
Plan	Assigned to:	Karen Watkins	
	How it will look when fully met:	Our school environment will be one of mutual respect between staff, parents, administration and students. This will be evident by the number of office referrals for disrespect being minimal and the number of injuries caused by other students reduced.	
	Target Date:	05/25/2012	
	Tasks:		

1. Weekly assemblies to showcase classes, introduce character traits, and celebrate student and staff accomplishments.		
Assigned to:	Leadership Team	
Added date:	07/27/2011	
Target Completion Date:	08/26/2011	
Comments:		
Task Completed:	08/26/2011	
2. Classroom teachers will incorporate the character trait of the month in the classroom.		
Assigned to:	all classroom teachers	
Added date:	07/27/2011	
Target Completion Date:	05/25/2012	
Comments:	Assemblies have been planned, with each class being responsible for one. These assemblies will be held every Monday morning before classes begin starting October 3, 2011.	
Task Completed:	08/26/2011	
3. Groups of students will assist the leadership team in modeling expected behaviors for the student body during weekly assemblies.		
Assigned to:	Leadership Team	
Added date:	07/27/2011	
Target Completion Date:	05/25/2012	
Comments:	Each week, a class of students did a presentation at our Rise and Shine assemblies.	
Task Completed:	04/19/2012	
4. Students will be recognized by teachers and staff for good behavior through the Principals' Pride program.		
Assigned to:	all teachers and staff	
Added date:	07/27/2011	
Target Completion Date:	05/25/2012	
Comments:	Each week at the Rise and Shine assemblies, students names are drawn from buckets of tickets to receive a prize. Teachers put the child's name on a ticket when they are "caught being good".	
Task Completed:	04/19/2012	
5. Teachers and staff will be good examples for students by using good manners with staff members and students.		
Assigned to:	all teachers and staff	
Added date:	07/27/2011	
Target Completion Date:	05/25/2012	
Comments:	Staff has modeled good behavior and "people skills" to students, and have had conversations in the classroom and during the lunch period about having good manners.	
Task Completed:	04/19/2012	
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 Each week, Central Elementary has a Rise and Shine Assembly. During

		these assemblies, a class of students is recognized and is spotlighted by performing for the rest of the school. Birthdays, accomplishments and good behavior are also recognized during these assemblies.
	Sustain:	4/19/2012 Central Elementary will continue to have Rise and Shine Assemblies to foster good behavior and a positive learning environment.
	Evidence:	4/19/2012 Assemblies have been held on a weekly basis throughout the year.
Indicator	EEIIA-4.03 - All teachers hold high academic and behavioral expectations for all students.(258) (TA6)	
Status	Objective Met 11/11/2010	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 11/11/2010
	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:	Most teachers have extremely high expectations for their students. Some have set expectations that are high, but do not consistently enforce them.
Plan	Assigned to:	Maureen McWhirter
	How it will look when fully met:	By August 19, 2010, 100% of the teachers at Central Elementary will create classroom expectations for students' academic and behavioral success. These expectations will be related to students at the beginning of the year. Teachers will be consistent in enforcement of these expectations, and follow the school handbook on appropriate consequences for offenses. Office referrals will be used only when all other options have been exhausted or in extreme circumstances.
	Target Date:	08/23/2010
	Tasks:	
	1. Create a check sheet of procedures that teachers must follow before sending a child to the office.	
	Assigned to:	Marsha Todd
	Added date:	07/28/2010
	Target Completion Date:	08/12/2011
	Comments:	
	Task Completed:	09/01/2010
	2. Each teacher will provide to the principal a copy of her discipline plan which includes academic and behavioral expectations and consequences.	
	Assigned to:	Karen Watkins
	Added date:	07/28/2010
	Target Completion Date:	08/23/2010
	Comments:	
	Task Completed:	09/01/2010
Implement	Percent Task Complete:	

Implement	Percent Task Complete:	
	Objective Met:	11/11/2010
	Experience:	11/11/2010 100% of the teachers at Central Elementary created classroom expectations for students' academic and behaviors success, and they are on file in the office. Expectations were rerelated the first week of school. Teachers are consistently enforcing classroom and school expectations, and using the agreed upon consequences. Office referrals have decreased greatly since the implementation of this objective.
	Sustain:	11/11/2010 Continually encouraging teachers to be consistent with set expectations and consequences. Teachers will relate all expectations to new students as they enroll.
	Evidence:	11/11/2010 Our office referrals have drastically decreased since all teachers have implemented these changes.
Indicator	EEIIA-4.05 - All teachers recognize and accept their professional role in student successes and failures.(260)(TA6)	
Status	Objective Met 4/19/2012 4/23/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 04/19/2012 04/23/2014
	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:	Most teachers recognize and accept their professional role in student successes and failures. Some of these do not reflect on the impact of thier instruction or thier reflection does not lead to a change in classroom practice. Other teachers do not accept any responsibility for thier students failures.
Plan	Assigned to:	Calee Lyons
	How it will look when fully met:	When district administrators provide feedback from observations, teachers will reflect on teaching practices and document their own plans to improve their teaching practices.
	Target Date:	08/17/2012
	Tasks:	
	1. Teachers will make every effort to be at school all of the time. When possible, all appointments (doctor, hair, etc.) will be made after school hours.	
	Assigned to:	Karen Watkins
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	Teacher attendance has been greatly improved after shedding light on the number of previous absences. All staff are conscientious about their attendance and promptness.
	Task Completed:	04/19/2012

	2. If a child is consistently not getting homework completed, the teacher will not punish the child, but work with him/her to complete it during school time if she deems it to be necessary.	
	Assigned to:	every classroom teacher
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	12/21/2011
	3. If a student does not complete work in the classroom, each teacher will be responsible for her students if she asks them to complete it at recess.	
	Assigned to:	all classroom teachers
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	12/21/2011
	4. Leadership team will provide each teacher with a reflection guide to assist them with developing a plan to improve practices.	
	Assigned to:	Leadership Team
	Added date:	07/31/2012
	Target Completion Date:	10/17/2012
	Comments:	Leadership Team provided each teacher with a reflection journal as well as a teacher survey to help guide.
	Task Completed:	04/23/2014
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012 4/23/2014
	Experience:	4/19/2012 In the past, it has been easy for teachers to say that children were not performing because of many different things, but never really because of them. Through self-examination, teachers came to a realization that they play a big role in student success, and have accepted it. 4/23/2014 Teachers understand that reflecting on practices helps guide further instruction and aides in making them a better educator.
	Sustain:	4/19/2012 Self-examination through journaling and PLC meeting conversations will need to continue to stress the important role that teachers have in their students' academic progress. 4/23/2014 We will continue to reflect on our practices through discussion in PLC's and team meetings.
	Evidence:	4/19/2012 The amount of passing the blame for lack of student progress on to others has greatly diminished since we have had discussions about this. 4/23/2014 Survey results are available as well as reflection journals.
Indicator	EEIIA-4.07 - All teachers communicate regularly with families about individual student progress.	

Indicator	(262)(TA6,TA7)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	We communicate with parents on a regular basis through many formats, including daily planners, newsletters, conferences, website, and phone calls. Students play an active role by journaling and presenting information to parents during conferences and open-houses. Student progress is regularly tracked through RtI and the data board.

Professional Learning Environment-Effective Teachers

Essential Element 5 - Student, Family, and Community Support

Indicator	EIIIB-5.01 - Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.(267)(TA7)		
Status	In Plan / No Tasks Created		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
	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:	Currently, parents are given ample opportunity to be involved in fun and educational activities with their children. However, parents/community members are not currently involved in the school planning committees as much as they need to be.	
Plan	Assigned to:	Maranda Wilson	
	How it will look when fully met:	Parents and families will feel welcome in the school and will be provided with many opportunities to be actively involved in the Central Community.	
	Target Date:	05/15/2015	

Indicator	EEIIB-5.02 - All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).(268)(OKPCS,SI,TA7)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Our students currently have access to academic support through tutoring, extra-curricular activities, and extended learning opportunities. We do not have a counselor, but do have curriculum to provide behavioral support.	
Plan	Assigned to:	Maranda Wilson	
	How it will look when fully met:	Title I activities and resources will support the school goals and processes will be place to analyze data and evaluate the Title I programs annually.	
	Target Date:	05/15/2015	
	Tasks:		
		0. We will utilize a survey to evaluate the effectiveness of the Title 1 programs offered.	
	Assigned to:	Maranda Wilson	
	Added date:	04/29/2014	
	Target Completion Date:	05/15/2015	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	EIIB-5.05 - All school staff maintains timely and accurate academic, behavioral, and attendance information to parents.(271)(OKPCS,SI,TA7)		
Status	Objective Met 4/23/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/23/2014	
	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:	All classroom teachers maintain timely and accurate academic, behavior, and attendance information for parents. However, some "special" teachers do not have good record keeping systems.	
Plan	Assigned to:	Ben Hardin	
	How it will look when fully met:	All teachers will keep accurate records of attendance, behavior notes and academic progress and communicate with parents through daily planner notebooks.	
	Target Date:	08/17/2012	
	Tasks:		
		1. Each teacher will turn in accurate attendance records to the office in a timely manner daily.	
	Assigned to:	Maranda Wilson	
	Added date:	07/31/2012	
	Target Completion Date:	08/17/2012	
	Comments:		
	Task Completed:	04/23/2014	
		2. Each teacher will document behavior notes in student planners and require parent signature. Teacher will make phone contact when parent signature is not documented.	
	Assigned to:	Teachers	
	Added date:	07/31/2012	
	Target Completion Date:	08/17/2012	
	Comments:		
	Task Completed:	04/23/2014	
		3. All teachers will keep accurate academic records of student progress and notify parents of progress at least once per quarter through daily planners, notes and report cards.	
	Assigned to:	teachers	
	Added date:	07/31/2012	
	Target Completion Date:	08/17/2012	
	Comments:		

	Task Completed:	04/23/2014
Implement	Percent Task Complete:	
	Objective Met:	4/23/2014
	Experience:	4/23/2014 All teachers at Central Elementary have communication dialogue in their daily planners.
	Sustain:	4/23/2014 Central Elementary will continue to provide planners for every kid and teachers will continue to communicate and use these tools to improve school relationships.
	Evidence:	4/23/2014 Attendance records are available as well as planners.

Professional Learning Environment-Effective Teachers

Essential Element 6 - Professional Growth, Development, Evaluation

Indicator	EEIIC-6.04 - School planning team uses goals for student learning to determine professional development priorities for all staff.(275)(TA2)	
Status	In Plan / No Tasks Created	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010
	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:	Currently, professional development is a "one size fits all" situation for ALL grade levels. Not much teacher input is considered when PD opportunities are scheduled.
Plan	Assigned to:	Maranda Wilson
	How it will look when fully met:	School planning team will provide high quality professional development that is focused on enhancing instructional practices and aligned with academic expectations and student learning goals.
	Target Date:	05/15/2015
Indicator	EEIIC-6.06 - School planning team designs professional development that has a direct connection to the analysis of student achievement data.(277)(TA2,TA5)	
Status	In Plan / No Tasks Created	
	Rubric Score:	1

Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
	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:	In the past, we have not been given the opportunity to DESIGN the professional development that we are offered. In addition, some of it does not have a direct connection to the analysis of student achievement data.	
Plan	Assigned to:	Not yet assigned	
Indicator	EEIIC-6.11 - School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.(282)(TA2,TA3)		
Status	Objective Met 4/23/2014		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
		Objective Met - 04/23/2014	
		Will include in plan	
	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:	Currently, no time is afforded for teachers to go in to other classroom for observation other than plan times. PLC times are given for teachers to collaborate on a monthly basis.	
Plan	Assigned to:	Dixie Shaffer	
	How it will look when fully met:	Teachers will collaborate and engage in peer observations at least once per 9 weeks period to improve classroom practices.	
	Target Date:	08/17/2012	
	Tasks:		
	1. The leadership team will provide a scheduled opportunity for teachers to observe peers at least once per 9 weeks period.		
	Assigned to:	Ben Hardin	
	Added date:	07/31/2012	
	Target Completion Date:	08/30/2012	
	Comments:		

	Task Completed:	04/23/2014
Implement	Percent Task Complete:	
	Objective Met:	4/23/2014
	Experience:	4/23/2014 Each teacher is required to peer observe each 9 weeks. Each teacher provides feedback to the observee as well as to the "Peer Observation" notebook in my office.
	Sustain:	4/23/2014 We will continue to observe and learn from each other.
	Evidence:	4/23/2014 See notebook.
Indicator	EEIIC-6.13 - School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.(820)(TA2)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Some feedback is offered to teachers during the post-evaluation conference, and resources are provided when needed. However, more needs to be done.
Plan	Assigned to:	Maranda Wilson
	How it will look when fully met:	School leadership will provide regular, meaningful feedback to teachers as an integral part of the evaluation process to challenge teachers thinking and to change behavior.
	Target Date:	05/15/2015

Collaborative Leadership-Effective Leaders

Essential Element 7 - Leadership

Indicator	EEIIIA-7.01 - School leadership develops and sustains a shared vision.(284)(TA1)		
Status	Objective Met 4/19/2012		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
		Objective Met - 04/19/2012	
		Will include in plan	
	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:	A school vision has been written by the leadership team. However, it is not communicated to the staff and public the way it needs to be.	
Plan	Assigned to:	Lynette Harry	
	How it will look when fully met:	An established school vision will be the goal of all stakeholders, working together toward that goal.	
	Target Date:	12/21/2011	
	Tasks:		
	1. Have an informational meeting with stake holders to discuss what our school vision should include.		
	Assigned to:	Lynette Harry	
	Added date:	07/27/2011	
	Target Completion Date:	10/24/2011	
	Comments:		
	Task Completed:	10/24/2011	
	2. Leadership Team will write a school vision based on input from stake holders.		
	Assigned to:	Leadership Team	
	Added date:	07/27/2011	
	Target Completion Date:	11/07/2011	
	Comments:		
	Task Completed:	01/05/2012	
	3. Present vision statement to stakeholders at November PTO meeting.		
	Assigned to:	Leadership Team	
	Added date:	07/27/2011	
	Target Completion Date:	11/14/2011	
	Comments:		
	Task Completed:	01/09/2012	
	4. Inform all stakeholders of the school's vision statement through various media sources (newsletters, e-mails, website).		
	Assigned to:	Leadership Team	
	Added date:	07/27/2011	

	Target Completion Date:	12/21/2011
	Comments:	
	Task Completed:	01/06/2012
	5. Verbalize the vision statement throughout the school on a regular basis.	
	Assigned to:	every school employee
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	04/18/2012
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 After our vision statement was written and presented to parents and staff members, we refer to it often in the classrooms and at assemblies to engrain it in our students.
	Sustain:	4/19/2012 Each year, new staff, parents and students will need to be presented with the vision statement and it will need to continually be referred to so it is well engrained in our stakeholders.
	Evidence:	4/19/2012 All stakeholders are aware of our vision statement.
Indicator	EEIIIA-7.02 - School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.(285)(TA1,TA5)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	School leadership on the district and building level regularly analyzes data to drive student instruction.
Indicator	EEIIIA-7.10 - School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.(293) (TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Currently, we collaborate only on students who are referred for RtI. We do not have regular times that we can discuss the academic performance of ALL students.
Plan	Assigned to:	Not yet assigned

Collaborative Leadership-Effective Leaders

Essential Element 8 - Organizational Structure and Resources

Indicator	EEIIB-8.03 - School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students.(297)(TA1)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	We do not currently have any teachers' assistants to assist teachers in meeting students' needs. Class size are currently too large to effectively meet all students' needs.	
Plan	Assigned to:	Maranda Wilson	
	How it will look when fully met:	School leadership makes staff assignments based upon the learning needs of all students.	
	Target Date:	05/15/2015	
	Tasks:		
		0. Schedule will reflect collaborative planning times to allow consolidation of resources.	
	Assigned to:	Maranda Wilson	
	Added date:	04/29/2014	
	Target Completion Date:	10/03/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	EIIIIB-8.04 - School leadership ensures efficient use of instructional time to maximize student learning.(298)(TA1,TA3)		
Status	Objective Met 4/23/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/23/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Currently the day is tightly scheduled and there is a lack of personnel to meet the needs to implement.	
Plan	Assigned to:	Ben Hardin	
	How it will look when fully met:	The leadership team will develop a schedule that will ensure all teachers and teams make efficient use of instructional time and maximize student learning.	
	Target Date:	08/17/2012	
	Tasks:		
		1. Site administrator will continually monitor teacher instruction time.	
	Assigned to:	Ben Hardin	
	Added date:	07/31/2012	
	Target Completion Date:	08/17/2012	
	Comments:		
	Task Completed:	04/23/2014	
Implement	Percent Task Complete:		
	Objective Met:	4/23/2014	
	Experience:	4/23/2014 We have set specific times for each subject in which the principal monitors that these schedules are implemented.	
	Sustain:	4/23/2014 We will continue to monitor and adjust our instructional time as needed.	
	Evidence:	4/23/2014 Observations and schedule changes.	
Indicator	EIIIIB-8.09 - School leadership directs funds based on an assessment of needs aligned to the school improvement plan.(303)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within

	Opportunity Score:		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We do not currently consider the mission statement when spending funds.	
Plan	Assigned to:	Not yet assigned	
Collaborative Leadership-Effective Leaders			
Essential Element 9- Comprehensive and Effective Planning			
Indicator	EIIIIC-9.01 - School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.(305)(OKPCS,SI,TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Currently only the leadership team is involved and not the entire staff.	
Plan	Assigned to:	Not yet assigned	
Indicator	EIIIIC-9.05 - School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.(309)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	We currently do have all the resources available to fully implement all goals in the plan.	
Plan	Assigned to:	Not yet assigned	
Indicator	EIIIIC-9.07 - School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.(311)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Although the plan is written and available we are not regularly check our progress toward the goals.	

Plan

Assigned to:

Not yet assigned

Fogarty Elementary School

School Improvement

Guthrie Public Schools

Comprehensive Plan Report

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

4/21/2014

Fogarty Elementary NCES - na

Guthrie Public Schools

Ways to Improve School Effectiveness (WISE) - School Indicators

Key Indicators are shown in RED.

Academic Learning and Performance

Essential Element 1 - Curriculum

Indicator **EEIA-1.01 - Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.(233)(TA4)**

Status **Objective Met** 7/31/2013

	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 07/31/2013
	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:	Teachers are currently implementing Scott Foresman Reading which is aligned with Oklahoma P.A.S.S. However, for the 2010-2011 school year we have just adopted a new math curriculum and we will be implementing it as well. It will be aligned with Oklahoma P.A.S.S. but teachers will need to learn to utilize the program in their classrooms. Our 3rd grade staff has developed curriculum maps for both reading and math that they use to guide their teaching. Our 2nd grade staff has developed a curriculum map for math and are in the process of developing one for reading.
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Plan Assigned to: Karen Watkins

How it will look when fully met:	Starting in the Fall of 2011 we will be utilizing the updated continuums for both grade levels and for both reading and math. Our leadership team will be continuously working on the new Common Core standards and training our staff to be knowledgeable on these standards. We will be aligning the new Common Core standards with the current P.A.S.S and preparing for the transition to these new standards in 2014. During the 2011-2012 school year we will focus on the English Language Arts common core standards. The following year, 2012-2013 we will focus on math common core. During the final year, 2013-2014, we will focus on the additional common core standards and finalizing our plan for the final transition in the Fall of 2014.
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Target Date: 09/01/2014

Tasks:

1. Professional development opportunities will be established to help teachers learn about the common core standards. PLC meetings as well as other professional development opportunities will be utilized to establish a deeper understanding of the common core and how we will be transitioning to these new

standards by Fall 2014. Teachers will be given the English Language Arts standards at our Policy and Procedure meeting in August. During our Sept. PLC meeting we will discuss parts of ELA (Foundational Skills, Literature, Speech and Language). In Oct. at our PLC we will reevaluate what we have learned about the previous 3 skill areas and begin focusing on 2 more areas (Informational Text and Language Standards). In Nov. at our PLC we will again reevaluate the previous 5 skill areas and turn our focus to Writing. In Feb. during our professional development day we be providing professional development on systematically teaching writing.

Assigned to:	Kathy McGee
Added date:	07/27/2011
Target Completion Date:	05/01/2012
Comments:	Possibly work with Cottoral and Central on doing a joint professional development opportunity in writing.
Task Completed:	04/19/2012

2. During the 2012-2013 our staff will be utilizing the Envision math curriculum, which has been aligned with Common core state standards. This program has additional lessons which will meet the CCSS as well as the PASS objectives. Teachers will be receiving professional development from the instruction coach on implementing these additional lessons.

Assigned to:	Dani Watson
Added date:	04/19/2012
Target Completion Date:	05/30/2013
Comments:	
Task Completed:	05/23/2013

Implement

Percent Task Complete:	
Objective Met:	7/31/2013
Experience:	7/31/2013 Our Leadership Team has successfully created a Standards Map based on Common Core Standards.
Sustain:	7/31/2013 Administration will monitor that all teachers are utilizing the Standards Map effective
Evidence:	7/31/2013 The Standards Map itself is our documentation.

Indicator

EEIA-1.03 - Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.(235)(TA4)

Status

Objective Met 7/31/2013

Rubric Score: 1

Assessment

Level of Development: Initial: **No development or Implementation** 07/28/2010

Objective Met - 07/31/2013

Will include in plan

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: In 2009-2010 small group PLC meetings, consisting of 4 teachers per group, met weekly. Grade level meetings have been held once a month but were frequently interrupted and nonproductive.

Plan

Assigned to:

Plan	Assigned to:	Karen Watkins	
	How it will look when fully met:	In 2011-2012 our 2nd grade staff will be organized into 4 teams (2 groups of 4 and 1 group of 3). Our 3rd grade staff will be grouped into 2 teams (5 teachers per group). Each team will share a common plan time daily but they will meet at least 1 day a week with a member of our school leadership being an active participant in these meetings. At these weekly meetings they will be discussing and sharing strategies to ensure that the individual needs of their students are being met. They will also be reviewing their data and monitoring progress and making adjustments as needed for the students. Special education teachers will be included in these meetings to makes sure that needs of special education students are met.	
	Target Date:	05/01/2013	
	Tasks:		
		1. The school schedule will be adjusted to accomodate these meetings. Schedules will manipulated so that special education teachers, as well as interventionists can attend these meetings periodically or when necessary. This will be an ongoing process in order to make these meetings affective and efficient.	
	Assigned to:	Kathy McGee	
	Added date:	07/27/2011	
	Target Completion Date:	05/01/2013	
	Comments:		
	Task Completed:	08/20/2012	
Implement	Percent Task Complete:		
	Objective Met:	7/31/2013	
	Experience:	7/31/2013 We had to go through some trial and error in getting the kinks worked out. It worked okay in 11-12, but very well in 12-13.	
	Sustain:	7/31/2013 Continual conversations about what is going well and what is not. Adjustments based on this will be made as needed.	
	Evidence:	7/31/2013 Teams have been created and utilized.	
Indicator	EEIA-1.07 - School leadership and instructional teams ensure all students have access to the common academic core curriculum.(239)(TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	We are currently not meeting the needs of our students with learning disabilities. For example, scheduling with our special education teacher requires students to leave the regular classroom during math instruction for special education reading instruction. Regular education students have access to the common academic core curriculum. All regular education students receive 90 minutes of uninterrupted reading and 60 minutes of math.	
Plan	Assigned to:		

Plan	Assigned to:	Not yet assigned
Academic Learning and Performance		
Essential Element 2 - Classroom Evaluation and Assessment		
Indicator	EEIB-2.03 - All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.(242)(TA4)	
Status	Tasks completed: 0 of 3 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010 Objective Met - 03/25/2011
	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:	Currently 3rd grade uses pre and post tests for reading and math that are aligned to OK P.A.S.S. 2nd grade is using post tests in math to assess student mastery which is aligned to OK P.A.S.S. We are still in the process of developing additional pre and ongoing assessments for math and reading at both levels.
Plan	Assigned to:	Letha Bauter
	How it will look when fully met:	Second and 3rd grade will have developed benchmark assessments aligned with the Common Core objectives. These benchmark assessments will be developed from our grade level continuums. These continuums as well as the pre and post (benchmark) tests will be collectively created by teachers and implemented by them as well. This will be done using the knowledge gained through the partnership with the University of Virginia.
	Target Date:	05/23/2014
	Tasks:	
	0. Key members of the Leadership Team will attend professional development activities presented by the University of Virginia.	
	Assigned to:	Karen Watkins
	Added date:	04/08/2014
	Target Completion Date:	05/23/2014
	Comments:	Key members of the team will be assigned to attend the University of Virginia Winter Retreat. Participants will gain knowledge and bring it back to the staff.
	0. The Leadership Team will use the input provided by the University of Virginia team to create rigorous interim assessments. This will done in collaboration with teachers.	
	Assigned to:	Amanda Bynum
	Added date:	04/08/2014
	Target Completion Date:	05/23/2014
	Comments:	All Leadership Team members will be instrumental in guiding the staff through the creation of rigorous interim assessments.
	1. Make sure all benchmarks are created and in place for teachers to use	
	Assigned to:	Kathy McGee

	Added date:	07/28/2010
	Target Completion Date:	12/01/2011
	Comments:	Third grade benchmarks are much more in place and solidified than second grade. Second grade will need a lot of support and help.
Implement	Percent Task Complete:	
	Objective Met:	3/25/2011
	Experience:	3/25/2011 This proved to be a very positive learning process for the faculty. We divided into 4 teams (1 reading and 1 math for each grade level). Each team built a continuum based on the PASS standards and then they built benchmark assessments off of the continuum. The continuums are sectioned to show what skills are focused on during each 9 week period.
	Sustain:	3/25/2011 Our next step will be aligning our report cards with our continuums and continuing to tweak and adjust the location of skills on the continuums.
	Evidence:	3/25/2011 The rough drafts of the benchmark assessments and the continuums were put together on February 21st, which was a professional day in our district. Final drafts were given to the teachers to administer to the students at the end of the 3rd 9 weeks grading period. Each teachers' student data has not been turned in as of this date (3/25/11).
Indicator	EEIB-2.05 - All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.(244) (OKPCS,SI,TA4,TA5)	
Status	Tasks completed: 1 of 4 (25%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010 Objective Met - 03/28/2014
	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:	This will be addressed at a later date once pre and post tests are developed and fully implemented.
Plan	Assigned to:	Karen Watkins
	How it will look when fully met:	During the 2011-2012 school year we will utilized team meetings as well as PLC meetings to discuss our pre and post test data. We will be receiving training prior to the beginning of the 2011-2012 on how to utilize the pre test for our math program which we give us better insight into how to use this data to drive our instruction. Throughout the year we will be assessing students and using their pre and post data to identify gaps in our curriculum and to adjust our teaching to fill these gaps. Our overall objective is to continuously use the pre and post data to drive our instruction and our decisions regarding curriculum.
	Target Date:	05/23/2014

Tasks:

	0. Agendas for PLC meetings will serve as an outline for discussions centered on assessment data and instructional strategies. Guidelines provided by the University of Virginia will be strictly followed.	
	Assigned to:	Letha Bauter
	Added date:	04/08/2014
	Target Completion Date:	08/23/2013
	Comments:	
	0. Leadership team will provide intensive training on analyzing data based on the information gained through the partnership with the University of Virginia.	
	Assigned to:	Karen Watkins
	Added date:	04/08/2014
	Target Completion Date:	08/23/2013
	Comments:	
	0. Teachers will use the data gleaned from data analysis to drive instruction.	
	Assigned to:	Karen Watkins, Letha Bauter
	Added date:	04/08/2014
	Target Completion Date:	08/23/2013
	Comments:	
	1. Train the entire staff on how to utilize the Envision Math intervention program, including the beginning of the year pre test. We will use this training and knowledge to establish math intervention protocol and we will use our scheduled meetings to reevaluate and readjust our intervention and teaching plans. We will also use our meetings to discuss differentiated instruction and determine the best ways meet the needs of our students in all areas of instruction.	
	Assigned to:	Kathy McGee
	Added date:	07/27/2011
	Target Completion Date:	05/01/2012
	Comments:	
	Task Completed:	12/19/2012
Implement	Percent Task Complete:	
	Objective Met:	3/28/2014
	Experience:	3/28/2014 Through PLC meetings and our University of Virginia experiences, we have gained knowledge on how to analyze our student data which in turn informs our instruction. We have utilized our PLC time to identify areas of strengths and weaknesses which allows us to be more productive in instructional time.
	Sustain:	3/28/2014 This is an ongoing process. Data will continue to be analyzed on a regular basis and areas of weaknesses will be addressed.
	Evidence:	3/28/2014 Teachers' data spreadsheets and Post Interim Assessment Action Plans

Academic Learning and Performance

Essential Element 3 - Instruction

Indicator	EEIC-3.01 - All teachers use varied instructional strategies that are scientifically research-based. (248)(TA4)		
Status	Objective Met 4/23/2012 4/23/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/23/2012 04/23/2012	
	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:	Veteran teachers (5 years +) have been provided an abundance of professional development for teaching a variety of methods in instructional strategies to develop and promote higher order thinking and problem solving skills. However, in the past few years teacher and administrator turnover has led to an abundance of teachers who are lacking the professional development to help them distinguish and implement scientifically research based strategies and curriculum.	
Plan	Assigned to:	Karen Watkins	
	How it will look when fully met:	Once this objective is met, all teachers will be using a variety of research based teaching strategies to differentiate instruction based upon the students needs. Teachers will collaborate and make decisions on what instructional strategies are best for individual or groups of students. If the need for more professional development arises, training will be provided to strengthen the knowledge base.	
	Target Date:	05/01/2013	
	Tasks:		
		1. Teachers will be teamed and will meet regularly. During these meetings they will discuss research based instructional strategies and what children they work best for. Some possible research based strategies that will be discussed may include SLB, Read Naturally, Rewards, the core curriculum, and Envision math. New teachers will be teamed with veteran teachers to ensure that those new teachers knowledge bases are strengthened.	
	Assigned to:	Kathy McGee	
	Added date:	07/27/2011	
	Target Completion Date:	05/01/2012	
	Comments:		

	Task Completed:	04/20/2012
Implement	Percent Task Complete:	
	Objective Met:	4/23/2012 4/23/2012
	Experience:	<p>4/23/2012 The teaming approach has been very effective in sharing research based teaching strategies with new and career teachers alike. Areas of need are identified during classroom observations. These areas have been addressed during the weekly team meetings. (During the beginning of the school year, the teams met more frequently.) In addition to the instructional coach and administrators, teachers that are effective in the identified areas share information. In addition to professional development needs, effective instructional strategies, student data, and student strengths/weaknesses have also been discussed. The collaboration has been very successful.</p> <p>4/23/2012 The teaming approach has been very effective in sharing research based teaching strategies with new and career teachers alike. Areas of need are identified during classroom observations. These areas have been addressed during the weekly team meetings. (During the beginning of the school year, the teams met more frequently.) In addition to the instructional coach and administrators, teachers that are effective in the identified areas share information. In addition to professional development needs, effective instructional strategies, student data, and student strengths/weaknesses have also been discussed. The collaboration has been very successful.</p>
	Sustain:	<p>4/23/2012 The building has built a strong team foundation. With continued support from the administration, the team approach and weekly meetings will continue.</p> <p>4/23/2012 The building has built a strong team foundation. With continued support from the administration, the team approach and weekly meetings will continue.</p>
	Evidence:	<p>4/23/2012 At this point in the school year, each team has met over 35 times. Faculty members have utilized the approach to improve instruction and our student data demonstrates each team's effectiveness. This will continue into the next school year.</p> <p>4/23/2012 At this point in the school year, each team has met over 35 times. Faculty members have utilized the approach to improve instruction and our student data demonstrates each team's effectiveness. One clear example is our beginning of the year math cumulative scores. Only 44% of our third grade students met the benchmark goal at the beginning of the year. Effective instructional techniques were shared during team meetings. By the middle of the year, 62% of our third grade students met the benchmark for math. The team approach and work to improve instruction will continue into the next school year.</p>
Indicator	EEIC-3.02 - All teachers use instructional strategies and activities that are aligned with learning objectives.(249)(TA4)	
Status	Objective Met 4/19/2012 4/19/2012	
	Rubric Score:	2
Assessment	Level of Development:	

Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 04/19/2012 04/19/2012
	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:	Many teachers do keep their instructional strategies and activities aligned with their learning objectives. However, some teachers still stray away from the learning objectives and activities tend to lack educational basis.
Plan	Assigned to:	Karen Watkins
	How it will look when fully met:	All activities and strategies will be aligned with state standards and research based curriculum. All teachers are required to use the adopted reading and math curriculum. Our reading curriculum is Reading Street by Scott Foresman and our math curriculum is EnVision by Scott Foresman. Both of these research based curriculums are aligned with state standards, and have recently been aligned to Common Core State Standards. Teachers are required to meet weekly with their grade level teams to discuss planning and implementation of the suggested activities and strategies given in the teacher's guides of both the reading and math series. They also discuss other effective strategies and activities that might be helpful for additional practice. Both administrators and instructional coach frequently attend these meetings to ensure that each teacher is focused and using their meeting time wisely. Student performance on assessments will demonstrate the effectiveness of these activities and strategies. Students will be progress monitored consistently in reading using DIBELS, as well as assessments provided through the curriculum. In math students will be given topic, as well as cumulative tests to ensure that skills are being acquired. Pacing calendars help to ensure that all instructional material is covered throughout the school year. Each teacher is required to turn in classroom test results to the principal and the instructional coach. These scores are compiled so that the school wide data can be shared during team meetings and with district administration. These team meetings will continue throughout the remainder of this year and will be put in place again for next year.
	Target Date:	05/01/2012
	Tasks:	
		1. To ensure that these effective strategies are in place the instructional coach will be attending classrooms during instructional and intervention time, and giving informative feedback to those teachers. Weak areas will be addressed and strategies will be shared with those teachers.
	Assigned to:	Dani Watson
	Added date:	09/08/2011
	Target Completion Date:	05/01/2012
	Comments:	
	Task Completed:	04/19/2012
		2. During team meetings as well as RtI meetings class data will be analyzed and strategies for meeting the needs of those low performing students will be discussed. Continued guidance and support will available throughout the year for teachers.

	Assigned to:	Dani Watson
	Added date:	09/08/2011
	Target Completion Date:	05/01/2012
	Comments:	
	Task Completed:	04/19/2012

Implement	Percent Task Complete:	
	Objective Met:	4/19/2012 4/19/2012
	Experience:	4/19/2012 Adhering to the pacing calendars for both reading and math has been very helpful. Also it has been very productive having administrators and the instructional coach in and out of the classrooms observing various teaching strategies and curriculum resources be used during instruction. Observations were discussed with the teachers and innovative and effective strategies observed were shared with all the staff. Our student data has continued to move upward with more students at both 2nd and 3rd grade at benchmark in their reading.
	Sustain:	4/19/2012 The administrators and instructional coach will need to continue their walk throughs and provide feedback to the faculty. Teachers will need to continue sharing effective teaching strategies and continue fidelity to the curriculum.
	Evidence:	4/19/2012 At the beginning the school year 66% of 2nd grade was at benchmark in reading and 65% at benchmark in math. Mid year benchmarks reflected 70% of the 2nd grade was at benchmark in reading and 87% at benchmark in math. Third grade beginning of the year data showed 68% at benchmark in reading, with only 44% at benchmark in math. Mid year scores reflected that 72% of 3rd grade were at benchmark in reading and 62% at benchmark in math. Providing the teaching faculty with more effective teaching strategies and giving them feedback and assistance with both the math and reading curriculums has proven to be very effective in helping meet the needs of our students.

Indicator **EEIC-3.03 - All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.(250)(OKPCS,SI,TA4)**

Status **In Plan / No Tasks Created**

Rubric Score: 2

Assessment Level of Development: Initial: **Limited Development** 07/28/2010

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: Many teachers have received staff development in the area of differentiated instruction. Some of those teachers with the training do differentiate instruction and it is evident in their students learning. Many of our new teachers have not had training specific to differentiated teaching and therefore they are unaware of how to make changes within the classroom to meet each students needs. Therefore differentiated teaching is not evident in every classroom.

Plan Assigned to: Not yet assigned

Indicator **EEIC-3.08 - All teachers assign purposeful homework and provide timely feedback to students.**

Indicator	(255)(TA4)	
Status	Objective Met 11/7/2011	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010
		Objective Met - 11/07/2011
		Will include in plan
	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:	Homework is assigned by the majority of our staff. However, we have been in discussions about how to make homework more purposeful. Not all homework assignments are assessment driven and child specific.
Plan	Assigned to:	Letha Bauter
	How it will look when fully met:	There will be consistency throughout 2nd and 3rd grade and there will be a clear understanding of the purpose of homework. All teachers will assign homework based on the school homework guidelines.
	Target Date:	11/11/2011
	Tasks:	
	1. Create a homework guidelines form to give to teachers with information on the benefits of homework when it is utilized correctly. This will act as a set of "rules" for teachers to follow when assigning homework.	
	Assigned to:	Angela Habben
	Added date:	07/28/2010
	Target Completion Date:	10/01/2011
	Comments:	The guidelines that we will be using will come from the book that Angie read about homework. These guidelines will be given to the teachers at the beginning of the 2011-2012 school year. This will help establish consistency of homework assignments for both 2nd and 3rd grades.
	Task Completed:	08/15/2011
	2. Monitor teacher implementation of the school wide homework policy and make adjustments and corrections as necessary.	
	Assigned to:	Kathy McGee
	Added date:	07/27/2011
	Target Completion Date:	12/16/2011
	Comments:	
	Task Completed:	11/07/2011
Implement	Percent Task Complete:	
	Objective Met:	11/7/2011
	Experience:	11/7/2011 This objective was fairly easy to meet. We were lacking a school wide homework policy and once one was in place it made this process very easy.

Sustain:	11/7/2011 Regular monitoring of this policy will be necessary. Teachers are required to send out a weekly newsletter which allows administration to see what the weekly learning objectives will be and if there are any special homework assignments. Reading logs are also sent out through the office so that each teacher receives the same log to use.
Evidence:	11/7/2011 Weekly folders go out to ensure that parents receive the students graded work as well as the weekly newsletter to keep parents informed. Parents sign a sheet to indicate that they have received this folder, and they also have to sign the reading log at this time to indicate that their child is participating in nightly reading. Nightly reading is a part of our written homework policy.

Professional Learning Environment-Effective Teachers

Essential Element 4 - School Culture

Indicator	EEIIA-4.01 - School leadership fosters a positive school climate and provides support for a safe and respectful environment.(256)(TA6)		
Status	Objective Met 3/25/2011		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
		Objective Met - 03/25/2011	
		Will include in plan	
	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 physical environment of our school building is in dire need of improvement. We have doors that do not lock, stairs that are not safe, bathrooms that are not sanitary, and many other physical aspects that make our building unsafe for children and staff. Crowded hallways and other areas are a cause for distraction as well.	
Plan	Assigned to:	Letha Bauter	
	How it will look when fully met:	The school leadership will collaborate with the staff to establish operation procedures to minimize disruptions and the procedures will be posted and practiced by all members of the staff. The physical structure of our school will provide staff and students with a safe, healthy and orderly environment. Behavioral data will be used to identify areas of concern and decisions will be made based upon that data. Administrators, staff and students will all share a sense of pride in our school.	
	Target Date:	05/27/2011	
	Tasks:		
		1. Create hallway/general procedures that all need to follow and post these where needed.	
	Assigned to:	Kathy McGee	
	Added date:	07/28/2010	
	Target Completion Date:	10/01/2011	
	Comments:	These hallway/general rules will help cut down on interruptions during the instructional day. All teachers will be expected to follow them.	

		Arrows direct the children up and down specific sides of the stairs to allow children open safe space to go up and down the stairs. Doors coming in and out of the building are marked "in" & "out" to aid in safely entering and exiting the building. Teachers must accompany their children up and down the halls as they transition. All teachers assist with school dismissal to insure children are dismissed safely and get where they are suppose to be (either car riders or bus riders). These procedures have been in place all of the 2010-2011 school year. We have continued to tweak on our procedures throughout the school year helping to insure we provide a positive safe learning environment. We also have an active "safe and healthy school committee" in place and we have been able to address all the concerns brought before that committee. These things have included adding playground timbers around all our playground equipment and adequate impact material under our equipment, reinforcing our swings and adding new seats and chains to all our swings, making them much safer. We also added concrete steps on the east side of the playground where we dismiss 2nd grade car riders. This allows us to load students in a much safer manner. All of the projects that have been discussed by our staff have now been completed.
	Task Completed:	03/25/2011
Implement	Percent Task Complete:	
	Objective Met:	3/25/2011
	Experience:	3/25/2011 This has proven to be very helpful and much easier to implement than we initially thought. We have received a lot of positive feedback from staff and parents about the procedures and safety factors that have been implemented, as well as the playground and car riders facelifts.
	Sustain:	3/25/2011 We will constantly be assessing and monitoring what is in place and continue to tweak and improve as situations come up.
	Evidence:	3/25/2011 Our last project (steps on east side of playground for 2nd grade car riders) was completed over spring break. The steps were ready for use when we came back to school 3/21/11. The feedback from teachers, parents and students has been very positive and very appreciative.
Indicator	EEIIA-4.03 - All teachers hold high academic and behavioral expectations for all students.(258) (TA6)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Individual teachers have their own standards and sets of expectations for their classrooms, therefore a schoolwide set of expectations is not in place. There are a lot of inconsistencies within the school.
Plan	Assigned to:	Not yet assigned
Indicator	EEIIA-4.05 - All teachers recognize and accept their professional role in student successes and failures.(260)(TA6)	

Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Some teachers do not recognize and accept their professional role in ensuring student success and addressing student failures.
Plan	Assigned to:	Not yet assigned
Indicator	EEIIA-4.07 - All teachers communicate regularly with families about individual student progress. (262)(TA6,TA7)	
Status	Objective Met 11/7/2011	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 11/07/2011
	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:	There is inconsistency in the way that our school communicates with parents. Folders, graded work, and notes are not consistently sent home and we need to develop a uniform school plan to keep all parents informed.
Plan	Assigned to:	Letha Bauter
	How it will look when fully met:	Consistant homework, weekly folders requiring parent signatures, as well as graded classwork will be sent home to keep parents informed. Teachers will also communicate via email, webpages, and telephone communication.
	Target Date:	11/11/2011
	Tasks:	
	1. Administration will require teachers to follow the homework, weekly folders, weekly newsletters, and graded work policy.	
	Assigned to:	Angela Habben
	Added date:	09/13/2011
	Target Completion Date:	11/11/2011
	Comments:	
	Task Completed:	11/07/2011
Implement	Percent Task Complete:	
	Objective Met:	11/7/2011
	Experience:	11/7/2011 This year we have established more concrete homework and weekly folder policies which the entire staff follows. This keeps

		communication consistent and continuous between parents and teachers. We feel like this was a very beneficial change for our school.
	Sustain:	11/7/2011 Teachers will need to continue sending home these weekly folders containing the graded work and sign sheets and administration will need to monitor this.
	Evidence:	11/7/2011 Teachers must turn in a weekly copy of their parent newsletter to administration and a copy is kept in the office. Teachers keep reading logs for the month to indicate student participation and parent support.

Professional Learning Environment-Effective Teachers

Essential Element 5 - Student, Family, and Community Support

Indicator	EIIIB-5.01 - Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.(267)(TA7)		
Status	Objective Met 4/19/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/19/2012	
	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:	We are currently attempting to provide more activities and events that will create more parent involvement. However, some teachers are very much involved in these events and other teachers are rarely included.	
Plan	Assigned to:	Karen Watkins	
	How it will look when fully met:	This year we will be having an ongoing reading challenge to encourage the entire student body to read nightly. We will be utilizing the Kiwanis and PTO to provide prizes/incentives for the students. Parents will have to sign the nightly reading logs to indicate that their child read. We are encouraging parents to be an active participant in their child's reading.	
	Target Date:	05/01/2012	
	Tasks:		
		1. There will be ongoing monitoring and tracking of individual and class totals on number of minutes read. Individuals and classes will be recognized monthly.	
	Assigned to:	Dani Watson	
	Added date:	09/13/2011	
	Target Completion Date:	04/30/2012	
	Comments:	As of 4/19/12 we have documented that our students have read of total of 804,823 minutes. We are very hopeful we will reach our school goal of 1,000,000 minutes. The last reading logs are due April 28th. All logs will be compiled and results ready by 4/30/12.	
	Task Completed:	04/30/2012	
		2. The reading challenge will be created and prizes will be established. Those providing the incentives will be notified.	
	Assigned to:	Angela Habben	

	Added date:	09/13/2011
	Target Completion Date:	10/01/2011
	Comments:	
	Task Completed:	10/01/2011
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 This challenge has been a very positive motivator for the students. The teachers have also embraced it.
	Sustain:	4/19/2012 Continue reading challenges in the future.
	Evidence:	4/19/2012 Our reading data has continued to improve.
Indicator	EEIIB-5.02 - All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).(268)(OKPCS,SI,TA7)	
Status	Objective Met 4/19/2012	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 04/19/2012
	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:	We currently have Reading Riders (geared toward low achieving students), and Native American tutoring. However, we lack many after school tutoring programs for students who do not fit in either of the above categories. Due to budget cuts our school based counseling services have also been terminated.
Plan	Assigned to:	Letha Bauter
	How it will look when fully met:	Once this objective is met we will be able to offer more of these behavioral and academic support programs to our at risk students. Teachers have provided parents with information about how to access both reading and math support programs online for their children. Through weekly newsletters and email communication teachers have provided parents with information on how to access Accelerated Reader, Ticket to Read, as well as the reading and math curriculum from home. These online support systems can be used independently by the students from home because the students have already been taught the procedures for these programs while at school. We will attempt to offer more after school tutoring programs as well as PBIS support systems.
	Target Date:	05/30/2012
	Tasks:	
	1. Guthrie public schools are working collaboratively with the YMCA to provide after school tutoring for at risk students in reading. This program will begin in January of 2012. Once the tutors are in place the	

district Federal Programs Director will act as the liason and provide tutors will initial training. Classroom teachers will decide which students are in need of this tutoring, and parent approval is necessary. The tutors will meet with the students one on one every Tuesday afternoon for a 1 hour time period. They will work with material provided by the classroom teacher. The tutors will provide a weekly feedback sheet to the classroom teacher to indicate if the tutoring session was successful and to give them an update on student performance. We already have Native American tutoring in place and teachers in our building will be doing this tutoring. Parents are the ones who request and give permission for this tutoring.

Assigned to: Angela Habben

Added date: 09/16/2011

Target Completion Date: 05/30/2012

Comments:

Task Completed: 04/19/2012

2. Students in need of tutoring and/or behavioral supports will be referred to either the counseling liason or the school RtI team. Once classroom management techniques are found to be ineffective the classroom teacher meets with the school administrator to discuss what steps should be taken. If needed, the administrator will add the child to the list of students to be discussed at the monthly RtI meeting. At that meeting a behavior plan may be created using PBIS strategies to increase positive behavior in the student. The classroom teacher will be responsible for the implementation of the behavior plan, and the progress of this plan will be discussed at the following month's RtI meeting and/or as needed. Teachers will also be responsible for communicating with parents about the behavior plan, and if needed an administrator can also be a part of the parent/teacher conference on this issue.

Assigned to: Angela Habben

Added date: 09/16/2011

Target Completion Date: 05/30/2012

Comments:

Task Completed: 04/19/2012

Implement

Percent Task Complete:

Objective Met: 4/19/2012

Experience: 4/19/2012
The YMCA tutoring has been a very positive experience for our students receiving the tutoring. It has been easy to implement and the children enrolled have had good attendance. Teachers have done a good job working with the tutors providing them activities and instructional materials to practice academic skills.

Sustain: 4/19/2012
Continue to draw on the YMCA to help with this program. Encourage more parents to enroll their children and take advantage of this free tutoring.

Evidence: 4/19/2012
Students enrolled in the after school tutoring are showing improvement in their daily classroom assignments.

Indicator

EEIIB-5.05 - All school staff maintains timely and accurate academic, behavioral, and attendance information to parents.(271)(OKPCS,SI,TA7)

Status

In Plan / No Tasks Created

Rubric Score: 2

Assessment

Level of Development: Initial: Limited Development 07/28/2010

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:	There is an inconsistency in communication with parents about academic, behavioral and attendance information. It varies from teacher to teacher within the building.	
Plan	Assigned to:	Not yet assigned	
Indicator	EIIIB-5.06 - School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school. (817)(OKPCS,SI,TA7)		
Status	Objective Met 4/19/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 09/16/2011	
		Objective Met - 04/19/2012	
	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:	We currently do a transition night in May to prepare those students entering 2nd and 3rd grade. However, our turnout for these events has not been the greatest. We also do not send any materials home over the summer to help these kids transition the next fall.	
Plan	Assigned to:	Dani Watson	
	How it will look when fully met:	We intend for transition nights to be attended by more parents, and for these parents to be more involved in visiting with the teachers and become more acquainted with Fogarty. Before the end of the year we will also be sending home summer packets with the students to keep them engaged over the summer break.	
	Target Date:	05/30/2012	
	Tasks:		
	1. Transition nights will be planned by administration. We will promote our transition night with our existing 2nd graders as well as those coming up from 1st grade. Parents will be notified of transition events through newsletters, additional notes home, the school website and the districts school messenger system. Prior to the transition night 1st grade students will walk over from the 1st grade building and will take a walking tour of our facility and school personnel will show them the key features of our school. Because all of our elementary schools are grade centered our district administration requires that each school does a transition night annually in May.		
	Assigned to:	Dani Watson	
	Added date:	09/16/2011	
	Target Completion Date:	05/30/2012	
	Comments:		
	Task Completed:	04/19/2012	
	2. Summer packets will be created to send home with the students. Those not attending transition night will receive those packets before school is out for the summer.		
	Assigned to:	Dani Watson	
	Added date:	09/16/2011	

	Target Completion Date:	05/30/2012
	Comments:	
	Task Completed:	04/19/2012
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 Our parent night is scheduled for May 7th, 2012. We have a packet available to give to parents when they attend, and we will provide them with information about our school. We will also present the staff members during that transition night. We also have summer packets available for students whose parents could not attend the transition night. These will be sent home at the end of May with the kids.
	Sustain:	4/19/2012 We will continue to do this transition night, as well as the summer student packets each May.
	Evidence:	4/19/2012 Parent feedback lets us know that parents appreciate and enjoy transition night. Attendance on these nights continues to increase each year. This lets us know that parents and students expect and look forward to transition night.
Indicator	EEIIB-5.07 - School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities.(818)(TA7)	
Status	Objective Met 4/19/2012	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 09/16/2011 Objective Met - 04/19/2012
	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:	We currently are attempting to include more stakeholders in our decision making, however we need to work on this more. We need to bring in more outside sources to be involved in our decision making.
Plan	Assigned to:	Letha Bauter
	How it will look when fully met:	Once we have met this objective we will include more stakeholders outside of our building in making decisions. We will communicate with these stakeholders throughout the year. We currently have a very positive relationship with several outside agencies (Sonic, Braum's, McDonalds, Pizza Hut, Kiwanis, Cherry Berry, YMCA, and Walmart). These organizations have consistently been supportive through donations and incentives for our staff and students for many years. Administration contacts these agencies annually to inform them of the resources needed, and the agencies are always eager to help in any way they can. Teachers are another important stakeholder in our school. Teacher's feedback and ideas are always accepted and appreciated. Feedback from teachers is frequently requested when school wide decision are being made to ensure that they have an active

		part in the decision making process.
	Target Date:	05/30/2012
	Tasks:	
	1. We will involve Kiwanis as well as our Parent Teacher Organization in helping us with our reading challenge. We will incorporate them in other activities in which incentives are used for motivation.	
	Assigned to:	Angela Habben
	Added date:	09/16/2011
	Target Completion Date:	04/27/2012
	Comments:	
	Task Completed:	04/30/2012
	2. During transition nights we will invite outside community resources (YMCA, Girl Scouts, Campfire, Boy Scouts, Public Library, etc.) to attend to promote opportunities for enrichment outside of school. School administration will contact these agencies prior to the transition night to verify their attendance for that night. We will also send them reminders when it gets closer to transition night.	
	Assigned to:	Angela Habben
	Added date:	09/16/2011
	Target Completion Date:	05/30/2012
	Comments:	
	Task Completed:	05/07/2012
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 This has been a very positive experience. Moral is at an all time high in our building because teachers feel as though they are an active part in the decision making processes in our building. Working with various agencies and civic groups has been a positive experience. They have provided incentives and rewards to our children which has enhanced what the teachers are doing in their classrooms.
	Sustain:	4/19/2012 We will continue to include teachers in the decision making processes and we will keep them well informed. We will maintain open communication and a positive relationship with the outside agencies in order to keep the great relationship that we currently have.
	Evidence:	4/19/2012 Our increased data is evidence that our teachers are working harder, and that they are focused on the children. The students are also working harder in order to receive those outside agency rewards. We have many students who have received prizes for our school wide reading challenge, they have received Pizza Hut rewards, as well as Cherry Berry certificates. The effort from everyone is much higher this year.
Indicator	EEIIB-5.08 - School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders.(819)(TA7)	
Status	Objective Met 11/7/2011	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 09/13/2011
		Objective Met - 11/07/2011

	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:	Currently we do not have a consistent communication method across the grade levels here at Fogarty. There was a lot of inconsistency from teacher to teacher as to how frequently communication was sent home (if any was sent home).	
Plan	Assigned to:	Letha Bauter	
	How it will look when fully met:	This year we will be establishing rules and guidelines as to the frequency and method in which parent communication is sent home. Each teacher will establish weekly communication that will reflect both academic and behavior reports to parents. Open dialog will be established between parents and school. Teachers have been encouraged to set up other forms of communication with parents such as email, webpages and telephone communication. We will utilize the bi-lingual tutor to help us draft letters to help us communicate with non-english speaking parents.	
	Target Date:	10/01/2011	
	Tasks:		
	1. Administration will require teachers to draft weekly newsletters that will be sent home with each child. The teachers will be required to turn in a copy of this newsletter into the administrator. Corrective feedback will be given to those teachers with inadequate newsletters. They will be given examples of newsletters turned in by other staff members so that they may adapt their newsletters to keep parents better informed. The teachers will also send home weekly folders with a parent sign sheets requiring parent signature and parent comments are also encouraged from parents. Grade work will also be included in this folder.		
	Assigned to:	Kathy McGee	
	Added date:	09/13/2011	
	Target Completion Date:	10/01/2011	
	Comments:	This policy has been put in place and is working well.	
	Task Completed:	10/01/2011	
Implement	Percent Task Complete:		
	Objective Met:	11/7/2011	
	Experience:	11/7/2011 This objective has been easily met by requiring teachers to follow the parent communication log sheets, as well as the weekly folder policy. Many of them were doing this before, but now it is required of them all and a timeline is set up each week.	
	Sustain:	11/7/2011 This policy will remain in place from now on because it ensures parent communication. Teachers keep copies of these log sheets and a copy of their weekly letter is monitored and kept by administration.	
	Evidence:	11/7/2011 Administration requires teachers to turn in a copy of their weekly newsletter ensuring that parents are being informed about their child's school activities. Our webmail system here at school also retains a copy of email communication between parents and teachers and those emails could be printed off if proof was ever needed of any email	

communication.

Professional Learning Environment-Effective Teachers

Essential Element 6 - Professional Growth, Development, Evaluation

Indicator	EEIIC-6.04 - School planning team uses goals for student learning to determine professional development priorities for all staff.(275)(TA2)		
Status	Objective Met 8/1/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 08/01/2012	
	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:	Previously professional development has been predetermined and not necessarily based upon student learning. Inconsistent administration and staffing has led to this breakdown in communication about what professional development is needed.	
Plan	Assigned to:	Karen Watkins	
	How it will look when fully met:	In the future, our professional development will be based upon our school/students needs. Professional development choices will be made according to teacher feedback and teacher needs. We will also be scheduling professional development that will help us to transition and meet the requirements of the new common core standards.	
	Target Date:	05/01/2013	
	Tasks:		
	1. To help us with the transition to common core standards we will be scheduling professional development opportunities throughout the year to help teachers transition from PASS skills to Common Core Standards. We will be focusing only on the English Language Arts portion of the Core Curriculum during the 2011-2012.		
	Assigned to:	Kathy McGee	
	Added date:	07/27/2011	
	Target Completion Date:	03/01/2012	
	Comments:	This year we started to transition into CCSS in Reading. This was a slow process, and we will be continuing on for the next school year.	
	Task Completed:	03/01/2012	
	2. Additional professional development will be needed for ELA as well as writing for the 2012-2013 school year. We have a large number of new staff in our building, as well as new administrators. We will begin talking about math as well, however we feel our weak area is in Reading and this needs to be our focus.		
	Assigned to:	Dani Watson	
	Added date:	08/01/2012	
	Target Completion Date:	05/01/2013	
	Comments:		

	Task Completed:	03/12/2013
Implement	Percent Task Complete:	
	Objective Met:	8/1/2012
	Experience:	8/1/2012 We gradually began professional discussions about CC and ELA, however, many of our staff members will be new for the 2012-2013 school year and we feel that we need to continue on with ELA for that school year.
	Sustain:	8/1/2012 Yes, more PD on ELA CC standards, also include writing.
	Evidence:	8/1/2012 We followed our timeline as far as implementation of sharing CC informatin. However, we feel like this needs to be continued in to the following school year.

Indicator	EEIIC-6.06 - School planning team designs professional development that has a direct connection to the analysis of student achievement data.(277)(TA2,TA5)		
Status	Objective Met 4/19/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/19/2012	
	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:	Our professional development is not a direct connection to our student achievement data. However, in the past we have participated in EDIT which was very data driven and VERY beneficial.	
Plan	Assigned to:	Letha Bauter	
	How it will look when fully met:	All professional development provided to our staff needs to be focused on strengthening the weak areas identified through assessments (DIBELS, enVision assessments, CRT, and Scott Foresman Reading assessments). Teachers constantly provide ideas as to what professional development should include, and once the professional development opportunity has passed teachers are asked to provide feedback about their experience. This feedback is used to drive and further plan other professional development opportunities. In addition, those teachers requiring further professional development on certain skills or areas will receive more intense training from the instructional coach, interventionist, or administrator. Our professional development opportunities are ever changing as the needs of our students change throughout the year. We try to give the teachers training that will be beneficial and applicable in the classroom. Administrators and the instructional coach monitor how teachers implement the new ideas or skills from the professional development in their classrooms. Further professional development may be planned from these classroom observations in addition to teacher feedback.	
	Target Date:	05/01/2012	
	Tasks:		
		1. All new personnel will attend training on the foundations of DIBELS.	
	Assigned to:	Dani Watson	
	Added date:	09/08/2011	
	Target Completion Date:	11/30/2011	
	Comments:		
	Task Completed:	11/14/2011	
		2. At the beginning of the school year the school improvement team brainstormed ideas about professional development ideas for Fogarty. We based our ideas on weak or lacking areas, and thought of ideas to help teachers strengthen their teaching abilities. Tentative dates and topics were set for these meetings. Professional development will be provided (mostly during team meetings and PLC meetings) to address weak areas, such as vocabulary, students ability to use reference materials, and accessing information. We decided to use our monthly PLC meetings, team meetings, our district planned professional development days, as well as some faculty meetings to provide needed professional development. Our professional development will continue throughout the school year.	

	Assigned to:	Dani Watson
	Added date:	09/08/2011
	Target Completion Date:	05/15/2012
	Comments:	
	Task Completed:	04/19/2012
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 Our teachers have really embraced having a say in what professional development is all about at our building. This year we have started doing a lot of online testing with our reading and math, and the teachers have loved the professional development that they have received on the online testing program. Many of our students have actually improved their test scores by taking the tests online, they are more engaged. We have also done some professional development on Common Core which has been beneficial since a lot of teachers had no idea what it was about. These types of professional development opportunities have opened up a lot of discussion among teachers about how they need to adjust their teaching styles to meet the goals set by Common Core.
	Sustain:	4/19/2012 We will continue to provide professional development that is data and teacher driven. We will look at our data frequently in order to plan our professional development opportunities. We will continue to ask for teacher feedback and opinions about what professional development should look like.
	Evidence:	4/19/2012 It has been evident through administrator and instruction coach classroom observations that the ideas and strategies taught during professional development times are being implemented in the classrooms. Almost the entire staff is utilizing the online testing program that we have trained them on and they all enjoy it very much.
Indicator	EEIIC-6.11 - School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.(282)(TA2,TA3)	
Status	Objective Met 4/19/2012	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010 Objective Met - 04/19/2012
	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:	There has been no time for peer observation in our past schedules. Collaboration has been solidified more during PLC groups.
Plan	Assigned to:	Letha Bauter
	How it will look when fully met:	Regular team meetings and monthly PLC meetings will provide opportunities for teachers to actively participate in collaboration.

		Teachers will have opportunities to do peer observations during plan times, library times and/or other scheduled times. Peer documentation sheets will be filled out by those observing and shared with their team members during team meetings and or PLC's. A copy of the documentation sheet will be turned in to the administration. Teachers will be required to observe at least 30 minutes per month (2 - 15 minute observation sessions).
	Target Date:	05/25/2012
	Tasks:	
	1. Peer observation sheets will be created and shared among the staff. They will be required to begin these peer observations Monday, October 3, 2011.	
	Assigned to:	Angela Habben
	Added date:	09/08/2011
	Target Completion Date:	10/03/2011
	Comments:	
	Task Completed:	10/03/2011
	2. Exceptional teaching ideas and strategies will be shared among the staff at monthly meetings.	
	Assigned to:	Angela Habben
	Added date:	09/08/2011
	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	04/11/2012
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 The peer observation has been a very positive experience for the teachers. They had to fill out a reflective sheet sharing their experience. As administrators have been in classrooms, we have seen many of the observed strategies implemented in classrooms.
	Sustain:	4/19/2012 Continue to provide teachers the opportunity to observe their peers.
	Evidence:	4/19/2012 Seeing the observed strategies implemented in classrooms, as well as growth in students reading and math data.
Indicator	EEIIC-6.13 - School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.(820)(TA2)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Constructive criticism is given when needed and is sometimes appreciated by teachers.
Plan	Assigned to:	Not yet assigned

Collaborative Leadership-Effective Leaders

Essential Element 7 - Leadership

Indicator	EEIIIA-7.01 - School leadership develops and sustains a shared vision.(284)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Our inconsistant leadership leads to inconsistant vision. Every year seems to be different from the last.	
Plan	Assigned to:	Not yet assigned	
Indicator	EEIIIA-7.02 - School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.(285)(TA1,TA5)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Decisions are data-driven, but implemented differently as school leadership has changed.	
Plan	Assigned to:	Not yet assigned	

Indicator	EIIIA-7.06 - School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary. (289)(OKPCS,SI,TA1,TA3)		
Status	Objective Met 4/19/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 09/16/2011	
		Objective Met - 04/19/2012	
	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:	In the past few years we have disregarded our uninterrupted blocks of instructional time and allowed them to be disrupted (by pull out programs, assemblies, extra recess, etc.). Our schedules were not followed as strictly as they should have been.	
Plan	Assigned to:	Karen Watkins	
	How it will look when fully met:	Once this objective is fully met, we will be consistently following our daily schedule to maximize instructional time. Uninterrupted blocks of instructional time will be established for reading and math, and the entire staff will use these blocks of time efficiently and effectively.	
	Target Date:	05/25/2012	
	Tasks:		
	1. Administration will establish a schedule that identifies specific and uninterrupted blocks of time for both language arts (2 1/2 hours daily) and math (2 hours daily). This schedule will include a 45 minute reading intervention block and a 20 minute math intervention block. The intervention will be a "push in" approach to cut down on transition time for the students. In contrast to last year's schedule, this new schedule will include a shorter recess (20 rather than 30 minutes) and an earlier morning start time (8:15 rather than 8:20) to ensure that there is adequate time in the schedule for the appropriate academics.		
	Assigned to:	Angela Habben	
	Added date:	09/16/2011	
	Target Completion Date:	05/25/2013	
	Comments:		
	Task Completed:	04/19/2012	
	2. Administration will be doing frequent observations in all classrooms to ensure that teachers are following the schedule. Feedback will be given to those teachers to help them be more effective in their use of instructional time.		
	Assigned to:	Angela Habben	
	Added date:	09/16/2011	
	Target Completion Date:	05/25/2012	
	Comments:		

	Task Completed:	04/19/2012
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 This objective has been fairly easy to meet. We set up our schedule at the beginning of the year, protecting instructional blocks of time, as well as providing teachers with time to meet as teams throughout the week. Teachers have worked well with this rigid schedule and it has kept everyone on the same page academically. The teams of teachers have also been beneficial because they can plan together and help one another.
	Sustain:	4/19/2012 We will do a similar schedule next year, using the same general framework as this years schedule. Blocks of time will be set aside for reading, math, and intervention, and teachers will be asked to follow the schedule for the entire year. We will also be using teams of teachers again so that they have the common plan times.
	Evidence:	4/19/2012 We haven't deviated from the schedule this year. Each teacher has been required to teach the allocated amount of time for math and reading daily, as well as do their intervention. This effective use of time by the teachers has caused in increase in students scores and achievement. The teachers also like this schedule because it keeps them on a more level playing field with their peers because everyone has a similar schedule.

Indicator	EIIIA-7.07 - School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement. (290)(TA1)		
Status	Objective Met 4/19/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 09/16/2011	
		Objective Met - 04/19/2012	
	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:	There has been a lot of changes in our school routines and schedules which has allowed for inconsistent communication among staff. This has led to frequent confusion as well as some disorganization throughout the staff here at Fogarty.	
Plan	Assigned to:	Letha Bauter	
	How it will look when fully met:	Once this objective is met our staff will feel as though they have the appropriate materials, skills, and personnel available to help them monitor student progress and remove any barriers that are keeping them from reaching their full potential. Once they feel as though those barriers are removed then they will be able to improve our schools overall performance and create a more positive environment.	
	Target Date:	05/30/2012	
	Tasks:		
		1. In order to create a more cohesive feeling among the teachers, administration has arranged the schedule so that teams of teachers share a common plan time. This will allow for group planning, discussion, and problems solving. The goal in doing this is to create a sense of collaboration in which the teachers can pool together resources, assist each other in analyzing student data and progress, and communicate frequently on the barriers in which they are all facing. Through communication about these barriers, problem solving will take place and the majority of those barriers can be overcome.	
	Assigned to:	Kathy McGee	
	Added date:	09/16/2011	
	Target Completion Date:	05/30/2012	
	Comments:		
	Task Completed:	04/19/2012	
		2. An instructional coach has been put into place this year to be a resource to the teachers and to provide them with appropriate professional development, resource materials, and guidance to help them become as effective as possible. This instructional coach will also collaborate with teachers in analyzing data and determining which instructional strategies will be best for their students. The coach will be available to the teachers throughout the year to help problem solve with the staff about barriers they are facing.	
	Assigned to:	Dani Watson	
	Added date:	09/16/2011	
	Target Completion Date:	05/30/2012	
	Comments:		

	Task Completed:	04/19/2012
Implement	Percent Task Complete:	
	Objective Met:	4/19/2012
	Experience:	4/19/2012 Through the creation of teams of teachers, our staff has found a new sense of closeness with one another. They utilize each others strengths and help each other daily. Having the instructional coach in the building has also given the teachers someone that they can confide in and use as a resource to help them get the materials and teaching strategies in place that they need.
	Sustain:	4/19/2012 We will have teams of teachers in place again next year because of the positive feedback from the staff this year. We will also try to keep the the instructional coach in place to be a hands on resource for the staff.
	Evidence:	4/19/2012 The teacher moral this year has been much higher than previous years. The teachers really enjoy working in teams, and their data reflects the effectiveness of this teaming. Students scores are much higher than in the past because the teams of teachers have taken responsibility for each others students as well as their own. Having the coach in place has also been helpful because the teacher's data has been organized by the coach, and instruction as well as professional development has been driven by this data.

Indicator	EIIIA-7.08 - School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.(291)(TA1)		
Status	Objective Met 9/16/2011		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 09/16/2011	
		Objective Met - 09/16/2011	
	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:	With frequent changes in administration we have had some lapses in our consistency with staff following and enforcing policies and practices.	
Plan	Assigned to:	Letha Bauter	
	How it will look when fully met:	Once this objective is met we will be utilizing our staff and student handbooks to ensure that rules and guidelines are being followed. This will ensure that our school environment will be safe according to our building safe school plan and the entire building runs effective. Teacher's will also create and enforce class rules to keep their class rooms orderly.	
	Target Date:	09/30/2011	
	Tasks:		
	1. Student and teacher handbooks will be given out during the beginning of the 2011-2012 school year. Parents and students must sign that they have read and will follow the student handbook. The staff will also be given their handbooks during August 2011. In our student and staff handbook there are specific guidelines put in place to ensure that our school runs safely and efficiently as possible. These guidelines include the following: 1. Students arriving prior to 8:00 a.m. are required to report to the auditorium where they will be supervised by certified staff until their classroom teachers pick them up. 2. At 8:30 a.m. all entry doors into the building are locked except for the main door by the school office. These doors remain locked until 3:00 p.m. 3. Safe and Healthy School committee (made up of teachers, parents and students) meets quarterly to discuss any concerns that might arise. 4. Fire, Tornado and Intruder drills are routinely practiced. All teachers are to have a copy of the emergency evacuation map of the school and are required to have it posted. All teachers have an assigned area to go to in case of a tornado threat. Teachers are also required to have that information posted as well. 5. School dismissal requires all children riding a school bus to be checked off daily as they are loaded to provide documentation and accountability. Car riders are personally put into cars by certified personnel. Each car rider has a sheet indicating authorized people who can pick up the child.		
	Assigned to:	Kathy McGee	
	Added date:	09/16/2011	
	Target Completion Date:	08/30/2011	
	Comments:		
	Task Completed:	08/30/2011	
	2. Teacher's are required to turn in a copy of their rules and classroom discipline policies to administration during the beginning of the school year. They are required to follow these rules throughout the year. Teacher's rules must be posted throughout the year. Teachers are responsible for enforcing consequences when needed as stated in their individual plans.		
	Assigned to:	Kathy McGee	
	Added date:		

	Added date:	09/16/2011
	Target Completion Date:	08/30/2011
	Comments:	
	Task Completed:	08/30/2011
Implement	Percent Task Complete:	
	Objective Met:	9/16/2011
	Experience:	9/16/2011 This objective was fairly easy to meet. As an administrator in other buildings in the district this has always been my policy. However, this year I made it the policy here and the entire staff has followed along as asked.
	Sustain:	9/16/2011 To ensure that this objective will be continuously met we need to ensure that teachers and students consistently follow the guidelines established in handbooks and classroom rules.
	Evidence:	9/16/2011 There has been a decline in discipline reports so far this year. Through administrator observations classrooms are running more efficiently because the staff is more focused on the importance of quality instructional time.
Indicator	EEIIIA-7.10 - School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.(293) (TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Indicators are identified but changing leadership has affected this each year.
Plan	Assigned to:	Not yet assigned

Collaborative Leadership-Effective Leaders

Essential Element 8 - Organizational Structure and Resources

Indicator	EEIIIB-8.03 - School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students.(297)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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	All of our staff has been used effectively to meet the learning needs of

	development:	all students.	
Plan	Assigned to:	Not yet assigned	
Indicator	EIIIIB-8.04 - School leadership ensures efficient use of instructional time to maximize student learning.(298)(TA1,TA3)		
Status	Objective Met 4/19/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/19/2012	
	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:	Time allocation was not always used efficiently and effectively.	
Plan	Assigned to:	Karen Watkins	
	How it will look when fully met:	Starting in the fall of 2011, uninterrupted blocks of instructional time will be reestablished and teachers will be responsible for teaching certain skills during that time. Once this objective is fully implemented teachers will be using these teaching blocks effeciently and effectively.	
	Target Date:	05/25/2012	
	Tasks:		
	1. A new schedule will be implemented to identify the time blocks for both math and reading. The previous 1 1/2 hour math block will be increased to 2 hours per day. The language arts block will remain at 2 1/2 hours per day. During these blocks of time, teachers will be required to teach whole group, small/flex groups, and intervention with centers.		
	Assigned to:	Angela Habben	
	Added date:	07/27/2011	
	Target Completion Date:	11/07/2011	
	Comments:		
	Task Completed:	11/07/2011	
	2. Administrators will do walk throughs to ensure that these instructional blocks of time are used correctly, effectively and consistantly. Corrective feedback will be given when adjustments need to be made.		
	Assigned to:	Kathy McGee	
	Added date:	07/27/2011	
	Target Completion Date:	12/01/2011	
	Comments:		
	Task Completed:	04/19/2012	
Implement	Percent Task Complete:		
	Objective Met:	4/19/2012	
	Experience:	4/19/2012 Providing each regular classroom teacher with a schedule that has intervention built into it has been very impactful. Teams of teachers were set up by arade level and this provides small groups of teachers	

		to network and plan together to insure the needs of their students are being met. Walk throughs by the administrators and instructional coach have provided positive encouragement to the teachers.
	Sustain:	4/19/2012 Continued walk throughs by the administrators and instructional coach and team meetings need to keep happening. This keeps everyone informed and receiving immediate feedback, allowing for issues to be taken care quickly without loss of quality instruction.
	Evidence:	4/19/2012 Mid year data shown growth in both reading and math at both 2nd and 3rd grade levels.
Indicator	EIIIIB-8.05 - School leadership uses effective strategies to attract highly qualified and highly effective teachers.(299)(OKPCS,SI,TA1,TA2)	
Status	Tasks completed: 2 of 2 (100%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 09/13/2011
	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:	Currently administration uses interviews, as well as references to identify highly qualified teachers before hiring them. Teachers who are already on staff are highly qualified, however not all of them are highly effective.
Plan	Assigned to:	Letha Bauter
	How it will look when fully met:	In the future, administration hopes to use job fairs to recruit new, and highly qualified teachers. The administration will also adjust their interview questions to help identify more of these teachers. These types of questions will included how knowledgeable the prospective teachers are with Common Core State Standards, our current curriculums, Response to Intervention, as well as an other current trends or school processes. With the existing staff, we hope to create a support group for new teachers, to help them grow professionally. We will be implementing teams of teachers who will share a common plan time. These teams of teachers will work together weekly to create lessons, discuss student data, and make adjustments to their teaching to insure that all the skills are being mastered. We hope that by creating these teams that teachers will build personal and professional relationships and help them to become a better teacher each year. Our ultimate goal is to retain quality teachers through providing them the networks and support systems they need to feel successful as well as giving them ongoing professional development. We hope that through the creation of these teams throughout the building we will see the entire staff working more collaboratively and the moral of the building becoming more positive over time.
	Target Date:	08/01/2012
	Tasks:	
	1. Administration will attend teacher job fairs in the spring (possibly OSU or UCO). During our administrators visits to these job fairs they will give prospective teachers highlights about our school. They will include things such as our curriculum programs, assessment strategies, describe how our building teams teachers together so that no one is left without a support system, and then answer any questions the future teachers have. The administrators will then follow up after the job fair with those	

	prospective teachers that they are interested in.	
	Assigned to:	Angela Habben
	Added date:	09/13/2011
	Target Completion Date:	05/30/2012
	Comments:	
	Task Completed:	05/20/2013
	2. New staff will be paired up with veteran teachers who will act as their mentor throughout the year. They will meet as needed and discuss whatever the new teacher's needs are. These mentor teachers will help these new teachers become acclimated to the daily rituals and routines that occur in our building (dismissal, drills, handling activity funds, etc).	
	Assigned to:	Angela Habben
	Added date:	09/13/2011
	Target Completion Date:	10/01/2011
	Comments:	New teachers have been given a mentor teacher to help them with their first year here at Fogarty. Some of the teachers have been given multiple teachers or a team to help them.
	Task Completed:	10/01/2011
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)
Indicator	EIIIIB-8.09 - School leadership directs funds based on an assessment of needs aligned to the school improvement plan.(303)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Several needs were addressed last year utilizing the funds available.
Plan	Assigned to:	Not yet assigned
Indicator	EIIIIB-8.10 - School leadership allocates and integrates state and federal program resources to address identified student needs.(304)(OKPCS,SI,TA1)	
Status	Objective Met 11/7/2011	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/07/2011
		Objective Met - 11/07/2011
	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:	We feel as though state and federal funds are not always allocated and used towards the most significant areas of need.

Plan	Assigned to:	Dani Watson
	How it will look when fully met:	Administration will work to ensure that state and federal funds are properly and effectively distributed throughout the district.
	Target Date:	10/01/2011
	Tasks:	
	1. Schedule district Title I Meeting and prepare agenda. After meeting adjust and Monitor Title I Application for such expenditures	
	Assigned to:	Penny Gooch
	Added date:	11/07/2011
	Target Completion Date:	10/01/2011
	Comments:	Have Sheryl Miles run updated expenditure reports prior to meeting.
	Task Completed:	10/01/2011
Implement	Percent Task Complete:	
	Objective Met:	11/7/2011
	Experience:	11/7/2011 This objective was met by our Federal Programs Coordinator.
	Sustain:	11/7/2011 As long as federal and state funds are available we will ensure that they are properly distributed throughout the district where needed. The Federal Programs Coordinator will ensure this.
	Evidence:	11/7/2011 Evidence of this objective being met is evident by the staff and materials in place to ensure student needs are identified and met.

Collaborative Leadership-Effective Leaders

Essential Element 9- Comprehensive and Effective Planning

Indicator	EIIIIC-9.01 - School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.(305)(OKPCS,SI,TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Our staff started working more with the community to to develop a vision and set of goals for our students.	
Plan	Assigned to:	Not yet assigned	

Indicator	EIIIIC-9.05 - School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.(309)(TA1)		
Status	Tasks completed: 3 of 3 (100%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Implementation of this was started last year and the groundwork was laid.	
Plan	Assigned to:	Karen Watkins	
	How it will look when fully met:	Through our school improvement plan, we will create a culture of high achievement for all students. This will be accomplished by creating a system of continuous improvement. Teachers and administrators will collaborate during team meetings, grade level PLC meetings, and staff meetings to improve classroom instruction, and assess student learning. Teams of teachers will align instruction to standards, individualize instruction for each student, share strategies, and assess the effectiveness of their methods. Professional development will be aligned based on the needs and weaknesses of the faculty.	
	Target Date:	05/25/2013	
	Tasks:		
	<p>1. The school leadership team will meet quarterly to assess the progress of the school improvement plan. These meetings will take place in July, October, January and April. Assessment data will be discussed and reviewed and professional development will be planned accordingly. Weak or inadequate instructional areas will be the focus of future professional development topics. The school leadership team and federal programs director will be involved in using district and federal funds to help address the professional development needs of the school. This process will be ongoing each year.</p>		
	Assigned to:	Angela Habben	
	Added date:	11/11/2011	
	Target Completion Date:	05/25/2013	
	Comments:		
	Task Completed:	05/20/2013	
	<p>2. Based on student learning data and classroom observations by both peers and administrators, professional development will be provided during PLC meetings, staff meetings, and on professional days. Staff and administrators will decide as a team what professional development opportunities are needed. Those opportunities will then be fit into our schedule (either during PLC meetings or district professional development days). Our school has decided that at least 2 professional development opportunities each month. Through observations and student data it will be evident if teachers are implementing the methods and strategies learned during these professional development opportunities.</p>		
	Assigned to:	Dani Watson	
	Added date:	11/11/2011	
	Target Completion Date:	05/25/2013	
	Comments:		
	Task Completed:	05/20/2013	

3. The school leadership team will create a 3 year timeline to help us implement Common Core State Standards in our school. This timeline was completed October 2011, however things may be added to it over the course of the next couple of years.

	Assigned to:	Dani Watson	
	Added date:	11/11/2011	
	Target Completion Date:	10/14/2011	
	Comments:		
	Task Completed:	10/14/2011	
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)	
Indicator	EIIIIC-9.07 - School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.(311)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	This has not consistently been implemented.	
Plan	Assigned to:	Not yet assigned	

Guthrie Upper Elementary School

School Improvement

Guthrie Public Schools

Comprehensive Plan Report

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

5/5/2014

Guthrie Upper Elementary NCES - na

Guthrie Public Schools

Ways to Improve School Effectiveness (WISE) - School Indicators

Key Indicators are shown in RED.

Academic Learning and Performance

Essential Element 1 - Curriculum

Indicator EEIA-1.01 - Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.(233)(TA4)

Status Objective Met 3/28/2011 4/4/2014

Rubric Score: 2

Assessment Level of Development: Initial: Limited Development 07/28/2010

Objective Met - 03/28/2011 04/04/2014

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: Being addressed in curriculum maps.

Plan Assigned to: Marsha Holderman

How it will look when fully met: 1) All reading and math benchmarks in grades 3-6 will have DOK identified, as 15% in DOK1, 65% in DOK2, and 20% in DOK3, by the of the 2010/2011 school year.

Members: Chair- Marsha Holderman, 4th Grade Rep- Janet Thomson, 5th Grade Rep- Amanda Wilson, 6th Grade Rep- Joan Hagy

Target Date: 05/20/2011

Tasks:

1. Grade level teacher teams will compile first math and reading benchmark to the adopted percentages of DOK.

Assigned to: Marsha Holderman

Added date: 07/28/2010

Target Completion Date: 09/02/2010

Comments: Benchmarks that were utilized in previous years were adjusted to meet adopted percentages of DOK.

Task Completed: 09/01/2010

2. Groups will meet again to compile third math and reading benchmarks to the adopted DOK.

Assigned to: Marsha Holderman

Added date: 07/28/2010

	Target Completion Date:	04/29/2011
	Comments:	Small grade level teams considered problems and/or inconsistencies that we observed during the second benchmark. These teams worked together to avoid these same problems when creating the third benchmark.
	Task Completed:	02/22/2011
	3. Groups will meet again to compile second math and reading benchmarks to the adopted percentages of DOK.	
	Assigned to:	Marsha Holderman
	Added date:	07/28/2010
	Target Completion Date:	01/21/2011
	Comments:	District purchased Edusoft- a software program that creates benchmarks and various assessments for all subjects at grades four through six. When creating a benchmark, specific standards and DOK's can be identified. This software was used to create our second benchmark.
	Task Completed:	12/01/2010
Implement	Percent Task Complete:	
	Objective Met:	3/28/2011 4/4/2014
	Experience:	3/28/2011 New software creates assessments; however, it is important that a small team of teachers review assessment to ensure that needs are met.
	Sustain:	3/28/2011 Each time a new assessment is created, it will need to be reviewed for validity.
	Evidence:	3/28/2011 Each time we've created a new benchmark using the program. Teachers seem to feel that it is a big improvement from the previous assessments. February 28, 2014 Small group from our Leadership Team attend the Mid-Year Retreat with the University of Virginia Turnaround Program. During this conference goals were identified for our school to utilize spreadsheets to analyze data with Common Formative Assessments (also referred to Interim Benchmarks). Once we returned from the UVA Retreat, we had two remaining Interim Benchmarks remaining. Spreadsheets were created for each assessment and individual student data was recorded. Each teacher reviewed their data in an individual meeting with both the Principal and Assistant.
Indicator	EEIA-1.03 - Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.(235)(TA4)	
Status	Objective Met 7/27/2011 4/4/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 07/27/2011 04/04/2014
	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:	Attend meetings through data and staff meetings. Vertical alignment will be addressed in the upcoming school year.	
Plan	Assigned to:	Marsha Holderman	
	How it will look when fully met:	This objective will be partnered with Objective 1.01. We will have eliminated unnecessary overlaps and closed curriculum gaps by creating benchmark tests to appropriate DOK stated above in 1.01.	
	Target Date:	05/20/2011	
	Tasks:		
	1. We will attend grade level meetings to discuss our three benchmark tests that will include our questions that correlate to the adopted DOK.		
	Assigned to:	Marsha Holderman	
	Added date:	07/28/2010	
	Target Completion Date:	05/20/2011	
	Comments:	This is being done every time following a benchmark. We will do this on a monthly basis in our grade level meetings. Leadership committee members will report back to gather information against grades. This is an ongoing process.	
	Task Completed:	05/20/2011	
Implement	Percent Task Complete:		
	Objective Met:	7/27/2011 4/4/2014	
	Experience:	7/27/2011 District adopted Edusoft program- as benchmarks are created, small groups of teachers meet and review the assessments for validity and appropriateness to grade level and PASS skills. 3/28/14 - The District is no longer utilizing the Edusoft program. We are measure student progress through the MAPS Benchmark assessments and assessing individual skills through Interim Benchmarks.	
	Sustain:	7/27/2011 We will continue to review each benchmark as they are created and review academic achievement to ensure correlation to OCCT.	
	Evidence:	7/27/2011 End of year data shows results. This is an ongoing process that will continue each year.	
Indicator	EEIA-1.04 - Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps(236)(OKPCS,SI,TA4)		
Status	Objective Met 4/4/2014 4/7/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 12/21/2012 Objective Met - 04/04/2014 04/07/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		(2 - relatively easy to address, 2 - accomplished within

	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:	<p>A district team of Language Arts teachers from the Upper Elementary School through the High School met during the 2011-2012 school year and created a vertical alignment for grades 4-12. A team of teachers will create an alignment for the subjects of Math, Science and Social Studies within the next two semesters.</p> <p>Teachers analyze results of end of year benchmark as well as the state assessments to determine if students have the skills necessary for the upcoming school year. Intervention strategies and groups will be developed based on acquired and lacking skills.</p>	
Plan	Assigned to:	Susan Davison	
	How it will look when fully met:	Each teacher will have an understanding of the foundations that the students will need to progress to the next year. District will have vertical alignment starting in February 2014; Building will have vertical alignment starting in January 2014- subject area vertical alignment in PLC's, once a month.	
	Target Date:	08/29/2014	
	Tasks:		
	1. Develop a schedule for monthly PLC's.		
	Assigned to:	Susan Davison	
	Added date:	12/03/2013	
	Target Completion Date:	01/09/2014	
	Comments:	Through our participation with the University of Virginia Turnaround Program, we have implemented weekly 90 minute PLC's. PLC's are set up by grade level and some are by subject and across grade levels.	
	Task Completed:	09/04/2013	
	2. Create a template that surveys subject level teachers that outlines foundational skills, academic vocabulary, etc. that are necessary for preparedness in upcoming grades.		
	Assigned to:	Janet Thomson	
	Added date:	12/03/2013	
	Target Completion Date:	01/14/2014	
	Comments:		
	Task Completed:	01/08/2014	
	3. District Professional Development in February 2014 to vertically align curriculum		
	Assigned to:	Emily Turner	
	Added date:	12/03/2013	
	Target Completion Date:	02/28/2014	
	Comments:	Each grade level completed a rough draft of a pacing calendar for the 2014-2015 school year for the subject of Math, Reading/Language Arts, Science and Social Studies. These will be reviewed and utilized to develop Interim Benchmarks with a focus on the rigor of the questions.	
	Task Completed:	02/17/2014	
Implement	Percent Task Complete:		
	Objective Met:	4/4/2014 4/7/2014	
	Experience:		

Experience:	4/4/2014 Each grade level had to recognize the lack of rigor in the current common formative assessments. Grade level teachers looked at assessments for the grade level below and above them to identify repetitions or standards that were lacking in instruction.
Sustain:	4/4/2014 Periodic vertical PLC's across the grade levels to review pacing calendars and discuss skills that are lacking and need more focus from the previous grade level.
Evidence:	4/4/2014 Professional Development in Vertical Alignment on February 17, 2014. For GUES teachers this continued into the next PLC where confusions and questions were addressed and cleared up.

Indicator **EEIA-1.07 - School leadership and instructional teams ensure all students have access to the common academic core curriculum.(239)(TA4)**

Status **Full Implementation**

Rubric Score: 3

Assessment Level of Development: Initial: **Full Implementation** 07/28/2010

Evidence: Each student has his/her own textbook that they may take home, which is focused on state standards. On our website, there are links provided for online tools to help students with curriculum. Leveled readers are available in every classroom that connect standards with the curriculum. All textbooks are also available on cd for audio or computer usage. There is also a Spanish version for our ELL students.

To sustain our efforts, we will be adopting new curriculum during the adoption years. We will also be ensuring that it meets the needs of all students.

Academic Learning and Performance

Essential Element 2 - Classroom Evaluation and Assessment

Indicator **EEIB-2.03 - All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.(242)(TA4)**

Status **Objective Met** 4/4/2014

Rubric Score: 2

Assessment Level of Development: Initial: **Limited Development** 07/28/2010

Objective Met - 04/04/2014

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: Some teachers are implementing the use of pre- and post- tests in different subjects; however, not all teachers are participating.

Plan Assigned to: Marsha Holderman

How it will look when fully met: All classroom instruction will be data driven.

Target Date: 05/25/2012

Tasks:

1. Teachers will give a pre-test before beginning instruction. Using Envision Math Series, pre-tests are

	built in to instruction.	
	Assigned to:	Tiffany Biggs
	Added date:	07/27/2011
	Target Completion Date:	08/18/2011
	Comments:	During our faculty meeting prior to school starting, we will address this with faculty.
	Task Completed:	09/01/2011
	2. Use pre-test results to drive instruction. Looking at data and identify student gaps.	
	Assigned to:	Amanda Wilson
	Added date:	07/27/2011
	Target Completion Date:	08/18/2011
	Comments:	Address this with faculty at meeting prior to school starting.
	Task Completed:	09/01/2011
	3. Teachers will give pre- and post-tests, and use data to evaluate instruction. This will enable them to see whether they need to reteach or have the ability to move on.	
	Assigned to:	Tiffany Biggs
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	05/25/2012
	4. Teachers will utilize Scott Foresman Topic Test from our Math program following instruction. Any student who does not score 70% or above will receive Tier I Intervention from the classroom teacher. Following every four Topics, there will be a Cumulative Assessment. Any student who does not score 70% or above and has been receiving Tier I Intervention will be moved to Tier II Intervention with the grade level Interventionists.	
	Assigned to:	Traci Hartley
	Added date:	11/08/2011
	Target Completion Date:	05/28/2012
	Comments:	At the end of the school year the Leadership Team will review the number of students who progress with and without improvement through the Tiers of Intervention.
	Task Completed:	05/28/2012
Implement	Percent Task Complete:	
	Objective Met:	4/4/2014
	Experience:	4/4/2014 As we reached the end of this progress, we realized that we also needed to monitor the rigor with the assessments. Each teacher is required to track each students progress with their mastery level of each standard prior to instruction and post instruction.
	Sustain:	4/4/2014 As we have attend sessions with the University of Virginia Turnaround Program we have gained knowledge and will be looking at the results of Interim Assessments through spreadsheets which break down the assessments by standards. The team will be creating new Interim Benchmarks that align with the Common Core State Standards and focus on the level of rigor within the questions.
	Evidence:	

	Evidence:	4/4/2014 The last two Interim Benchmarks have been recorded on spreadsheets. During a meeting with the administration team each teacher identify trends with specific standards and students. Focus was also placed on the growth of individual students within those standards.
Indicator	EEIB-2.05 - All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.(244) (OKPCS,SI,TA4,TA5)	
Status	Objective Met 12/12/2013	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010 Objective Met - 12/12/2013
	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:	All teachers are provided with data analysis of test scores received on BOY, MOY, and EOY benchmark tests, as well as past OCCT results. Not all teachers, however, utilize the information to close gaps or reteach as appropriate.
Plan	Assigned to:	Marsha Holderman
	How it will look when fully met:	By the end of the academic year 2011/2012, there will be a complete collaboration among staff at GUES in using data to drive instruction.
	Target Date:	08/25/2012
	Tasks:	
	1. Teachers will use previous year's test scores to identify teacher strengths and collaborate on lessons.	
	Assigned to:	Amanda Wilson
	Added date:	07/27/2011
	Target Completion Date:	09/30/2011
	Comments:	
	Task Completed:	10/01/2011
	2. Teachers will use current year's results to drive future instruction. At next year's Leadership meeting, use 2011/2012 data to identify gaps and revise plan.	
	Assigned to:	Tiffany Biggs
	Added date:	07/27/2011
	Target Completion Date:	08/25/2012
	Comments:	The first GUES Data Dinner will be held on October 14, 2011. Pizza will be provided for the teachers. Each teacher will review previous year's CRT results for each student. The will record information from the Student Roster identifying each students score by PASS Skill.
	Task Completed:	08/25/2012
Implement	Percent Task Complete:	
	Objective Met:	12/12/2013
	Experience:	12/12/2013

Experience:	This process provided more mentoring opportunities for new teachers and learning experiences for all teachers.
Sustain:	12/12/2013 Benchmark assessment results are discussed and student progress is identified during weekly PLC meetings.
Evidence:	12/12/2013 PLC Agendas.

Academic Learning and Performance

Essential Element 3 - Instruction

Indicator	EEIC-3.01 - All teachers use varied instructional strategies that are scientifically research-based. (248)(TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	We have evidence from Windows on Curriculum that show teachers using varied instructional activities that are scientifically researched based. Also, through RtI data, teachers document strategies that they use that have or have not benefited their students.
Indicator	EEIC-3.02 - All teachers use instructional strategies and activities that are aligned with learning objectives.(249)(TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	Strategies and activities are aligned through curriculum. Our site utilizes Windows on Curriculum to allow teachers to find strategies/activities that work. Teachers collaborate at the monthly PLC's with successful MAX strategy experiences. Teachers are encouraged to visit other classrooms to observe successful activities.

Indicator	EEIC-3.03 - All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.(250)(OKPCS,SI,TA4)		
Status	Objective Met 4/4/2014 4/7/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/04/2014 04/07/2014	
	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:	Flex groups are used to address differentiated learning styles. We also offer intervention to address specific learning needs.	
Plan	Assigned to:	Crystal Deken	
	How it will look when fully met:	In the academic year 2011/2012, after implementation of FLEX groups, benchmark scores will improve each quarter by a minimum of 5%. Different learning styles will be adapted and used during these FLEX groups to ensure improvement.	
	Target Date:	08/25/2012	
	Tasks:		
		1. Teachers incorporate FLEX time of approximately 45 minutes into daily schedule for math and reading.	
	Assigned to:	Stacey Ruston	
	Added date:	07/27/2011	
	Target Completion Date:	08/18/2011	
	Comments:	This will be presented to staff at our meeting prior to school beginning. It will be to the teacher's discretion as to when it be in their schedule; however, it will be required of every teacher to input the 45 minutes into their daily routine.	
	Task Completed:	09/01/2011	
		2. FLEX groups can consist of centers, table time, and/or cooperative learning groups.	
	Assigned to:	Laura Benham	
	Added date:	07/27/2011	
	Target Completion Date:	05/25/2012	
	Comments:		
	Task Completed:	05/25/2012	
		3. Documentation of FLEX groups in a form of a teacher created checklist or in a lesson book.	
	Assigned to:	Stacey Ruston	
	Added date:	07/27/2011	
	Target Completion Date:	05/25/2012	
	Comments:		

	Task Completed:	05/25/2012
Implement	Percent Task Complete:	
	Objective Met:	4/4/2014 4/7/2014
	Experience:	4/4/2014 Our daily schedules were adjusted to aid in the needs and requirements of Response to Intervention (RtI); as well as adding an additional 45 minutes for skills based intervention. Students receiving the 45 minute reteaching intervention are selected based on their results of the Interim Benchmark Assessment. This intervention is focused on standards that require more instruction for small groups of students.
	Sustain:	4/4/2014 During each PLC following an Interim Benchmark, teachers will collaborate to identify intervention strategies that have proven successful.
	Evidence:	4/4/2014 Students who scored Unsatisfactory on last year's state assessment attend an additional group intervention during 1/2 of the 90 minute weekly PLC. This intervention focuses on specific comprehension strategies.
Indicator	EEIC-3.04 - All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.(251)(OKPCS,SI,TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/21/2012
	Evidence:	Guthrie Upper Elementary has 100% Highly Qualified educators and paraprofessionals based on the 2012-2013 Accreditation Report. District and site Professional Development is provided based on the needs of our staff and students. Research-based programs such as RtI, and MAX Cooperative Learning strategies are the focus of Professional Development and implementation in the classroom.

Indicator	EEIC-3.06 - School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.(253)(OKPCS,SI,TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/21/2012
	Evidence:	<p>Pacing calendars are utilized for Math and Reading at all grade levels at Guthrie Upper Elementary School. Teachers are incorporating and documenting the new activities that are standards based. This documentation will become a part of our pacing calendar for the next school year.</p> <p>Staff has met during PLC's with the Reach 3 Coaches to begin planning and implementation of the Common Core Standards. Reach 3 Coaches will continue meeting with the staff during the 2012-2013 school year to finalize the implementation of the Common Core Standards.</p> <p>GUES has provided parents and teachers with correlations of PASS and CCSS; as well as assessment blueprints.</p>
Indicator	EEIC-3.08 - All teachers assign purposeful homework and provide timely feedback to students. (255)(TA4)	
Status	Objective Met 7/27/2011 4/4/2014	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010
		Objective Met - 07/27/2011 04/04/2014
		Will include in plan
	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:	Our site does not currently have specific homework guidelines.
Plan	Assigned to:	Janet Thomson
	How it will look when fully met:	By the end of the beginning of the 2011/2012 school year, the school leadership team will create a School Homework Policy
	Target Date:	08/15/2011
	Tasks:	
	1. We will be meeting as a School Leadership team to read and discuss the book over a period of time.	
	Assigned to:	Marsha Holderman
	Added date:	07/28/2010
	Target Completion Date:	01/01/2011
	Comments:	We met as a team and discussed the book, and how the information could be applied to our school.
	Task Completed:	12/01/2010
	2. Report book to fellow staff members, and each grade level will do the book study as well. Then, present input to School Leadership committee.	
	Assigned to:	Marsha Holderman
	Added date:	

	Added date:	07/28/2010
	Target Completion Date:	03/01/2011
	Comments:	As we are still working on the draft, we have delayed the presentation to staff members.
	Task Completed:	03/28/2011
3. Acquire money through Pro. Dev. funds to get books for book study of "Rethinking Homework".		
	Assigned to:	Susan Davison
	Added date:	07/28/2010
	Target Completion Date:	10/01/2010
	Comments:	Title II money was acquired to purchase books.
	Task Completed:	11/01/2010
4. Create a survey to be given to teachers to get input for homework policy. Based on those results, the School Leadership team will create a policy.		
	Assigned to:	Janet Thomson
	Added date:	07/28/2010
	Target Completion Date:	05/01/2011
	Comments:	<p>After team discussion, and team members discussing among staff, it was in the best interest of all to develop a homework policy that fits the needs of all grade levels.</p> <p>The homework policy is still in development. Our draft as of today is as follows: Homework is to be given at the discretion of the teacher. It is intended to extend learning and will not be included in the student's average. Teachers will assign a reasonable amount of homework, not to exceed ten (10) minutes per subject per night. Teachers will provide timely feedback and instructional follow-up. *Homework is designated to be completed outside of the classroom. Unfinished work is not considered homework.</p> <p>As stated above, this is NOT our final policy- just a draft.</p>
	Task Completed:	12/15/2010
Implement	Percent Task Complete:	
	Objective Met:	7/27/2011 4/4/2014
	Experience:	<p>7/27/2011</p> <p>As a committee, we did a book study about researching homework and the effectiveness of it. We then modified this information for our educational community. We created a suggested homework practice document.</p>
	Sustain:	<p>7/27/2011</p> <p>This document will be presented to staff at the beginning of the 2011/2012 school year. It will be left ot individual teachers to implement.</p>
	Evidence:	<p>7/27/2011</p> <p>School administration will address any issues that occur with the necessary parties.</p> <p>3/25/14</p> <p>GUES Site Handbook contains the following: C. Homework</p> <p>Homework falls into three major categories. It may provide for</p>

completion of unfinished classwork, for additional practice and reinforcement of essential skills, or for enrichment and extension of school experiences. We believe that children in the intermediate grades should have some responsibility for completing independent work during non-class time. It is an extension of the learning that takes place in school. Parents can help their children by arranging a quiet, comfortable place for the students to work and by seeing that assignments are completed and turned in on time.

Homework is to be given at the discretion of the teacher. It is intended to extend learning. Teachers will assign a reasonable amount of homework, not to exceed ten (10) minutes per subject per night, or not to exceed a total of (1) hour for all subjects.

Completion of Work
If students do not complete work during class they are expected to take that work home and complete it at home. Incomplete work will result in a zero.

Professional Learning Environment-Effective Teachers

Essential Element 4 - School Culture

Indicator EEIIA-4.01 - School leadership fosters a positive school climate and provides support for a safe and respectful environment.(256)(TA6)

Status Tasks completed: 4 of 5 (80%)

	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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: Our site has a safe and healthy school committee, as well as leadership that allows for professional development upon request. Cumulative files are kept on each student containing discipline/behavior history.

Plan Assigned to: Susan Davison

How it will look when fully met: Through the 2011/2012 academic year, there will be an improvement of positive school climate among students, as well as faculty. There will be a continuation of activities that currently facilitate this, as well as implementation of new strategies. These will also include strategies for continuing a safe and respectful environment.

Target Date: 05/25/2012

Tasks:

1. Currently we already include Bluejay Assemblies, Honor Roll, and Tickets for Effort during CRT testing for our student population. For the faculty we currently do teacher appreciation lunches during parent/teacher conferences, and teacher gifts during Teacher Appreciation Week. We will be instituting a Principals 200 Club. This will be done as a way to celebrate student achievement in each grade.

Assigned to: Susan Davison

Added date: 07/27/2011

Target Completion Date: 08/19/2011

Comments:

Task Completed:

Task Completed: 09/01/2011

2. We will be creating a Star Teachers program for those teachers who go above and beyond. These observations will be done by peer teachers, as well as administration and staff. Teachers will receive ballots that may be filled out with the action and date, and then those may be put in the office. Three ballots will be pulled a month and reported over the intercom. Administration will cover the duty of the star teacher, and all ballots will be displayed on the library windows.

Assigned to: Janet Thomson

Added date: 07/27/2011

Target Completion Date: 01/05/2012

Comments:

Task Completed: 01/05/2012

3. For safety reasons and to cut down on student discipline, those students who are bus riders will be walked to the cafeteria by a teacher at the end of everyday.

Assigned to: Ben Hardin

Added date: 07/27/2011

Target Completion Date: 05/25/2012

Comments:

Task Completed: 09/01/2011

4. The Leadership Committee will meet with the Safe Schools Committee to address problems that can be resolved to provide a more safe and respectful environment for students and faculty.

Assigned to: Nancy Bradley

Added date: 07/27/2011

Target Completion Date: 01/15/2012

Comments:

Task Completed: 01/15/2012

5. In an effort in decrease the amount of office discipline referral a reward system has been put in place. If a student does not receive an office referral during an identified period of time, an in-school incentive is planned.

Assigned to: Dani Watson

Added date: 04/04/2014

Target Completion Date: 10/15/2013

Frequency: monthly

Comments: Each incentive needs to be inexpensive and the interest of the students should be considered when planning. A good way to communicate the incentive and encourage the students would be to discuss this during each weekly Bluejay Assembly.

Implement Percent Task Complete: Tasks completed: 4 of 5 (80%)

Indicator **EEIIA-4.03 - All teachers hold high academic and behavioral expectations for all students.(258) (TA6)**

Status Tasks completed: 1 of 3 (33%)

Rubric Score: 2

Assessment Level of Development: Initial: Limited Development 07/28/2010

Index: 6 (Priority Score x Opportunity Score)

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

Opportunity Score: (3 - relatively easy to address 2 - accomplished within

	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:	Most teachers have behavioral and/or academic guidelines posted in their classroom. As a site, we have a handbook outlining rules/expectations.	
Plan	Assigned to:	Laura Benham	
	How it will look when fully met:	By the end of the 2011/2012 academic year, staff/faculty will have a better understanding of CCSS and how to best utilize skills in daily teaching that will meet or exceed GUES' academic and behavioral expectations.	
	Target Date:	05/25/2012	
	Tasks:		
	1. GUES faculty will utilize MAX teaching strategies as outlined in monthly meetings. MAX teaching strategies will be taught during our faculty meeting on 08/16/2011.		
	Assigned to:	Stacey Ruston	
	Added date:	07/27/2011	
	Target Completion Date:	08/16/2011	
	Comments:		
	Task Completed:	09/01/2011	
	2. Faculty will be provided a monthly checklist of PASS and Common Core standards to address academic expectations. This will be a side-by-side that will encourage teachers to check-off PASS skills taught that correlate with the Common Core standards that will need to be fully implemented by the year 2015. This will be developed more in the 2013/2014 school year.		
	Assigned to:	Laura Benham	
	Added date:	07/27/2011	
	Target Completion Date:	05/25/2014	
	Comments:		
	3. Leadership team will create a pacing calendar for the 2013/2014 school year for math and reading that correlates with the CCSS standards. Teachers will align their lesson plans to CCSS based on these pacing calendars.		
	Assigned to:	Janet Thomson	
	Added date:	07/27/2011	
	Target Completion Date:	05/25/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	
Indicator	EEIIA-4.04 - All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.(259)(OKPCS,SI,TA6)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 12/21/2012	
	Evidence:	The Leadership Team at Guthrie Upper Elementary School is made up of teachers from each grade level/subject area and Special Education. This team meets to discuss concerns and goals as well as action steps to reach the goals. The members then meet with grade level teachers for input and suggestions before coming back together to create specific plans.	

		Benchmark assessments are created and aligned with PASS and specific Common Core standards. The data results are then analyzed by specific skills and target action steps are developed by all instructors involved.
Indicator	EEIIA-4.05 - All teachers recognize and accept their professional role in student successes and failures.(260)(TA6)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Some teachers provide students additional opportunities such as staying in at recess or after school for extra help.
Plan	Assigned to:	Not yet assigned
Indicator	EEIIA-4.07 - All teachers communicate regularly with families about individual student progress. (262)(TA6,TA7)	
Status	Tasks completed: 2 of 3 (67%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Most teachers uphold parent communication by sending home weekly folders including graded papers and announcements. Phone calls are also made to parents as necessary. In addition, we also use daily planners where students write down schedules and parents can communicate with teachers regarding their child's academics or behavior. There is also an Online Grading tool where parents have the option to access their child's grades.
Plan	Assigned to:	Susan Davison
	How it will look when fully met:	The parents of GUES students will be properly informed at all times regarding thier child's progress. Parents will agree that there is an open line of communication between home and school.
	Target Date:	05/25/2012
	Tasks:	
	0. If the first contact between teacher and home is a positive one, additional contacts will be more productive even if negative in nature. Going forward, each teacher will be required to make a positive home connection during the first 3 weeks of school. These contacts will be documented.	
	Assigned to:	Dani Watson
	Added date:	04/04/2014
	Target Completion Date:	09/05/2014
	Frequency:	once a year

	Comments:	Create a form that can be used for teachers to document their positive home contacts. Remind teachers that ALL home contacts need to be documented. When explaining this expectation to the staff during Policy and Procedures Meeting in August, possibly use a staff member who recognizes the benefit of this process and have them speak to the staff for increase in buy-in.
	1. Teachers will make appointments with parents of all students in their classroom for Parent/Teacher Conferences twice a year. Parent attendance will be recorded during the conference. If parents are unable to attend conferences on the designated dates, teachers will attempt to hold phone conferences or schedule a time during their plan times that parents can come to the school.	
	Assigned to:	Susan Davison
	Added date:	11/08/2011
	Target Completion Date:	05/25/2012
	Comments:	Review parent sign-in sheets for each teacher to determine % of participation. This should be looked at following each conference period.
	Task Completed:	05/25/2012
	2. Each student is given a planner at the beginning of each school year. Teachers will utilize this as a tool to communicate with parents regarding student assignments, projects and upcoming assessments. Administration will explain to the teachers the expectations of the use of the planner at the beginning of the school year.	
	Assigned to:	Ben Hardin
	Added date:	11/08/2011
	Target Completion Date:	09/01/2011
	Comments:	
	Task Completed:	09/15/2011
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)

Professional Learning Environment-Effective Teachers

Essential Element 5 - Student, Family, and Community Support

Indicator	EEIIB-5.01 - Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.(267)(TA7)		
Status	Tasks completed: 3 of 4 (75%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	There are currently no service learning projects, and limited family and community partnerships.	
Plan	Assigned to:	Laura Benham	
	How it will look when fully met:	Parents, students, faculty members, and the community will collaboratively work together to provide a successful learning environment for all.	
	Target Date:	05/25/2012	
	Tasks:		
	1. The local girl scouts have partnered with our school to assist in promoting a drug-free community. They committed to assist teachers and students with activities. Every student was encouraged to write reasons why it is important to live a drug-free life on strips of paper. The girl scouts worked together to link the strips together to form chains that hung throughout the school.		
	Assigned to:	Donni Harris	
	Added date:	11/03/2011	
	Target Completion Date:	10/28/2011	
	Comments:		
	Task Completed:	10/28/2011	
	2. Teachers collaborate together to provide a "Family Fun Night" at our school. Parents and students are encouraged to attend that night. Each grade level creates various math and reading games that are a part of the common core curriculum for the parents and students to play. The teachers make enough games so that the families have the opportunity to take the games home and continue learning throughout the year.		
	Assigned to:	Susan Davison	
	Added date:	11/03/2011	
	Target Completion Date:	12/15/2011	
	Comments:		
	Task Completed:	12/15/2011	
	3. Faculty members, parents, students, and members of the community team up to provide a spring carnival for students and families to attend. The carnival provides a safe and fun family activity that all members of the family can enjoy. Students, parents, and teachers collaborate together to create classroom themed baskets and games. In order to make our carnival a success, the community donates services and products to the school.		
	Assigned to:	Susan Davison	
	Added date:	11/03/2011	

	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	05/25/2012
	4. In an effort to involve more families in school activities, the GUES PTO is sponsoring a Picnic to kick-off the State Testing Window. Families are asked to make reservations in order to plan for supplies. Each student and their immediate family are invited. Each person attending the picnic will receive 2 hot dogs and a bag of chips. This is also one last opportunity for teachers to meet face to face with parents and discuss the importance of testing and encouraging their children. The picnic is scheduled for April 8 and at the current time, we have reservations for 802 people.	
	Assigned to:	Susan Davison
	Added date:	04/04/2014
	Target Completion Date:	04/08/2014
	Comments:	Even though the invitation that went home to with the students invited "immediate family", we have several students who are bringing several people. The next time we plan this we will consider allowing each student 4 or 5 tickets and allowing them to purchase additional tickets for \$3.00. This will help PTO defray the cost of the picnic.
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
Indicator	EIIIB-5.02 - All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).(268)(OKPCS,SI,TA7)	
Status	Tasks completed: 4 of 5 (80%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	We have limited tutoring or non-existent tutoring, co and extra curricular activities, as well as extended learning opportunities.
Plan	Assigned to:	Marsha Holderman
	How it will look when fully met:	All students will have access to a variety of resources geared specifically to their individual weakness and needed skills in Reading and Math and behaviors.
	Target Date:	10/31/2012
	Tasks:	
	0. To clear up issues regarding RtI Intervention and skill based intervention; the schedule for the next school year will provide 15-20 minutes at the beginning of each day to provide required intervention for students in the RtI process. An additional 45 minute intervention time will be in the schedule to provide small group instruction for specific standards.	
	Assigned to:	Susan Davison
	Added date:	04/04/2014
	Target Completion Date:	08/18/2014
	Comments:	During the Policy and Procedure meeting at the beginning of the school year, communicate clear expectations for the 45 minute small group intervention.

1. Any student having behavioral issues will be placed on an individual plan using Intervention Behavior Manual through the RtI process.	
Assigned to:	Susan Davison
Added date:	07/31/2012
Target Completion Date:	05/31/2013
Comments:	
Task Completed:	05/31/2012
2. Structured library days: These days will be for any child needing to check-in or check-out a book. It will also be utilized for increasing reading fluency and comprehension skills in our intensive students.	
Assigned to:	Marsha Holderman and Pam Davis
Added date:	10/30/2011
Target Completion Date:	05/31/2012
Comments:	
Task Completed:	05/31/2012
3. Ensure that all students are referred to the RTI process by using OCCT testing for 4th and 5th grade, and beginning of year benchmarks for grades 4-6. The referral will be based on behavior issues and results of reading and math assessments. Those students who score less than 70% on benchmarks and who do not demonstrate proficiency on MAPS testing will be automatically placed in Tier I based on RTI team.	
Assigned to:	Lisa Good and JoAnn Washington
Added date:	10/30/2011
Target Completion Date:	05/31/2012
Comments:	
Task Completed:	05/31/2012
4. Any students not passing OCCT testing in reading and math are given additional intervention during first/second special periods. These interventions are planned from the sequence of pacing calendars.	
Assigned to:	Cheryl Pratt
Added date:	11/08/2011
Target Completion Date:	09/18/2013
Comments:	
Task Completed:	01/15/2012
Implement	Percent Task Complete: Tasks completed: 4 of 5 (80%)
Indicator	EEIIB-5.03 - School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.(269)(OKPCS,SI,TA7)
Status	Full Implementation
	Rubric Score: 3
Assessment	Level of Development: Initial: Full Implementation 12/21/2012
	Evidence: Guthrie Public Schools hosts a Winter Family Fun Night for students grades PK-6. During this event parents are provided with interactive, academic based family activities to take home for the family to do together. These activities are grade specific and for Reading and Math skills. The parents have access to on-line grades for students in grades 4-12. This allows parents to monitor their child's academic progress throughout the school year. Teachers at GUES send home Thursday

		<p>Folders each week. These folders have student's completed school work and information specific to their child's education. Each child at GUES is provided a planner at the beginning of the year. The student utilizes this each day to record their assignments and homework. There is a place for teacher/parent communication if necessary.</p> <p>All teachers have school site email for parent to utilize for communication with the teacher and/or school.</p> <p>At the end of each school year, each grade level will host a "Transition Night". This event allows parents to meet with teachers for the next year. Teachers will do a presentation which includes specific skills that parents can work with their child over the summer. A suggested reading list is also provided.</p>
Indicator	EEIIB-5.05 - All school staff maintains timely and accurate academic, behavioral, and attendance information to parents.(271)(OKPCS,SI,TA7)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Currently there are no site-based standards for parent communication for teachers. Technology resources are not user friendly for parents.
Plan	Assigned to:	Susan Davison
	How it will look when fully met:	Currently there are site-based standards for parent communication with teachers. Our technology resources include Wengage, our online grading system where parents can access their child's grades for each subject. Our website also has many user-friendly attributes that parents can use including teacher webpages, school calendars, lunch programs, and upcoming events.
	Target Date:	08/20/2012
Indicator	EEIIB-5.06 - School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school. (817)(OKPCS,SI,TA7)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/03/2011
	Evidence:	At GUES, we offer activities and opportunities for students and parents to transition from one school to the next. At our Transition Night, each grade level holds a meeting for parents whose child will attend that grade level the next year. At that time, teachers are introduced, expectations are told to parents for the grade, along with curriculum that will be taught, and helpful websites to visit during the summer to keep up with skills. We also do a Meet and Greet before school starts for parents and children to meet the teacher a few days prior to school starting. As well, walking tours are given at the end of the year where students from the other elementary school come here, and the sixth

		graders from our school visit the Junior High. Surveys will be given to provide active feedback for Transition Night and Meet and Greet.
Indicator	EEIIB-5.07 - School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities.(818)(TA7)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/03/2011
	Evidence:	Community members, parents, and students are knowledgeable and have had participation in the development of long-term planning for GUES. One way that this is shown is through our PTO. Every month meetings are held and matters are discussed that are in regards to the positive development of our school. Fundraisers and activities are discussed as well. We have also extended the Leadership Committee to include a community member and a parent. Also, our district works collaboratively with our District PTO for our Back to School Bash where local businesses are involved and where open communication is welcomed. We will provide a questionnaire with open-ended questions to get parental community feedback given quarterly at report card time to be taken home in Thursday Folders. Teachers will have an additional evaluation as part of the check out process by having an anonymous and/or optional follow/up meeting with open-ended questions that evaluate school processes.
Indicator	EEIIB-5.08 - School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders.(819)(TA7)	
Status	Objective Met 4/4/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/03/2011
		Objective Met - 04/04/2014
	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:	Our school offers assistance as a link to various cultures and entities in our community. Eva Cordero is available as an English/Spanish interpreter for communication with parents and students regarding instruction, policies, and student's needs. She also is an ELL aide that works on a weekly basis with students utilizing Rosetta Stone. Various software programs such as Dibels are available to be utilized online for parents who are Spanish speaking. Community programs during our yearly Family Fun Night and carnival are available to provide information to parents.
Plan	Assigned to:	Susan Davison
	How it will look when fully met:	Parents, community members and other stakeholders will be familiar with various modes of communication that is utilized by GUES.
	Target Date:	05/25/2012
	Tasks:	

	1. Teachers instruct students with filling out planners each day. This information will include daily assignments and homework. Parents will know to check these each day for homework and additional information from the teachers. Administration will communicate expectations with teachers as to the intended use of the planners.	
	Assigned to:	Ben Hardin
	Added date:	11/08/2011
	Target Completion Date:	09/15/2011
	Comments:	
	Task Completed:	09/15/2011
	2. Teachers will make every effort to schedule each child's parent to conferences during the two designated Parent/Teacher Conference sessions. Teachers will utilize this opportunity to communicate student successes and areas of weaknesses to the parents. Teachers will offer assistance and suggestions to parents for ways that can aid their child at home. We will utilize sign-in sheets during Meet and Greet, Parent/Teacher Conferences, etc, to see the percentages of parents who attend school-based events for their children.	
	Assigned to:	Susan Davison
	Added date:	11/08/2011
	Target Completion Date:	10/18/2011
	Comments:	
	Task Completed:	10/11/2011
	3. GUES teachers will regularly update webpages to keep parents informed about events and activities within the classroom. The teachers will also provide a list of educational websites that students can use at home. Every year we will have an in-service with other IT department so that teachers will have time and a facilitator to instruct them.	
	Assigned to:	Susan Davison
	Added date:	11/08/2011
	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	05/25/2012
	4. We will document volunteers at our school and have sheets to sign-in with, as well as documenting the reason they are there.	
	Assigned to:	Amanda Wilson
	Added date:	07/31/2012
	Target Completion Date:	05/31/2013
	Comments:	
	Task Completed:	05/25/2012
Implement	Percent Task Complete:	
	Objective Met:	4/4/2014
	Experience:	4/4/2014 Each mode of communication is discussed regularly to determine if it is effective. Teachers share new ideas for communication as they learn them. We continue to explore ways to open communication with our parents and community.
	Sustain:	

		4/4/2014 We will continue to search and try new ways to communicate with parents and the community.
	Evidence:	4/4/2014 We have an increased number of parents that are attending PTO meetings. This may be a result of our secretary utilizing the "Remind 101" texting program. Our upcoming Picnic has reached our families as we have 802 reservations made.

Professional Learning Environment-Effective Teachers

Essential Element 6 - Professional Growth, Development, Evaluation

Indicator	EEIIC-6.04 - School planning team uses goals for student learning to determine professional development priorities for all staff.(275)(TA2)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	There is no formal process in determining priorities for professional development. Sometimes acquired knowledge is not shared.	
Plan	Assigned to:	Not yet assigned	
Indicator	EEIIC-6.05 - All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.(276)(OKPCS,SI,TA2)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 12/21/2012	
	Evidence:	Guthrie Upper Elementary School has implemented MAX Strategies. This is a cooperative learning with various strategies that require high-order thinking skills. Following the training, teachers observe each other practicing specific strategies. Teachers also demonstrate strategies, during faculty meetings, based on successful experiences they have had in the classroom. GUES teachers participate in monthly PLC's. The agendas are developed based on evidence of needs from benchmark assessments.	

Indicator	EEIIC-6.06 - School planning team designs professional development that has a direct connection to the analysis of student achievement data.(277)(TA2,TA5)		
Status	Tasks completed: 3 of 5 (60%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	We are providing professional development opportunities, but it is not ongoing. Data is collected informally.	
Plan	Assigned to:	Amanda Wilson	
	How it will look when fully met:	Student engaging activities have been modeled through professional development, such as MAX teaching, as an opportunity to increase student literacy skills.	
	Target Date:	05/25/2012	
	Tasks:		
	1. We will introduce MAX teaching strategies to the district in an all day professional development. The instructor gives techniques and strategies to improve teacher effectiveness and student engagement.		
	Assigned to:	Traci Hartley	
	Added date:	11/03/2011	
	Target Completion Date:	09/06/2011	
	Comments:		
	Task Completed:	09/06/2011	
	2. We will have PLC's of MAX strategies once a month where teachers will share specific skills or techniques that have been implemented in the classroom.		
	Assigned to:	Susan Davison	
	Added date:	11/03/2011	
	Target Completion Date:	10/01/2011	
	Comments:	Schedule has ben completed for the year. Specific startegies will be disussed each month.	
	Task Completed:	10/01/2011	
	3. Teachers are provided opportunities to visit classrooms to observe peer teachers engaged in successful MAX techniques. Teachers will utilize a MAX Teaching observation form to document strategies observed during classroom visits.		
	Assigned to:	Stacey Ruston	
	Added date:	11/03/2011	
	Target Completion Date:	05/25/2012	
	Comments:		
	Task Completed:	05/25/2012	
	4. There will be a rubric utilized by the instructional coach to monitor and evaluate the success of MAX teaching strategies. The Leadership team will follow up and share with faculty strengths and weaknesses of MAX strategies.		
	Assigned to:	Marsha Holderman	

	Added date:	07/31/2012
	Target Completion Date:	05/31/2013
	Comments:	
	5. Professional development has been implemented where several teachers will be attending two different workshops separately. These workshops cover reflective teaching and Marzano Common Core. Teachers will do a presentation to the school staff once they have returned.	
	Assigned to:	Susan Davison
	Added date:	12/19/2012
	Target Completion Date:	05/25/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 3 of 5 (60%)
Indicator	EEIIC-6.11 - School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.(282)(TA2,TA3)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	We have implemented PLC's and Windows on Curriculum walk throughs, along with EDIT training. Teachers visit other classrooms to observe successful MAX strategies.
Indicator	EEIIC-6.13 - School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.(820)(TA2)	
Status	Tasks completed: 2 of 4 (50%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Follow up and support are not at the levels to promote teacher and student improvement.
Plan	Assigned to:	Dale Munyon
	How it will look when fully met:	Open communication between administration and each teachers regarding strengths and weaknesses, and the need for or requesting of specific Professional Development.
	Target Date:	05/25/2012
	Tasks:	
	1. Following formal evaluation, a conference will be held with the teachers. Suggestions will be made regarding areas of weaknesses.	
	Assigned to:	Susan Davison
	Added date:	11/03/2011
	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	05/25/2012

2. The teacher is given an opportunity to express their needs of specific support from the administration.		
	Assigned to:	Ben Hardin
	Added date:	11/03/2011
	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	05/25/2012
3. Observations made during informal walk-throughs will be discussed with each teacher identifying strengths and weaknesses on an as-needed basis.		
	Assigned to:	Susan Davison
	Added date:	11/03/2011
	Target Completion Date:	05/25/2013
	Comments:	
4. Teachers are connected to the I-Observation model from our new Marzano evaluation process. It allows direct feedback once an observation has been made.		
	Assigned to:	Susan Davison
	Added date:	12/19/2012
	Target Completion Date:	05/25/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)
Collaborative Leadership-Effective Leaders		
Essential Element 7 - Leadership		
Indicator	EEIIIA-7.01 - School leadership develops and sustains a shared vision.(284)(TA1)	
Status	Objective Met 7/27/2011 7/27/2011	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010 Objective Met - 07/27/2011 07/27/2011 Will include in plan
	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:	Our school is in transition period. We have new leadership and teachers will be developing a new vision and mission for GUES.
Plan	Assigned to:	Susan Davison
	How it will look when fully met:	GUES will have shared vision and mission that will be communicated to all teachers, and from that we will develop ongoing goals. This will be periodically revisited during faculty meetings.
	Target Date:	05/20/2011
	Tasks:	
1. Create a shared vision and mission to be given to teachers, and receive input.		
	Assigned to:	Susan Davison
	Added date:	07/28/2010

	Target Completion Date:	10/19/2010
	Comments:	The leadership team met and discussed important virtues and expectations that they would like in our school's mission statement.
	Task Completed:	09/23/2010
2. Adopt shared vision and mission.		
	Assigned to:	Susan Davison
	Added date:	07/28/2010
	Target Completion Date:	05/20/2011
	Comments:	Our adopted vision: GUES Mission Statement- Together, we are lifelong learners and productive citizens of an ever-changing world. We strive to ensure that each student will experience success. We are the change we seek!
	Task Completed:	03/28/2011
Implement	Percent Task Complete:	
	Objective Met:	7/27/2011 7/27/2011
	Experience:	We met as a committee, and went to teachers who had previously created a statement. From there, we listed and looked at a philosophy of veteran teachers, as well as the leadership team. Our vision was created and after editing to what we thought is our mission, we then presented it to our teachers; and then adopted it. 7/27/2011 We met as a committee, and went to teachers who had previously created a statement. From there, we listed and looked at a philosophy of veteran teachers, as well as the leadership team. Our vision was created and after editing to what we thought is our mission, we then presented it to our teachers; and then adopted it.
	Sustain:	We will be posting our mission in our school, sharing it with our parents, and communicating it with students. 7/27/2011 We will be posting our mission in our school, sharing it with our parents, and communicating it with students.
	Evidence:	It has been accepted as our mission statement at GUES by the faculty. 7/27/2011 It has been accepted as our mission statement at GUES by the faculty.
Indicator	EEIIIA-7.02 - School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.(285)(TA1,TA5)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	We have full implementation of school leadership and teachers analyze data from state mandated testing, benchmark testing, and other measures of student progress to determine the direction and level of instruction to maintain student growth.
Indicator	EEIIIA-7.06 - School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary. (289)(OKPCS,SI,TA1,TA3)	
Status		

Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/10/2011
	Evidence:	The sites have handbooks procedures that remind parents of the importance of students attendance and indicating the amount of time scheduled for learning in a school day. District attendance policies support uninterrupted learning. School staff is respectful of learning time and disruptions are kept to a minimum. Classroom reminders on the intercom are held at the beginning and end of the school day.
Indicator	EEIIIA-7.07 - School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.(290)(TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/11/2011
	Evidence:	The leadership conducts frequent leadership meetings with the leadership team to discuss the needs of students based on data. The district allocates state and federal money based on the needs of the sites. Examples of recent purchases: iPads for tutoring and assessment, Airliners, Discovery Education and computers for the computers labs so that students may access learning programs. Professional development has been aligned to the needs of the building based on data. MAX Teaching professional development was provided and strategies have been implemented to increase literacy for all students.
Indicator	EEIIIA-7.08 - School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.(291)(TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/10/2011
	Evidence:	School district has district level policies in place which are board approved and updated yearly. The district allocates all available funds to ensure a safe environment and support teachers with yearly allocations of \$125.00 to purchase supplies, along with use of federal funds to purchase technology and curriculum to keep current with learning needs and requirements. Jerry Gammill, our Director of Maintenance, will do walk-throughs in classrooms/halls to make sure all safety practices are being followed. We utilize fire, tornado, and intruder drills throughout the year. Bully sheets will be created that will identify when a student feels he or she are being bullied by either a student or teacher. These sheets will be monitored by each classroom teacher where a box will be placed in the classroom, as well as one in the office. Once dealt with they will go into the student's file.
Indicator	EEIIIA-7.10 - School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.(293)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	School leadership teams develop improvement plans based on student academic performance and the nine essential elements.	
Plan	Assigned to:	Not yet assigned	
Collaborative Leadership-Effective Leaders			
Essential Element 8 - Organizational Structure and Resources			
Indicator	EIIIIB-8.03 - School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students.(297)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Staff assignments are made on allocations from the district based on budget and enrollment.	
Plan	Assigned to:	Not yet assigned	
Indicator	EIIIIB-8.04 - School leadership ensures efficient use of instructional time to maximize student learning.(298)(TA1,TA3)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	School leadership minimizes classroom interruption for non instructional activities.	
Plan	Assigned to:	Not yet assigned	
Indicator	EIIIIB-8.05 - School leadership uses effective strategies to attract highly qualified and highly effective teachers.(299)(OKPCS,SI,TA1,TA2)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 11/02/2011	
	Evidence:	We will continue to attend local university job fairs; contact all references, as well as former employers, listed on resumes. We include teachers on hiring committees for each grade level when looking for new applications outside of district. Applications are accepted through the district online process. First Class training is provided to new teachers. This is held monthly and includes various Professional Development in areas such as Classroom Management, in veteran teacher's classrooms. Administrators will attend local job	

		fairs at universities. We will create more rewards for teachers. There will be a new teacher evaluation by a mentor and a principal for those who are new to our building. The new teacher can also evaluate the mentor teacher to ensure that the mentor is effective. Each meeting between mentor/teacher/principal will be documented.
Indicator	EIIIIB-8.09 - School leadership directs funds based on an assessment of needs aligned to the school improvement plan.(303)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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 district has directed funds to purchase "Becoming a Reflective Teacher". Our school will conduct a book study and reflect upon the information provided in the book.
Plan	Assigned to:	Not yet assigned
Indicator	EIIIIB-8.10 - School leadership allocates and integrates state and federal program resources to address identified student needs.(304)(OKPCS,SI,TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/02/2011
	Evidence:	Title I resources are utilized for summer school; those that attend are below level. They are also used to provide three on-site math/reading interventionists that work with all tiers of students, and also provide support to classroom teachers. Title I funds are also used to purchase online resources, such as Study Island. Title XII resources are utilized for students in Native American tutoring. There will be requests sent to district administrators that can be received for approval of these funds; if the funds are available and it meets the criteria of federal programs, we will follow through with the original plan. The requests must provide information regarding who, why and how the funds are to be used, how much money is needed, and what is the implementation of materials within the classroom. These will be limited, however, and based upon funds that can be used.

Collaborative Leadership-Effective Leaders

Essential Element 9- Comprehensive and Effective Planning

Indicator	EIIIIC-9.01 - School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.(305)(OKPCS,SI,TA1)		
Status	Tasks completed: 0 of 3 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	School leadership along with staff participate in developing and reviewing the vision, beliefs, mission, and goals of GUES.	
Plan	Assigned to:	Dani Watson	
	How it will look when fully met:	GUES will have a vision statement that encompasses the goals and expectations of every stake holder in the educational community.	
	Target Date:	05/27/2014	
	Tasks:		
	1. Create a mission statement that will be shared with staff members to be shared at policy and procedure meeting.		
	Assigned to:	Susan Davison	
	Added date:	12/03/2013	
	Target Completion Date:	08/14/2013	
	Comments:		
	2. Leadership Plan create a 90-day action plan following their participation in the UVA (University of Virginia) Turn-Around Program. It outlines root causes for our low performance on state testing.		
	Assigned to:	Susan Davison	
	Added date:	12/03/2013	
	Target Completion Date:	08/01/2013	
	Comments:		
	3. Leadership team will continue to collaborate and revise goals and action plans following a mid-year retreat with UVA.		
	Assigned to:	Susan Davison	
	Added date:	12/03/2013	
	Target Completion Date:	02/28/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Indicator	EIIIIC-9.02 - School planning team collects, manages, and analyzes data from multiple data sources.(306)(OKPCS,SI,TA1,TA5)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 12/21/2012	
	Evidence:	To develop our plan and target interventions, the staff analyzes data	

	Evidence:	from DIBELS reading fluency, beginning, middle and end of year benchmark assessments; as well as state assessments and assessments that correlate with teacher instruction. Teachers target students based on assessment performance and develop specific intervention strategies. The student's progress is identified following each measurable assessment.
Indicator	EIIIIC-9.05 - School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.(309)(TA1)	
Status	Tasks completed: 3 of 4 (75%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	School leadership and staff planning teams work together through the school year to establish and revise the school improvement goals and objectives.
Plan	Assigned to:	Susan Davison
	How it will look when fully met:	The site will have a systematic method of review for our plan and will modify the plan based on results of student data. The plan will include input from multiple assessments.
	Target Date:	01/10/2013
	Tasks:	
	1. Leadership will determine consistent dates to review data and update School Improvement Plan	
	Assigned to:	Ben Hardin
	Added date:	11/11/2011
	Target Completion Date:	12/14/2012
	Comments:	
	Task Completed:	12/14/2012
	2. Data forms will be created to record formative data.	
	Assigned to:	Susan Davison
	Added date:	11/11/2011
	Target Completion Date:	01/10/2012
	Comments:	
	Task Completed:	01/10/2012
	3. Increase the opportunity for teachers to collaborate during Professional Learning Communities. These 90 minute PLC's will be held each week. Each PLC will focus on improving student achievement. Teachers will collaborate to discuss and plan instruction and intervention.	
	Assigned to:	Dani Watson
	Added date:	04/04/2014
	Target Completion Date:	09/04/2013
	Comments:	The discussion and focus of the PLC must be on student and

	Comments:	assessment data. Prepare an agenda for each PLC and stick to it.
	Task Completed:	09/04/2013
	4. Our participation in the University of Virginia Turnaround Program has guided us in the steps of school improvement. Through this partnership we have developed a more detailed method to analyze data from Interim Benchmark Assessments. Our Interim Benchmark Assessments will be created during the summer of 2014. We will begin the school year with these in place and spreadsheets that will be completed with the student results. These spreadsheets will be the focus of teacher/administrator meetings where teachers will develop an action plan to increase student achievement on assessed standards.	
	Assigned to:	Susan Davison
	Added date:	04/04/2014
	Target Completion Date:	08/18/2014
	Comments:	Involve teachers in the creation of the assessments; however, monitor them for rigor.
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
Indicator	EIIIIC-9.07 - School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.(311)(TA1)	
Status	Tasks completed: 2 of 3 (67%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	School leadership and staff collect data from state mandated tests, benchmarks tests, and discuss ways to improve student learning.
Plan	Assigned to:	Dale Munyon
	How it will look when fully met:	By the end of the 2011/2012 academic year, GUES will have evaluated multiple data-driven assessments and have implemented a new process to monitor teacher/student objectives.
	Target Date:	05/25/2012
	Tasks:	
	1. Student benchmarks will be discussed after each one has been administered and assessed. This will take place in PLC meetings, and particular after the fall, winter, and spring benchmark tests. This data will be analyzed to create new plans to assess and see improvement in student goals.	
	Assigned to:	Susan Davison
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	
	Task Completed:	05/25/2012
	2. Administration will do walk-arounds for informal evaluations in teacher classrooms to ensure that goals are being met, as well as to assess how objectives are being taught. Another side of this is that students will see their administrators and have them more visible in the their daily routines.	
	Assigned to:	Susan Davison and Dale Munyon
	Added date:	07/27/2011
	Target Completion Date:	

	Target Completion Date:	05/25/2013
	Comments:	
3. Administrators will conduct a pre/post discussion with teachers on the new Marzano evaluation process.		
	Assigned to:	Susan Davison
	Added date:	07/27/2011
	Target Completion Date:	10/25/2012
	Comments:	
	Task Completed:	10/25/2012
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)
Indicator	EIIIIC-9.08 - School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.(312) (OKPCS,SI,TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/21/2012
	Evidence:	Based on our SMART goals that the leadership team developed, we will monitor the progress of identified students following targeted interventions. The intervention strategies will be adjusted as needed for each individual student. Teachers will collaborate during PLC's to expand and increase intensity of interventions based on the needs reflected in our data from assessments

Junior High

School Improvement

Guthrie Public Schools

Comprehensive Plan Report

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

4/21/2014

Guthrie Junior High NCES - na

Guthrie Public Schools

Ways to Improve School Effectiveness (WISE) - School Indicators

Key Indicators are shown in RED.

Academic Learning and Performance

Essential Element 1 - Curriculum

Indicator	EEIA-1.01 - Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.(233)(TA4)		
Status	Tasks completed: 1 of 2 (50%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Our curriculum is aligned to PASS, but currently we lack identification and promotion of depth of knowledge. We also need to work on collaborating and demonstrating connections among various content areas. (ie. Science, History, and elective teachers.)	
Plan	Assigned to:	Tina Wilkerson	
	How it will look when fully met:	Teachers will meet 90 uninterrupted minutes weekly to align curriculum with national and state standards and develop plans of implementation in order to promote student success.	
	Target Date:	05/23/2014	
	Tasks:		
	1. The leadership team will create a timeline that identifies the Core Curriculum Standards to be implemented in each subject area by semester.		
	Assigned to:	Tina Wilkerson	
	Added date:	07/27/2011	
	Target Completion Date:	11/14/2011	
	Comments:		
	Task Completed:	07/27/2011	
	2. Teachers will meet for 90 uninterrupted minutes weekly to evaluate progress of the implementation of standards and plan strategies for future implementation in the next semester.		
	Assigned to:	Tina Wilkerson	
	Added date:	07/27/2011	
	Target Completion Date:	05/23/2014	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)
Indicator	EEIA-1.03 - Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.(235)(TA4)	
Status	Objective Met 4/28/2011	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 04/28/2011
	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:	We meet for one hour at the beginning of the school year with no additional opportunities to collaborate departmentally or by grade level.
Plan	Assigned to:	Shurlyn Maltz
	How it will look when fully met:	Instructional teams encourage and orchestrate collaboration among and within disciplines. This would be achieved by incorporating time within the school schedule to accommodate meetings that review maps and promote successful implementation of a process that eliminates overlaps and closes curriculum gaps. Focus will be placed on learning target vocabulary, using informational text, and writing.
	Target Date:	10/01/2012
	Tasks:	
	1. Disciplines will meet no later than Aug. 17, 2012.	
	Assigned to:	Tim Rawls
	Added date:	08/03/2010
	Target Completion Date:	08/17/2012
	Comments:	Regular subject area meetings will occur as they have in past years. Everyone should bring his/her curriculum map, CRT scores, and PASS objectives. Each team's focus should be identifying gaps and trends from CRT scores, as well as discussing the use of BAV, informational text, and writing.
	Task Completed:	08/18/2010
	2. Individual disciplines will meet during the school year to collaborate and review curriculum overlaps and gaps.	
	Assigned to:	Shurlyn Maltz
	Added date:	08/03/2010
	Target Completion Date:	10/01/2010
	Comments:	This task has not been met in the manner described. Each discipline was asked to find time after the school day to collaborate and review curriculum instead. The Math Department has met each Wednesday during the second semester.

	Task Completed:	09/24/2010
Implement	Percent Task Complete:	
	Objective Met:	4/28/2011
	Experience:	4/28/2011 Throughout the year, each discipline has met on various occasions to close curriculum gaps and overlaps. During these sessions, staff members collaborated with PASS objections being the focus. The math department was the most successful in this endeavor, as there was a sense of urgency with a new textbook adoption coming next year.
	Sustain:	4/28/2011 We will continue with department meetings next year. More focus will be put on the disciplines of reading, history, science and geography.
	Evidence:	4/28/2011 Each department met throughout the year to collaborate. Curriculum maps were created, in addition to common assessments.
Indicator	EEIA-1.04 - Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps(236)(OKPCS,SI,TA4)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 12/20/2012
	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:	At the Junior High, we meet quarterly to work on implementing core curriculum into both grade levels (grades 7 - 8) at all core subject areas.
Plan	Assigned to:	Doug Ogle
	How it will look when fully met:	GJHS has implemented a 90 min PLC once a week to look at data and to collaborate on curriculum. During this PLC teams can work on making sure they are vertically and horizontally aligned. With the help of the UVA, GJHS is looking at data to drive instruction and plan intervention with teacher action plans.
	Target Date:	05/23/2014

Indicator	EEIA-1.07 - School leadership and instructional teams ensure all students have access to the common academic core curriculum.(239)(TA4)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010	
	Evidence:	All teachers have submitted curriculum as evidence of alignment to common academic core curriculum(PASS). All students' learning needs are accommodated by aligned requirements and standards.	
Academic Learning and Performance			
Essential Element 2 - Classroom Evaluation and Assessment			
Indicator	EEIB-2.03 - All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.(242)(TA4)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Not all teachers assess student mastery by administering pre and post test.	
Plan	Assigned to:	Robbie Rainwater	
	How it will look when fully met:	Teachers will use Proficiency Scale based formative assessments in the classroom to monitor students level of performance as well as track student progress.	
	Target Date:	05/23/2014	
	Tasks:		
	1. Teachers will use Proficiency Scales in the classroom as a tool for formative assessments.		
	Assigned to:	Robbie Rainwater	
	Added date:	08/12/2013	
	Target Completion Date:	05/23/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Indicator	EEIB-2.05 - All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.(244) (OKPCS,SI,TA4,TA5)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Not all teachers use pre or post test score results to modify or re-teach units. Not all teachers administer TESTS. Pre-test could be in the form of bell-work, chapter readiness, etc.	
Plan	Assigned to:	Doug Ogle	
	How it will look when fully met:	Teachers will use data accumulated from MAP testing to modify units and/or instructional strategies. GJHS has implemented a 90 min PLC once a week to look at data and to collaborate on curriculum. During this PLC teams can work on making sure they are vertically and horizontally aligned. With the help of the UVA, GJHS is looking at data to drive instruction and plan intervention with teacher action plans.	
	Target Date:	05/23/2014	
	Tasks:		
	1. Teachers will use ALCA to analyze data collected from MAP testing and 3 week benchmark testing in order to modify units and/or instructional strategies.		
	Assigned to:	Doug Ogle	
	Added date:	08/12/2013	
	Target Completion Date:	05/23/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Academic Learning and Performance

Essential Element 3 - Instruction

Indicator	EEIC-3.01 - All teachers use varied instructional strategies that are scientifically research-based. (248)(TA4)		
Status	Tasks completed: 0 of 2 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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 average students needs are easily met, but the advanced learners are not challenged to maximize potential learning. Lower achieving students are usually addressed by Special Education, Academic Achievement class, homework lunch, or tutoring.	
Plan	Assigned to:	Tina Wilkerson	
	How it will look when fully met:	All teachers at Guthrie Junior High School will implement various scientifically research-based strategies to improve writing and literacy skills.	
	Target Date:	05/24/2013	
	Tasks:		
	1. By May 24, 2013, each teacher should be incorporating academic vocabulary and informational text strategies with the four domains of writing during daily assignments, quizzes, and tests.		
	Assigned to:	Tina Wilkerson	
	Added date:	08/01/2012	
	Target Completion Date:	05/24/2013	
	Comments:		
	2. Teachers will implement, on a weekly basis, MAX teaching strategies that were introduced during 2011-2012 school year.		
	Assigned to:	Tina Wilkerson	
	Added date:	08/01/2012	
	Target Completion Date:	05/24/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	EEIC-3.02 - All teachers use instructional strategies and activities that are aligned with learning objectives.(249)(TA4)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010	
	Evidence:	Guided by curriculum maps, the use of technology, hands-on activities, peer tutoring, etc. we are meeting this objective. On going professional development and department collaboration will be needed to keep this fresh.	

Indicator	EEIC-3.03 - All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.(250)(OKPCS,SI,TA4)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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 problem is the ALL teachers. We struggle to diversify. We need professional development in this area.	
Plan	Assigned to:	Robbie Rainwater	
	How it will look when fully met:	Teachers will provide meaningful practice and extension by providing assignments based on levels of performance. GJHS has implemented a 90 min PLC once a week to look at data and to collaborate on curriculum. During this PLC teams can work on making sure they are vertically and horizontally aligned. With the help of the UVA, GJHS is looking at data to drive instruction and plan intervention with teacher action plans. Teachers will provide students with proficiency scales and with student tracking tools to differentiate instruction and help students track their individual success of state standards.	
	Target Date:	05/23/2014	
	Tasks:		
		1. Teachers will use Proficiency Scales to assess students in order to provide meaningful homework.	
	Assigned to:	Robbie Rainwater	
	Added date:	08/12/2013	
	Target Completion Date:	05/23/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	EEIC-3.04 - All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.(251)(OKPCS,SI,TA4)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 12/20/2012	
	Evidence:	All certified teachers are highly qualified in all subject areas. We will continue to hire highly qualified teachers who will use research based teaching models in the classroom.	
Indicator	EEIC-3.06 - School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.(253)(OKPCS,SI,TA4)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 12/20/2012	
	Evidence:	The proper teaching resources and materials are supplied to each classroom teacher. Additional resources will continue to be acquired as the budget allows.	

Indicator	EEIC-3.08 - All teachers assign purposeful homework and provide timely feedback to students. (255)(TA4)		
Status	Tasks completed: 0 of 3 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Not all assigned work is purposeful or curriculum driven. Some teachers do not assign homework, but ask students to complete the daily assignment if not finished in class.	
Plan	Assigned to:	Sharon Cochrane	
	How it will look when fully met:	In order to enhance student achievement and increase stakeholder communication, GJHS teachers will develop homework guidelines that will be included on course syllabi and teacher webpage.	
	Target Date:	10/01/2012	
	Tasks:		
	1. Teachers will develop class a syllabus.		
	Assigned to:	Sharon Cochrane	
	Added date:	07/27/2011	
	Target Completion Date:	10/01/2012	
	Comments:	This will be reviewed with emphasis on new teachers.	
	2. Teacher will post syllabus on school webpage.		
	Assigned to:	Sharon Cochrane	
	Added date:	07/27/2011	
	Target Completion Date:	10/01/2012	
	Comments:	This task will be assigned each year with emphasis on new teachers.	
	3. Teacher will develop guidelines explaining their homework policy which will include a minimum of the following: - purpose of assigning homework (to extend student learning and/or provide authentic learning opportunities. - info on how timely feedback/follow-up by the teacher will be addressed. - an invitation for stakeholders (e.g. teachers, parents, students, caregivers, guardians) to provide input on the efficacy of the homework.		
	Assigned to:	Sharon Cochrane	
	Added date:	07/27/2011	
	Target Completion Date:	05/25/2012	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Professional Learning Environment-Effective Teachers

Essential Element 4 - School Culture

Indicator	EEIIA-4.01 - School leadership fosters a positive school climate and provides support for a safe and respectful environment.(256)(TA6)		
Status	Tasks completed: 0 of 4 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	We scored this objective as a 3 with the exception of the physical structure of the school. Our site fosters a positive school climate and provides support for a respectful environment. Principals are effective in dealing with disciplinary issues and supportive of teachers concerns.	
Plan	Assigned to:	Tim Rawls	
	How it will look when fully met:	When this objective is met all interested stakeholders will be assured that each individual student at Guthrie Junior High will be given the opportunity to learn at high levels as administrators, teachers, and all support staff strive to provide a safe and conducive learning environment. By providing a safe and conducive learning environment the staff at Guthrie Junior High will constantly monitor, collaborate, and amend to limit classroom distractions, disruptions, and discipline issues.	
	Target Date:	05/24/2013	
	Tasks:		
	1. Teachers, administrators, and custodial staff will be in constant communication with the maintenance department via email, electronic work orders, and hard copy work orders before, during, and after the school year to ensure a safe and conducive learning environment.		
	Assigned to:	Tim Rawls	
	Added date:	07/27/2011	
	Target Completion Date:	05/24/2013	
	Comments:		
	2. Administrators and teachers will weekly collaborate during team meetings to develop and evaluate effective discipline techniques.		
	Assigned to:	Tim Rawls	
	Added date:	07/27/2011	
	Target Completion Date:	05/24/2013	
	Comments:		
	3. Administrators and secretaries will limit intercom disruptions by setting guidelines as to when those announcements are permitted.		
	Assigned to:	Tim Rawls	
	Added date:	07/27/2011	
	Target Completion Date:	05/24/2013	
	Comments:		

4. Administrators will consistently monitor referrals to identify legitimacy to ensure offenses are worthy of discipline, in turn, communicating with teachers effective techniques to limit classroom disruptions due to discipline issues.

	Assigned to:	Terry Carris
	Added date:	07/27/2011
	Target Completion Date:	05/24/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Indicator	EEIIA-4.03 - All teachers hold high academic and behavioral expectations for all students.(258)(TA6)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	The leadership at our site strongly encourages this of the staff.
Indicator	EEIIA-4.04 - All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.(259)(OKPCS,SI,TA6)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/20/2012
	Evidence:	Every teacher is involved in a PLC meeting on a weekly basis. Nonteaching staff are also involved in these meetings.
Indicator	EEIIA-4.05 - All teachers recognize and accept their professional role in student successes and failures.(260)(TA6)	
Status	Tasks completed: 0 of 4 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Not all teachers offer students the opportunity to evaluate lessons or activities and provide feedback. Teachers understand that they are the most important instructional tool available to students.
Plan	Assigned to:	Ron Gillett
	How it will look when fully met:	All teacher teams at Guthrie Junior High will implement the use of a student evaluation technique to receive feedback on curriculum and teacher presentation. Teachers will collaborate on results from student evaluations at the conclusion of each semester during team meetings, and implement changes as needed.
	Target Date:	05/24/2013
	Tasks:	
	1. Information and plan about the student evaluation process will be presented to the staff during the introduction meets.	
	Assigned to:	Ron Gillett
	Added date:	07/27/2011

	Target Completion Date:	08/17/2012
	Comments:	
	2. Teachers will be provided guidelines on discussing their successes and failures based on student evaluations during team meetings.	
	Assigned to:	Ron Gillett
	Added date:	07/27/2011
	Target Completion Date:	05/24/2013
	Comments:	
	3. Forms for student evaluations will be provided for teachers at the conclusion of each semester.	
	Assigned to:	Ron Gillett
	Added date:	07/27/2011
	Target Completion Date:	05/24/2012
	Comments:	
	4. Different ideas for methods of student evaluations will be presented to teachers for them to use in their classroom.	
	Assigned to:	Ron Gillett
	Added date:	07/27/2011
	Target Completion Date:	10/01/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Indicator	EEIIA-4.07 - All teachers communicate regularly with families about individual student progress. (262)(TA6,TA7)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	on-line grades accessible by parents Progress Reports every 3 weeks Parent/Teacher conferences Team conferences via phone or in person team letters and team websites

Professional Learning Environment-Effective Teachers

Essential Element 5 - Student, Family, and Community Support

Indicator	EEIIB-5.01 - Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.(267)(TA7)		
Status	Tasks completed: 2 of 3 (67%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/28/2011	
	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:	There is extremely limited parental involvement in our building.	
Plan	Assigned to:	Tina Wilkerson	
	How it will look when fully met:	A true partnership with parents and teachers engaged equally to support the overall learning process and social well being of students. Parents would be instrumental in fund raising, working as site volunteers, and collaboratively create service learning projects to connect students with the community. Parents are contacted by Remind 101 for parent teacher conferences each semester, upcoming tests, and other important information.	
	Target Date:	05/23/2014	
	Tasks:		
	1. Each teacher will call their homeroom students' parents before open house to introduce themselves and establish a positive rapport with the parents. Teachers need to inform the parents of open house and encourage them to attend and see the different opportunities available for assisting their students in the education process.		
	Assigned to:	Tim Rawls	
	Added date:	08/03/2010	
	Target Completion Date:	10/01/2010	
	Comments:		
	Task Completed:	08/27/2010	
	2. Create a questionnaire for parents to complete and return at open house. The questionnaire will address parents' willingness and availability to participate in forming a PTO, volunteering, heading up fundraising, and participating in community service projects.		
	Assigned to:	Shannon Bural	
	Added date:	08/03/2010	
	Target Completion Date:	10/01/2010	
	Comments:		
	Task Completed:	08/23/2010	
	3. GJHS, as part of developing better parental involvement, will develop a site-based app (icon for mobile webpage), text message reminders to all willing parents/guardians, site-based Facebook page, and a site-based Twitter page.		

	Assigned to:	Robbie Rainwater
	Added date:	08/01/2012
	Target Completion Date:	05/23/2014
	Comments:	
Implement	Percent Task Complete:	
	Objective Met:	4/28/2011
	Experience:	4/28/2011 Each homeroom teacher made contact with students' parents prior to Open House. In addition, letters were sent home with students to encourage their parents to attend.
	Sustain:	4/28/2011 This will need to be done each year to maintain an effective partnership with parents.
	Evidence:	4/28/2011 As a result of making parent contact and encouraging them to attend Open House, our attendance rate improved by a slight margin. As a result of Open House, our first Parent-Teacher Conferenc date was completely booked.
Indicator	EIIIB-5.02 - All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).(268)(OKPCS,SI,TA7)	
Status	Tasks completed: 0 of 4 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	While we have extra curricular activities, we would like to see these expanded to meet the students who may not be interested in our current groups. Our counseling staff is adequately staffed to meet state standards.
Plan	Assigned to:	Teresa Barbour
	How it will look when fully met:	Guthrie Junior High will provide all students with academic and behavioral support. We have added ASSIST and flex schedule to help with providing tutoring and intervention for every student. Teachers will provide meaningful practice and extension by providing assignments based on levels of performance. GJHS has implemented a 90 min PLC once a week to look at data and to collaborate on curriculum. During this PLC teams can work on making sure they are vertically and horizontally aligned. With the help of the UVA, GJHS is looking at data to drive instruction and plan intervention with teacher action plans. Teachers will provide students with proficiency scales and with student tracking tools to differentiate instruction and help students track their individual success of state standards.
	Target Date:	05/23/2014
	Tasks:	

1. Students at GJHS will have access to academic support as needed (offered daily) with before school,

during lunch, and after school tutoring, academic achievement class, live online homework help through the Guthrie Public Library, and self referral for Title I Resource Class. All students at GJHS will also have daily access to behavioral support through self refer, teacher refer, or parent referral to the school counselor, school resource officer and school principals.

Assigned to:	Teresa Barbour
Added date:	07/27/2011
Target Completion Date:	05/23/2014
Frequency:	daily
Comments:	

2. Title I teachers will keep a spread sheet of all Limited Knowledge and Unsatisfactory students in reading and math on the OCCT and after one school year of remediation will compare scores of the next OCCT results. They will analyze individual students progress/decline and trends of the group (strengths/weaknesses). This task will be completed within two weeks of receiving OCCT test scores.

Assigned to:	Teresa Barbour
Added date:	07/27/2011
Target Completion Date:	10/01/2012
Comments:	

3. Ms. Barbour will provide classroom guidance 6 times per year for each team covering the following topics: 7th grade Health, Study Skills, Bullying, Self Control, Dealing with Stress, Future Plans, 8th College/Career Awareness, Self Respect, Alcohol/Drugs, STD's, Responsibility, HIV/AIDS.

Assigned to:	Teresa Barbour
Added date:	07/27/2011
Target Completion Date:	05/23/2014
Frequency:	monthly
Comments:	

4. Ms. Blevins will link PASS for Parents/Students provided by the SDE to our school website by August 17, 2012.

Assigned to:	Teresa Barbour
Added date:	07/27/2011
Target Completion Date:	10/01/2012
Comments:	

Implement Percent Task Complete: Tasks completed: 0 of 4 (0%)

Indicator **EEIIB-5.03 - School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.(269)(OKPCS,SI,TA7)**

Status In Plan / No Tasks Created

Rubric Score: 2

Assessment Level of Development: Initial: Limited Development 12/20/2012

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: We will work with the current Title I teachers to coordinate various math and reading nights. Phone calls to parents are made to invite them to Open House and Parent/Teacher Conferences. The Homework

	development:	Hotline is updated daily for parents to check on the status of work for their student.
Plan	Assigned to:	Doug Ogle
	How it will look when fully met:	Parents of Title 1 students will be invited for parent teacher conferences and the title teachers will provide updates of student growth from Study Island and Think Through Math.
	Target Date:	05/23/2014
Indicator	EIIB-5.05 - All school staff maintains timely and accurate academic, behavioral, and attendance information to parents.(271)(OKPCS,SI,TA7)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	School staff maintain frequent, timely, and accurate records of student achievement, behavior, and attendance. (MAS and cumulative)
Indicator	EIIB-5.06 - School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school. (817)(OKPCS,SI,TA7)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/20/2012
	Evidence:	The school partners with various civic groups to support the needs of our students within the community. Transition nights are also held to assist students as they move from one grade to another.
Professional Learning Environment-Effective Teachers		
Essential Element 6 - Professional Growth, Development, Evaluation		
Indicator	EIIC-6.04 - School planning team uses goals for student learning to determine professional development priorities for all staff.(275)(TA2)	
Status	Tasks completed: 0 of 2 (0%)	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010
	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:	Professional development does not always result in knowledge used to improve student learning. It needs to be more site, subject, and grade specific.
Plan	Assigned to:	Mary Webb
	How it will look when fully met:	Administrators, teachers, and support staff will collaborate to discuss the effectiveness of newly implemented strategies during weekly team meeting and 90 minute PLCS. Staff will use data from MAPS testing and benchmarks to chart student growth throughout the year.
	Target Date:	05/23/2014
	Tasks:	
	1. Administrators will use team and faculty meetings to determine professional development needed based on teacher feedback.	

	Assigned to:	Doug Ogle
	Added date:	08/01/2012
	Target Completion Date:	05/23/2014
	Comments:	
	2. Teachers will use faculty and department meetings to determine the effectiveness of strategies being implemented and make suggestions for further professional development based on data collection.	
	Assigned to:	Tim Rawls
	Added date:	08/01/2012
	Target Completion Date:	05/24/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	EIIC-6.05 - All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.(276)(OKPCS,SI,TA2)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/20/2012
	Evidence:	We have consistent PLC's throughout the school year. We are currently in the process of implementing the Marzano Teaching Model.
Indicator	EIIC-6.06 - School planning team designs professional development that has a direct connection to the analysis of student achievement data.(277)(TA2,TA5)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Currently the school planning team has not developed a design for professional development other than what the district offers. EDIT was beneficial to us in the past.
Plan	Assigned to:	Doug Ogle
	How it will look when fully met:	GJHS has implemented 90 minutes PLCS every week with the help of UVA to change to a data driven instruction. During PLCS, teachers will be tracking students benchmark, OCCT, and daily scores to drive individual and group instruction.
	Target Date:	05/22/2015
	Tasks:	
	0. GJHS has implemented 90 minutes PLCS every week with the help of UVA to change to a data driven instruction. During PLCS, teachers will be tracking students benchmark, OCCT, and daily scores to drive individual and group instruction.	
	Assigned to:	Doug Ogle
	Added date:	03/12/2014
	Target Completion Date:	05/22/2015
	Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	EEIIC-6.11 - School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.(282)(TA2,TA3)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Limited time is provided for collaboration to improve classroom practice across disciplines. Limited opportunities are given for peer observation. Teaming is beneficial for grade collaboration and communication.
Plan	Assigned to:	Robbie Rainwater
	How it will look when fully met:	Scheduled team meetings twice a week and peer observations each semester along with 90 minutes PLCS each Wednesday for vertical and horizontal alignment.
	Target Date:	05/22/2015
	Tasks:	
	0. Teachers will do peer observations once a semester and hold weekly team meetings and a 90 minute PLCS every Wednesday. During these designated times teachers will have time to collaborate and communicate.	
	Assigned to:	Robbie Rainwater
	Added date:	03/12/2014
	Target Completion Date:	05/22/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	EEIIC-6.13 - School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.(820)(TA2)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Evaluation process is used to address concerns, but not promote growth in good teacher.
Plan	Assigned to:	Doug Ogle
	How it will look when fully met:	School administrators will use TLE to provide feedback to increase student achievement. During PLC time teachers along with administrators will look at data to drive instruction and look at ways to differentiate instruction. After each benchmark test teachers will do an

		Action Plan that was introduced by UVA Lead Initiative to identify strengths and weaknesses. After the action plan is complete the teachers will meet with administration and go over plan and how they plan intervention from this data. Teachers will leave a copy of the action plan up in their room for administrators to view when doing classroom observations.
	Target Date:	05/22/2015
	Tasks:	
	0. School administrators will use TLE to provide feedback to increase student achievement. During PLC time teachers along with administrators will look at data to drive instruction and look at ways to differentiate instruction. After each benchmark test teachers will do an Action Plan that was introduced by UVA Lead Initiative to identify strengths and weaknesses. After the action plan is complete the teachers will meet with administration and go over plan and how they plan intervention from this data. Teachers will leave a copy of the action plan up in their room for administrators to view when doing classroom observations.	
	Assigned to:	Doug Ogle
	Added date:	03/12/2014
	Target Completion Date:	05/22/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Collaborative Leadership-Effective Leaders		
Essential Element 7 - Leadership		
Indicator	EEIIIA-7.01 - School leadership develops and sustains a shared vision.(284)(TA1)	
Status	Tasks completed: 3 of 4 (75%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	There are no leadership teams other than the administrators established to communicate the vision, mission, and belief statement of the school. School leaders, principals, regularly communicate with the staff in team and faculty meetings.
Plan	Assigned to:	Shurlyn Maltz
	How it will look when fully met:	Guthrie Junior High Faculty & Staff will be involved with the school leadership team in developing and sharing the vision during the 2013-14 school year through faculty and team meetings. Curriculum will be data driven and provide 90 minute PLCs will be installed to help implement UVA School Turnaround Program.
	Target Date:	05/22/2015
	Tasks:	
	1. The leadership team will present testing data, curriculum overview and the WISE plan with faculty at the initial faculty meeting on August 16, 2011.	
	Assigned to:	Shurlyn Maltz
	Added date:	07/27/2011

	Target Completion Date:	05/22/2015
	Comments:	Each member of the team discussed and presented a portion of this WISE plan during the faculty meeting at the beginning of the year. We presented and analyzed current test scores.
	Task Completed:	08/16/2012
	2. The school leadership team will meet quarterly to collaborate on reenforcing and supporting the vision, mission, and belief of statement.	
	Assigned to:	Shurlyn Maltz
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	This was a collaboration via email contact versus actual meeting live. We would like to improve this aspect for next school year.
	Task Completed:	05/23/2012
	3. Team leaders will encourage input, quarterly, from team members on the design, implementation, and ammendments of all remediation programs.	
	Assigned to:	Shurlyn Maltz
	Added date:	07/27/2011
	Target Completion Date:	05/25/2012
	Comments:	Mr. Rainwater represented the Leadership Team by emailing all staff on a quarterly basis. This communication was used to voice concerns, answer questions, and provide feedback as our plan unfolded throughout the year.
	Task Completed:	05/22/2012
	4. The leadership team will communicate with the faculty and staff concerning the new information given: the building of academic vocabulary, using informational text, and writing across the curriculum, as well as, maintaining many of the strategies that were established last year at meeting on August 14, 2012.	
	Assigned to:	Shurlyn Maltz
	Added date:	08/01/2012
	Target Completion Date:	08/14/2012
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
Indicator	EEIIIA-7.02 - School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.(285)(TA1,TA5)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	School leadership regularly analyzes student performance, data, and information from benchmark results, prep tests, and previous years test scores to inform programmatic and academic decisions.
Indicator	EEIIIA-7.06 - School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary. (289)(OKPCS,SI,TA1,TA3)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 12/20/2012
	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:	There is a written policy in place to limit distractions and disruptions to the school day.	
Plan	Assigned to:	Joan Hagy	
	How it will look when fully met:	As part of the UVA we have adopted a flex schedule twice a week to help with intervention. During our 90 min PLCS each week we look at data and plan out extra intervention for these students during flex schedule. GJHS classes are 50 minutes in length and we have designated the middle thirty minutes as uninterrupted instruction time.	
	Target Date:	05/22/2015	
	Tasks:		
	0. Flex schedule twice a week by shortening each class 5 minutes and taking away home room to provide 40 minutes for tutoring and intervention. Monday are designated for Math/Social Studies and Tuesdays for ELA and Science.		
	Assigned to:	Doug Ogle	
	Added date:	03/12/2014	
	Target Completion Date:	05/23/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	EEIIIA-7.10 - School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.(293) (TA1)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010	
	Evidence:	Faculty meetings are focused on students academic performance and improvements. The schools learning environment is supportive, safe, orderly, equitable, and healthy for students and teachers. Because of teaming, staff members are able to converse about student academic performance, as well as, social interactions.	
Collaborative Leadership-Effective Leaders			
Essential Element 8 - Organizational Structure and Resources			
Indicator	EEIIIB-8.03 - School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students.(297)(TA1)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010	
	Evidence:	School leadership makes staff assignments based upon the learning needs of all students and seeks highly qualified and content certified teachers. They also provide instructional assistance in sufficient numbers to assist teachers in meeting the learning needs of all students. However, class size could be adjusted and more assistance provided with co-teaching of special education.	
Indicator	EEIIIB-8.04 - School leadership ensures efficient use of instructional time to maximize student learning.(298)(TA1,TA3)		

Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	School leadership schedules programs during instructional time and adjusts the scheule as appropriate to reinforce specific learning goals of students such as the Academic Achievement class and homework lunch.
Indicator	EIIIIB-8.05 - School leadership uses effective strategies to attract highly qualified and highly effective teachers.(299)(OKPCS,SI,TA1,TA2)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/20/2012
	Evidence:	We actively recruit highly qualified and effective teachers through job fairs and various school recruiter tools.
Indicator	EIIIIB-8.08 - School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.(302)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 12/20/2012
	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:	Limited fiscal resources are distributed evenly based on need. Process will be more defined when additional resources become available.
Plan	Assigned to:	Not yet assigned
Indicator	EIIIIB-8.09 - School leadership directs funds based on an assessment of needs aligned to the school improvement plan.(303)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010
	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:	There is not a school improvement plan from which to direct funds based on needs aligned to the plan.
Plan	Assigned to:	Not yet assigned
Indicator	EIIIIB-8.10 - School leadership allocates and integrates state and federal program resources to address identified student needs.(304)(OKPCS,SI,TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/20/2012
	Evidence:	

Evidence:	Federal and state funds are fully integrated in the school.
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Collaborative Leadership-Effective Leaders

Essential Element 9- Comprehensive and Effective Planning

Indicator	EIIIIC-9.01 - School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.(305)(OKPCS,SI,TA1)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	School leadership establishes a collaborative process to develop and review the vision, beliefs, mission, and goals of the school, but it does not involve the entire staff, parents, or community stakeholders.
Plan	Assigned to:	Doug Ogle
	How it will look when fully met:	GJHS administration has picked a school leadership team that meets before the school year and updates the WISE tool and plans for the upcoming year. The school leadership meets during the school year and attends the mid-year UVA retreat and provides input to site administrators on keys decisions.
	Target Date:	05/23/2014
	Tasks:	
	0. Teachers will provide meaningful practice and extension by providing assignments based on levels of performance. GJHS has implemented a 90 min PLC once a week to look at data and to collaborate on curriculum. During this PLC teams can work on making sure they are vertically and horizontally aligned. With the help of the UVA, GJHS is looking at data to drive instruction and plan intervention with teacher action plans. Teachers will provide students with proficiency scales and with student tracking tools to differentiate instruction and help students track their individual success of state standards.	
	Assigned to:	Doug Ogle
	Added date:	03/31/2014
	Target Completion Date:	05/23/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	EIIIIC-9.02 - School planning team collects, manages, and analyzes data from multiple data sources.(306)(OKPCS,SI,TA1,TA5)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/20/2012
	Evidence:	School planning team gathers data from multiple sources and utilizes it the planning process.

Indicator	EIIIIC-9.05 - School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.(309)(TA1)		
Status	Objective Met 4/28/2011		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
		Objective Met - 04/28/2011	
		Will include in plan	
	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:	There is no school improvement goals or objectives. There is not a school planning team to identify action steps, resources, timelines, and persons responsible for implementing school goals and objectives.	
Plan	Assigned to:	Tim Rawls	
	How it will look when fully met:	The school improvement plan will be evaluated to form or alter specific goals and tasks with the identification of current strengths and weaknesses. The plan will focus on closing achievement gaps, using BAV concepts, the use of informational text, and writing. Professional development needs to be sought out to focus on these concerns.	
	Target Date:	05/24/2013	
	Tasks:		
		1. To work with the members of the staff that attended the Data Retreat on building a framework to support the school improvement plan.	
	Assigned to:	Tim Rawls	
	Added date:	07/28/2010	
	Target Completion Date:	05/24/2013	
	Comments:	We need to meet to complete task for each objective and assign responsibilities.	
	Task Completed:	08/02/2010	
		2. Once plan is formulated the leadership team will present it to the faculty.	
	Assigned to:	Tim Rawls	
	Added date:	08/03/2010	
	Target Completion Date:	08/17/2012	
	Comments:	Each team member will be responsible for communicating one of the goals to the faculty and staff at the faculty meeting prior to school starting.	
	Task Completed:	08/17/2010	
		3. Review and revise procedures for homework lunch and academic achievement class based on results from previous year.	
	Assigned to:	Tim Rawls	
	Added date:	08/03/2010	
	Target Completion Date:	10/01/2012	
	Comments:		

	Task Completed:	08/16/2010
Implement	Percent Task Complete:	
	Objective Met:	4/28/2011
	Experience:	4/28/2011 At the Policies and Procedures Meeting at the beginning of the school year, the Leadership Team presented and educated the staff on the goals set in the WISE Plan and enlisted their support.
	Sustain:	4/28/2011 This will need to be done on an annual basis.
	Evidence:	4/28/2011 All information was presented to teachers and staff at the Policies and Procedures Meeting.
Indicator	EIIIIC-9.07 - School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.(311)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010
	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:	We currently do not have a comprehensive school improvement plan, so there are not goals to evaluate.
Plan	Assigned to:	Not yet assigned
Indicator	EIIIIC-9.08 - School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.(312) (OKPCS,SI,TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/20/2012
	Evidence:	Weekly assignments, tests, projects, and quarterly benchmark tests are given and scores are analyzed regularly to determine the effectiveness of instruction.

High School

School Improvement

Guthrie Public Schools

Comprehensive Plan Report

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

5/5/2014

Guthrie High School NCES - 401356000633

Guthrie Public Schools

Ways to Improve School Effectiveness (WISE) - School Indicators

Key Indicators are shown in RED.

Academic Learning and Performance

Essential Element 1 - Curriculum

Indicator	EEIA-1.01 - Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.(233)(TA4)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Limited development and partial implementation.	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	All core teachers will document either PASS or Common Core Standards in weekly lesson plans. Benchmark data will assess mastery of stated standards including DOK items.	
	Target Date:	05/23/2014	
	Tasks:		
	0. 3rd Quarter benchmarks will be given the week of March 10-14. Data will be analyzed and six week action plans to address deficiencies will be constructed.		
	Assigned to:	Michelle Redus	
	Added date:	03/04/2014	
	Target Completion Date:	03/31/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	EEIA-1.02 - Instructional teams articulate the learning standards through grade level objectives. (234)(TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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

	Opportunity Score:		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Due to the TLE more emphasis needs to place on stating objectives.	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Weekly PLC meetings to articulate standards and discuss effective learning strategies with fellow teaching partner.	
	Target Date:	05/23/2014	
Indicator	EEIA-1.03 - Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.(235)(TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Limited development and partial implementation.	
Plan	Assigned to:	Dusty Throckmorton	
	How it will look when fully met:	District wide vertical alignment meeting to eliminate overlaps and curriculum gaps	
	Target Date:	02/17/2014	
Indicator	EEIA-1.04 - Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps(236)(OKPCS,SI,TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Movement towards vertical alignment within each department.	
Plan	Assigned to:	Donna Russell	
	How it will look when fully met:	Vertically aligned curriculum maps will be crafted for each of the four core subject areas and will be available at each school site and the district administrative center.	
	Target Date:	08/01/2014	
Indicator	EEIA-1.05 - Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options.(237)(TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:		

Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Shift to CCSS will address this standard.	
Plan	Assigned to:	Dusty Throckmorton	
	How it will look when fully met:	Each student at Guthrie High School will be assigned to an advisory group whereby college and career options will be explained at monthly sessions. Advisory teachers will help students sign up for the ACT, pre-enroll for the upcoming year, and apply to colleges and universities.	
	Target Date:	05/31/2017	
Indicator	EEIA-1.06 - Instructional teams review alignment to standards and revise site-level curriculum accordingly.(238)(TA4)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012	
	Evidence:	Curriculum maps show alignment of Common Core.	
Indicator	EEIA-1.07 - School leadership and instructional teams ensure all students have access to the common academic core curriculum.(239)(TA4)		
Status	Tasks completed: 1 of 3 (33%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	limited development and partial implementation.	
Plan	Assigned to:	Stephen Hodge	
	How it will look when fully met:	<ol style="list-style-type: none"> 1. Senior level classes will begin teaching to the common core standards. 2. All classes will add common core to current curriculum maps. 3. Teachers will present the side-by-side common core standards with P.A.S.S. objectives to students. 	
	Target Date:	06/01/2012	
	Tasks:		
		1. All classes will add common core standards to their current curriculum maps by the end of this school year.	
	Assigned to:	Stephen Hodge	
	Added date:	10/24/2011	
	Target Completion Date:	06/01/2012	
	Comments:		

2. Senior level classes will implement the common core standards by the end of this year.

Assigned to:	Kim Barrett
Added date:	10/24/2011
Target Completion Date:	06/01/2012
Comments:	English IV classes have mapped out and aligned to the Common Core.
Task Completed:	03/06/2012

3. By the 2012-2013 school year, teachers will present the common core standards side by side with PASS to students.

Assigned to:	Krisy Curtin
Added date:	10/24/2011
Target Completion Date:	08/19/2012
Comments:	

Implement Percent Task Complete: Tasks completed: 1 of 3 (33%)

Academic Learning and Performance

Essential Element 2 - Classroom Evaluation and Assessment

Indicator EEIB-2.01 - All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.(240)(TA4)

Status In Plan / No Tasks Created

Rubric Score: 2

Assessment Level of Development: Initial: **Limited Development** 08/01/2012

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: Edusoft in place, project based assessments and Benchmark schedule.

Plan Assigned to: Bret Stone

How it will look when fully met: Teacher made benchmarks for the entire 2104-15 school year will available for use prior to the first day of school.

Target Date: 08/20/2014

Indicator EEIB-2.02 - All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.(241)(TA4)

Status In Plan / No Tasks Created

Rubric Score: 2

Assessment Level of Development: Initial: **Limited Development** 08/01/2012

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: Department meetings, scheduled PD time to collaborate with teaching partner(s), looking at common plan times.

Plan Assigned to:

Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	Common formative assessments will be developed during quality PLC time throughout the 2013-2014 school year. The assessments will be given every six weeks in math classes and every nine weeks in the other core subjects.
	Target Date:	08/04/2014
Indicator	EEIB-2.03 - All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.(242)(TA4)	
Status	Objective Met 10/24/2011	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010
		Objective Met - 10/24/2011
		Will include in plan
	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:	Little or no development or implementation.
Plan	Assigned to:	Bret Stone
	How it will look when fully met:	By January 2011, all core teachers will use scheduled collaboration time to create regular common assesments which include pre-tests, post tests and benchmarks within each subject area. Pre-tests will be used to determine the amount of time certain objectives should be covered. Post test (Benchmarks) data will be used to determine areas needed for re-teaching and remediation.
	Target Date:	10/18/2011
	Tasks:	
	1. Create a schedule of collaboration dates and times for all core teachers to develop pre-tests, pro-tests, and benchmark exams.	
	Assigned to:	Bret Stone
	Added date:	07/28/2010
	Target Completion Date:	08/17/2010
	Comments:	A schedule has been set for teachers to meet and develop pre and post tests as well as benchmark exams.
	Task Completed:	11/01/2010
	2. Meet with Department Heads to discuss expectations of core common assessments and benchmark exams. For example, how and when each test should be given and how data should be used to drive instruction.	
	Assigned to:	Chad Wilson
	Added date:	07/28/2010
	Target Completion Date:	08/19/2010
	Comments:	Benchmark and common assessment exam dates have been set. Time has been set aside to allow teachers to review data and adapt instruction.
	Task Completed:	11/01/2010

	3. Benchmark exam #1 will be given prior to fall break. Results will be analyzed during subsequent scheduled collaboration time to determine instruction.	
	Assigned to:	Department Heads
	Added date:	07/28/2010
	Target Completion Date:	10/19/2010
	Comments:	The first benchmark exam was given and the results have been analyzed by the instructors. Time has been set aside (once every two weeks) for instructors to adapt instruction based on the results of the benchmark.
	Task Completed:	11/01/2010
	4. All teachers will receive training that allows them to incorporate edusoft into their pre-tests, post-tests and benchmark assessments.	
	Assigned to:	Chad Wilson
	Added date:	11/08/2010
	Target Completion Date:	10/24/2011
	Comments:	
	Task Completed:	03/24/2011
Implement	Percent Task Complete:	
	Objective Met:	10/24/2011
	Experience:	10/24/2011 Objective has been met through numerous staff and department meetings. Teachers and administrators have met to create pre and post assessment as well as benchmark exams. The results of the assessments have been used to determine instruction.
	Sustain:	10/24/2011 We will continue to meet regularly to discuss results of assessments and improve instruction in the classroom. Department Heads collect data as well as assessments and hand those in to administrator to ensure this is being done.
	Evidence:	10/24/2011 Instruction has become more targeted to weaknesses. Testing scores have increased.
Indicator	EEIB-2.04 - All students can articulate expectations in each class and know what is required to be proficient.(243)(TA4)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	All objectives will be stated and/or posted in the classroom. Reiterated by the teacher/student during instructional time.
Plan	Assigned to:	Bret Stone
	How it will look when fully met:	Learning goals will be posted daily in each classroom and MAP and benchmark data will be used to determine proficiency.
	Target Date:	

	Target Date:	05/23/2014
Indicator	EEIB-2.05 - All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.(244) (OKPCS,SI,TA4,TA5)	
Status	Tasks completed: 3 of 4 (75%)	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010 Objective Met - 04/23/2012 Will include in plan
	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:	By September 13th, 100% of staff will utilize MAP software to track student growth on BOY benchmarks. By the end of October, every staff member will be using ALCA data to track student growth utilizing three week assessments. This will continue throughout the school year.
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	By September 13th, 100% of staff will utilize MAP software to track student growth on BOY benchmarks. By the end of October, every staff member will be using ALCA data to track student growth utilizing three week assessments. This will continue throughout the school year.
	Target Date:	09/13/2013
	Tasks:	
	1. Analysis of Edusoft results. Create and implement plan to address weaknesses.	
	Assigned to:	Chris LeGrande
	Added date:	10/24/2011
	Target Completion Date:	12/15/2011
	Comments:	We have used data from semester benchmark exams, winter EOI results to modify instruction and target weak areas.
	Task Completed:	03/06/2012
	2. Analysis of E.O.I. results. Create and implement plan to address weaknesses.	
	Assigned to:	Chad Wilson
	Added date:	10/24/2011
	Target Completion Date:	10/18/2011
	Comments:	We have analyzed the 2010-2011 EOI test results and created and implemented plans for improvement in our weak areas.
	Task Completed:	10/18/2011
	3. Class swaps for remediation.	
	Assigned to:	Kim Barrett
	Added date:	10/24/2011
	Target Completion Date:	05/28/2012
	Comments:	Plans for class swaps have been set up for the two weeks after remediation. Classes include English II, English III, Biology, Algebra I,

		Algebra II, Geometry and US History.
	Task Completed:	03/06/2012
	4. Provide MAP and ALCA training to staff	
	Assigned to:	Department Chairs
	Added date:	08/07/2013
	Target Completion Date:	08/28/2013
	Comments:	Prepare all teachers to utilize MAP and ALCA. Common assessments will be created by subject area teachers.
Implement	Percent Task Complete:	
	Objective Met:	4/23/2012
	Experience:	4/23/2012 The use of pre and post tests required teachers to align the tests to our curriculum maps and pacing calendars. In an effort to get the most relevant data, it was essential to make each subject a common assessment. Teachers in a specific subject area had to be on the same map and pace as their teaching partner. Once tests were taken and data a received from Edusoft it allowed teachers to find gaps in instruction and re-teach. "Class swaps" proved to an effective method of re-teaching that students and teachers enjoyed.
	Sustain:	4/23/2012 Curriculum maps will have to be continually updated and enhanced. Teachers will continue to need time to collaborate to improve assessments and plan for re-teaching or class swaps. Edusoft has proven to be effective, however, many teachers find it difficult to use. Therefore, more Edusoft professional development is needed. Continued improvement in remediation teaching methods.
	Evidence:	4/23/2012 After comparing pre and post test data, learning took place. Re-teaching proved to be effective through class swaps and using MAX teaching methods. Comparing pre and post test results was concrete evidence that the objective was effectively implemented.
Indicator	EEIB-2.06 - Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement.(245)(TA4)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Assigning teacher mentor program to at risk students throughout all grade levels.
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	During weekly PLC's, benchmark data is analyzed and individuals requiring instructional support are identified. Remediation plans are crafted for each student requiring support and subsequent testing determines the effectiveness of the instructional plans.
	Target Date:	05/23/2014
Indicator		

Indicator	EEIB-2.07 - School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.(246)(TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Curriculum maps posted on-line, reviews from administrators either during formal evaluation or walk through.	
Plan	Assigned to:	Dusty Throckmorton	
	How it will look when fully met:	Department heads, which are a part of the school leadership team, will assess the benchmark tests and subsequent scores to determine if the instruction aligns with the state standards. EOI results will ultimately provide evidence for the alignment of the written and taught curriculum.	
	Target Date:	08/01/2014	
Indicator	EEIB-2.08 - School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study.(247)(TA4)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012	
	Evidence:	By the end of September, every student will be assigned to an advisory group and be actively participating in predetermined lessons. This will continue once a month for the remainder of the school year.	
Indicator	EEIB-2.09 - All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.(815)(TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Edusoft implementation compiles scores and indicates areas of strengths and weaknesses.	
Plan	Assigned to:	Bret Stone	
	How it will look when fully met:	Weekly PLC's are in place to target and revise instructional strategies as well as analyze student testing data. PLC feedback sheets document the business that is conducted during the meetings and benchmark data authenticate student growth.	
	Target Date:	05/23/2014	

Academic Learning and Performance

Essential Element 3 - Instruction

Indicator	EEIC-3.01 - All teachers use varied instructional strategies that are scientifically research-based. (248)(TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	limited development and partial implementation.	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Teachers are evaluated using the Marzano Framework for Effective Teaching. In addition, MAX teaching strategies are documented in lesson plans and utilized in a majority of classrooms. Research based strategies are noted during classroom walk throughs.	
	Target Date:	05/23/2014	
Indicator	EEIC-3.02 - All teachers use instructional strategies and activities that are aligned with learning objectives.(249)(TA4)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010	
	Evidence:	Teachers regularly use differentiated instruction to meet specific student learning needs. Teachers regularly use instructional strategies and activities that are responsive to the learning styles of students.	
Indicator	EEIC-3.03 - All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.(250)(OKPCS,SI,TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	limited development and partial implementation.	
Plan	Assigned to:	Dusty Throckmorton	
	How it will look when fully met:	Currently, remediation and/or support classes use differentiation strategies to close learning gaps that have led to deficiencies. Individual tracking charts provide evidence that differentiation is being effective. Eventually, every teacher in the building will understand and utilize differentiation strategies.	

	Target Date:	05/20/2016
Indicator	EEIC-3.04 - All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.(251)(OKPCS,SI,TA4)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Implementation of BAV building wide, non-fiction writing and project based assessments and building better resources of non-fiction materials in the library and/or classrooms.
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	Evaluations, walk throughs and EOI results will document high levels of learning.
	Target Date:	05/23/2014
Indicator	EEIC-3.05 - All teachers incorporate the use of technology in their classrooms when it enhances instruction.(252)(OKPCS,TA4)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Technology use by all teachers including Smart Boards, iPads, airliners, projectors, computers and clickers.
Indicator	EEIC-3.06 - School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.(253)(OKPCS,SI,TA4)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Due to current budget constraints limited ability to purchase supplemental materials.
Plan	Assigned to:	Dusty Throckmorton
	How it will look when fully met:	MAX Teaching workbooks have been purchased for every teacher in the building and Common Core Vertical Progression guides are being used as we speak. Strategies are documented in lesson plans and on PLC feedback sheets.
	Target Date:	05/30/2014
Indicator	EEIC-3.07 - All teachers examine and discuss student work collaboratively and use this information to inform their practice.(254)(TA4)	
Status	In Plan / No Tasks Created	
	Rubric Score:	

	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Due to increase class sizes, lack of common plan preclude teachers from working collaboratively.	
Plan	Assigned to:	Kim Barrett	
	How it will look when fully met:	Scheduled weekly PLC time has been built into the school calendar to plan and to work collaboratively.	
	Target Date:	08/21/2013	
Indicator	EEIC-3.08 - All teachers assign purposeful homework and provide timely feedback to students. (255)(TA4)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	limited development.	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	This continues to be a work in progress. Examination of online grade book will document whether or not the objective has been met.	
	Target Date:	05/26/2017	
Indicator	EEIC-3.09 - School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas.(816)(TA4,TA5)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Implementation of teacher word wall, PD encompassing common core.	
Plan	Assigned to:	Bret Stone	
	How it will look when fully met:	Data analysis workshops were conducted on January 15th 2014. Since then, action plans have been written based on semester benchmark exams. Action plans will be monitored during classroom walk throughs.	
	Target Date:		

Target Date:	05/23/2014
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Professional Learning Environment-Effective Teachers

Essential Element 4 - School Culture

Indicator EEIIA-4.01 - School leadership fosters a positive school climate and provides support for a safe and respectful environment.(256)(TA6)

Status Full Implementation

Rubric Score:	3
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Assessment Level of Development:	Initial: Full Implementation 07/28/2010
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Evidence:	full implementation.
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Indicator EEIIA-4.02 - School leadership implements practices that focus on high achievement for all students.(257)(TA6)

Status In Plan / No Tasks Created

Rubric Score:	2
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Assessment Level of Development:	Initial: Limited Development 08/01/2012
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Index:	9	(Priority Score x Opportunity Score)
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Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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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)
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Describe current level of development:	MAX teaching strategies, TLE implementation, PD on the CCSS, Edusoft instruction and updating curriculum maps/lesson plans.
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Plan Assigned to:	Chris LeGrande
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How it will look when fully met:	Thanks in part to the UVA LEAD Initiative, practices have been implemented to focus on high levels of achievement for all students. EOI test results will provide evidence that effective instruction is occurring.
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Target Date:	05/27/2016
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Indicator EEIIA-4.03 - All teachers hold high academic and behavioral expectations for all students.(258)(TA6)

Status In Plan / No Tasks Created

Rubric Score:	2
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Assessment Level of Development:	Initial: Limited Development 07/28/2010
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Index:	6	(Priority Score x Opportunity Score)
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Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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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)
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Describe current level of development:	limited development
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Plan Assigned to:	Chris LeGrande
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How it will look when fully met:	This continues to be a work in progress with a high amount of teacher turnover this past school year. Evaluations and walk throughs will authenticate high expectations for all students.
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Target Date:	06/30/2017
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Indicator EEIIA-4.04 - All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.(259)(OKPCS,SI,TA6)

Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Collaborative efforts due to department meetings.	
Plan	Assigned to:	Dusty Throckmorton	
	How it will look when fully met:	Teachers are involved in the curriculum alignment, planning and implementation during weekly PLC meetings. PLC feedback sheets shows evidence that the objective is being met.	
	Target Date:	05/23/2014	
Indicator	EEIIA-4.05 - All teachers recognize and accept their professional role in student successes and failures.(260)(TA6)		
Status	Objective Met 4/23/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/23/2012	
	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:	limited development.	
Plan	Assigned to:	Chad Wilson	
	How it will look when fully met:	<ol style="list-style-type: none"> 1. Department Heads check lesson plans and the analysis of test results. 2. Include failures and remediations of classes as part of the teacher evaluations. 3. Student evaluations of teachers to be completed every semester with benchmarks. 	
	Target Date:	06/01/2012	
	Tasks:		
	1. Department heads check lesson plans for P.A.S.S./Common Core and that the analysis of test results are leading remediation.		
	Assigned to:	Chad Wilson	
	Added date:	10/24/2011	
	Target Completion Date:	05/28/2012	
	Comments:	Lesson plans are currently being monitored by Department Heads and Principals at monthly Department Head Meetings.	
	Task Completed:	03/06/2012	

2. Class failures and remediation plans will be added to teacher evaluations.	
Assigned to:	Bret Stone
Added date:	10/24/2011
Target Completion Date:	12/15/2011
Comments:	All evaluations included discussions about the number of failures in the teachers class and written remediation plans for students.
Task Completed:	03/06/2012
3. Student evaluation of teachers will occur every semester with benchmark testing.	
Assigned to:	Stephen Hodge
Added date:	10/24/2011
Target Completion Date:	05/28/2012
Comments:	1st semester student evaluations were done on December 19th and 20th. 2nd semester evaluations are scheduled for early May.
Task Completed:	03/06/2012
Implement	Percent Task Complete:
	Objective Met:
	4/23/2012
	Experience:
	4/23/2012 By monitoring lesson plans, including remediation as part of each teachers evaluation and using student evaluations of their teachers, we were able to get buy-in from teachers that the success of students in their classrooms was their responsibility. We discussed in faculty meetings, department head meetings and department meetings that it was no longer good enough to just pass out work and give students a grade. Every teacher has a responsibility to get their students to succeed. If students were struggling with subject material we provided remediation. If it was apathy we contacted parents and counselors. Much like a coach, who is responsible for the success of a team no matter how talented, teachers have to continue to find ways to ensure the success of each student.
	Sustain:
	4/23/2012 Administrators and Department Heads will have to continue to emphasize the importance of this objective to teachers. This will be done through teacher evaluations and meetings. Principals and department heads will monitor lesson plans to make sure remediation is included. The ineligible list will be monitored to see if any teacher has an extremely high amount of failures - if so, ask why and what is the teacher doing to remediate those students. Parental contact will continue to be required of teachers.
	Evidence:
	4/23/2012 Overall, because of this objective, teachers searched for ways to ensure the success of their students. Our ineligible list has decreased in the amount of students failing at least one class. Lesson plans have been handed in and monitored twice a month. Teachers had to show a remediation plan during their evaluations and discuss reasons for any student failures. Teachers received feedback from student evaluations of their teachers.
Indicator	EEIIA-4.06 - School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students.(261)(TA6)
Status	Full Implementation
	Rubric Score:
	3
Assessment	Level of Development:

Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Use of teacher academic strengths.
Indicator	EEIIA-4.07 - All teachers communicate regularly with families about individual student progress. (262)(TA6,TA7)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	limited.
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	This continues to be a work in progress. Email and/or phone logs and parent/teacher conference sign in sheets provide evidence of effective communication concerning student progress.
	Target Date:	05/23/2014
Indicator	EEIIA-4.08 - All teachers and staff provide time and resources to support students' best efforts. (263)(TA6)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	By the end of September, every student will be assigned to an advisory group and be actively participating in predetermined lessons. This will continue once a month for the remainder of the school year.
Plan	Assigned to:	Dusty Throckmorton
	How it will look when fully met:	By the end of September, every student will be assigned to an advisory group and be actively participating in predetermined lessons. This will continue once a month for the remainder of the school year. Advisory time will take place during an assembly bell schedule so no class period is missed. Students will stay with the same advisor for the remainder of their time at GHS
	Target Date:	09/30/2013
	Tasks:	
	1. staff will work quickly to assign students to advisory teachers and establish curriculum for advisory time. Students will create an academic notebook to help document progress toward academic goals.	
	Assigned to:	Dusty Throckmorton
	Added date:	08/07/2013
	Target Completion Date:	09/20/2013
	Comments:	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	EEIIA-4.09 - School leadership and all teachers celebrate student achievement publicly.(264) (TA6)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Identify all students that qualify for Principal and Superintendent Honor Roll.
Plan	Assigned to:	Dusty Throckmorton
	How it will look when fully met:	Honor rolls are published in local newspapers and students exhibiting growth from one benchmark to the next are recognized by individual teachers with a pizza party or other type of incentive.
	Target Date:	05/30/2014
Indicator	EEIIA-4.10 - All school staff and students practice equity and demonstrate respect for diversity. (265)(TA6)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Students are attuned to student diversity.
Plan	Assigned to:	Dusty Throckmorton
	How it will look when fully met:	A respectful and smooth running school will be evidenced by fewer office referrals than the year before for bullying and fighting.
	Target Date:	05/30/2014
Indicator	EEIIA-4.11 - Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community.(266)(TA6)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Student leadership class, STUCO, United Week, and Homecoming Week.

Professional Learning Environment-Effective Teachers

Essential Element 5 - Student, Family, and Community Support

Indicator	EEIIB-5.01 - Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.(267)(TA7)		
Status	Objective Met 4/23/2012		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010	
		Objective Met - 04/23/2012	
		Will include in plan	
	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:	little to none development	
Plan	Assigned to:	Bret Stone	
	How it will look when fully met:	<ol style="list-style-type: none"> 1. Classroom style Open House. 2. Incentives to the students for parents attending or initiating contact during parent/teacher conferences. 3. Parent driven programs such as, tutoring, college information nights, volunteers for test monitoring, etc. 	
	Target Date:	06/01/2013	
	Tasks:		
		1. Classroom Style Open House.	
	Assigned to:	Chad Wilson	
	Added date:	10/24/2011	
	Target Completion Date:	09/13/2011	
	Comments:	We had a classroom style open house where parents/guardians followed their students class schedule. We had a great turnout.	
	Task Completed:	09/13/2011	
		2. Incentive for attending or contacting teachers on Parent/Teacher conferences.	
	Assigned to:	Kim Barrett	
	Added date:	10/24/2011	
	Target Completion Date:	03/20/2012	
	Comments:	Teachers gave incentives for parents attending the Parent/Teacher conferences during the first semester and second semester. Overall attendance was improved.	
	Task Completed:	04/23/2012	
		3. Parent driven programs such as Career Night, tutoring, test monitoring, etc.	
	Assigned to:	Chris LeGrande	
	Added date:	10/24/2011	
	Target Completion Date:	05/28/2011	
	Comments:	We currently have several parents scheduled to monitor EOI tests	

	Comments:	beginning April 16th. We have also had one Career Day in the Freshman Center where parents came and gave presentation over their careers.
	Task Completed:	03/06/2012
Implement	Percent Task Complete:	
	Objective Met:	4/23/2012
	Experience:	4/23/2012 Our classroom style Open House was very effective. We received positive feedback from parents, community members and teachers. Next year we need to add two minutes to each class. Teachers provided incentives for students whose parents came or called during Parent-Teacher conferences. Because of this we had more parents at conferences than any in the last three years.
	Sustain:	4/23/2012 Continue to reach out to the community for input and assistance. The classroom style open house was effective and we want to continue to improve on it by setting up information booths on all programs within the high school. Continue to be creative in finding ways to get parents to attend Parent-Teacher conferences.
	Evidence:	4/23/2012 We had teachers keep sign in sheets for Parent-Teacher Conferences, we had more parents this year than any in the last three years. Very positive feedback from parents, community members and teachers on the classroom style open house.
Indicator	EIIIB-5.02 - All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).(268)(OKPCS,SI,TA7)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Room for improvement 2+ +
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	Tutoring is available before school, during lunch and after school. RTI efforts have been implemented with the incoming freshman class, all students who are academically eligible may participate in extra-curricular activities.
	Target Date:	05/23/2014
Indicator	EIIIB-5.03 - School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.(269)(OKPCS,SI,TA7)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Bell schedule Open House, teacher Websites, on-line grades and school messenger. Improvement needed with teachers notification students grade to parents.	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	School Messenger was sent out on February 14th, 2014 encouraging parents to discuss progress reports with their child and to sign up for online grade book access if they have not already done so. School messenger promoting parent/teacher conferences will be sent out on Monday, March 10th, 2014.	
	Target Date:	05/23/2014	
Indicator	EEIIB-5.04 - School leadership and staff provide students with academic and non-academic guidance programs, including peer and professional counseling and mentoring, as needed.(270) (TA7)		
Status	In Plan / No Tasks Created		
	Rubric Score:	1	
Assessment	Level of Development:	Initial: No development or Implementation 08/01/2012	
	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:	Teacher mentoring	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Advisory groups have been established this academic year to provide counseling and/or mentoring. The groups meet monthly for 35 minutes at a time. At the March session, teachers will hold student conferences to discuss recent progress reports.	
	Target Date:	05/23/2014	
Indicator	EEIIB-5.05 - All school staff maintains timely and accurate academic, behavioral, and attendance information to parents.(271)(OKPCS,SI,TA7)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Limited development	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Parents are notified daily through a message system if student misses one or more class periods. Student grade are available 24/7 through an	

		online grade book program. Teachers are encouraged to notify parents concerning behavioral and/or academic issues. Administrators contact parents regarding attendance and/or behavioral problems.
	Target Date:	05/23/2014
Indicator	EEIIB-5.06 - School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school. (817)(OKPCS,SI,TA7)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Open House and AP parent informational night
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	AP parent night will be scheduled for late April or early May. Open house was held on September 12, 2013 to discuss policies and procedures and to offer Oklahoma Promise information as well as college opportunities. Freshman Parent Night is being considered for early May.
	Target Date:	05/23/2014
Indicator	EEIIB-5.07 - School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities.(818)(TA7)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	More community friendly Board meetings.
Plan	Assigned to:	Dusty Throckmorton
	How it will look when fully met:	Parents, students, staff and community members are a part of our safe school committee. Survey Monkey is utilized to solicit feedback from parent/teacher conferences. Ministerial Alliance helps plan Baccalaureate services.
	Target Date:	05/23/2014
Indicator	EEIIB-5.08 - School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders.(819)(TA7)	
Status	Full Implementation	

	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Teacher Websites, email, online grades and school messenger.

Professional Learning Environment-Effective Teachers

Essential Element 6 - Professional Growth, Development, Evaluation

Indicator	EEIC-6.01 - All teachers and school leadership collaboratively develop written individual professional development plans based on school goals.(272)(TA2)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Introduction of the new TLE and educating staff on expectations.
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	At the suggestion of our school leadership team, professional day on February 17, 2014 was devoted to district vertical alignment and the development of action plans based on recent benchmark exams.
	Target Date:	02/17/2014

Indicator	EEIC-6.02 - School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.(273)(TA2)	
Status	In Plan / No Tasks Created	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 08/01/2012
	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:	Need to implement common plan and PLC's.
Plan	Assigned to:	Bret Stone
	How it will look when fully met:	This continues to be a work in progress. Presently, administrators assign instructional rounds for struggling teachers. Beginning with the 2014-15 school year, teachers will be required to make at least one peer-to-peer observation each semester. This will be documented on iObservation.
	Target Date:	05/22/2015

Indicator	EEIC-6.03 - School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.(274)(TA2)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012

	Evidence:	PD is provided implementation needs work.
Indicator	EEIIC-6.04 - School planning team uses goals for student learning to determine professional development priorities for all staff.(275)(TA2)	
Status	Objective Met 10/24/2011	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 07/28/2010 Objective Met - 10/24/2011 Will include in plan
	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:	Limited development and partial implementation
Plan	Assigned to:	Chad Wilson
	How it will look when fully met:	We will analyze all data available to determine/prioritize professional development needs. We will gear our professional development toward areas that would promote growth in our teachers as well as our school.
	Target Date:	05/27/2011
	Tasks:	
	1. Tim Landess, agent in charge of special operations for the state of Oklahoma, will speak to our faculty about drug use, symptoms, ways to recognize a user, and what to do if you suspect a student is using.	
	Assigned to:	Bret Stone
	Added date:	03/24/2011
	Target Completion Date:	01/17/2011
	Comments:	
	Task Completed:	01/17/2011
	2. Teachers will go through CPI training. This training is to assist teachers and staff with coping with special needs students. Teachers will learn techniques to effectively calm, pacify and restrain special needs students.	
	Assigned to:	Bret Stone
	Added date:	03/24/2011
	Target Completion Date:	05/27/2011
	Comments:	
	Task Completed:	01/17/2011
	3. Slate Training. Teachers will learn how to effectively use an airliner in the classroom. Basic functions of the airliner will be taught as well as how they could incorporate lessons into their classrooms.	
	Assigned to:	Juana Benson
	Added date:	03/24/2011
	Target Completion Date:	05/27/2011
	Comments:	
	Task Completed:	01/17/2011

4. Edusoft Training. Teachers will be taught how to use the edusoft software. They will learn how to give assessments, get the results back and analyze the results. After analyzing the results they will be able to re-teach to specific student needs.

	Assigned to:	Chad Wilson
	Added date:	03/24/2011
	Target Completion Date:	05/27/2011
	Comments:	
	Task Completed:	01/17/2011
Implement	Percent Task Complete:	
	Objective Met:	10/24/2011
	Experience:	10/24/2011 After analyzing data from benchmarks, common assessments, ACT results, EOI results, and attendance data we developed a plan to improve in our weak areas. We have provided incentive for attendance, grades and test results. We have been trained multiple times on edusoft. We have had MAX training to improve classroom instruction.
	Sustain:	10/24/2011 Continue to find quality professional development opportunities for teachers to improve instruction and management.
	Evidence:	10/24/2011 Test scores and attendance has improved.
Indicator	EEIIC-6.05 - All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.(276)(OKPCS,SI,TA2)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	PLC's will exhibit effective elements 80% of the time in September and rising to 100% in October and throughout the remainder of the school year.
Plan	Assigned to:	Bret Stone
	How it will look when fully met:	PLC's will exhibit effective elements 80% of the time in September and rising to 100% in October and throughout the remainder of the school year. PLC agenda will document teacher participation with teacher led PLC. Each teacher in the department will have a turn chairing the meeting.
	Target Date:	10/30/2013
	Tasks:	
	1. Non housekeeping agendas will be created to ensure proper use of PLC time. Focus will be on common assessment formation, ALCA and MAP data to help drive student achievement.	
	Assigned to:	Department Chairs
	Added date:	08/07/2013
	Target Completion Date:	10/30/2013

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	EIIC-6.06 - School planning team designs professional development that has a direct connection to the analysis of student achievement data.(277)(TA2,TA5)	
Status	Objective Met 4/23/2012	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
		Objective Met - 04/23/2012
	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:	Limited/Partial development
Plan	Assigned to:	Chad Wilson
	How it will look when fully met:	Peer led edusoft training held throughout the year. Every nine weeks, departments will meet and analyze benchmark data and develop strategies to improve weak areas. Meet with curriculum partners, department head, to evaluate curriculum map progress. MAX Training.
	Target Date:	05/28/2012
	Tasks:	
	1. Peer led Edusoft training held throughout the year.	
	Assigned to:	Kim Barrett
	Added date:	10/24/2011
	Target Completion Date:	05/28/2012
	Comments:	We have had several trainings throughout the year on Edusoft. Kim Barrett and Kristy Curtin have led the trainings. Our last training was February 20th.
	Task Completed:	03/06/2012
	2. Nine weeks department meetings with analysis of benchmarks and strategies to improve weak areas.	
	Assigned to:	Chris LeGrande
	Added date:	10/24/2011
	Target Completion Date:	03/20/2012
	Comments:	All departments have met three times to analyze benchmark results and adjust instruction based on results. We have scheduled one more meeting for the last quarter.
	Task Completed:	03/06/2012
	3. Meet with curriculum partners, or department head, to evaluate curriculum map progress.	
	Assigned to:	Stephen Hodge
	Added date:	10/24/2011
	Target Completion Date:	03/20/2012
	Comments:	

	Comments:	Curriculum maps are complete and up to date.
	Task Completed:	04/23/2012
4. MAX Training		
	Assigned to:	Chad Wilson
	Added date:	10/24/2011
	Target Completion Date:	09/15/2011
	Comments:	A representative from MAX teaching and gave inservice over strategies.
	Task Completed:	09/05/2011
Implement	Percent Task Complete:	
	Objective Met:	4/23/2012
	Experience:	4/23/2012 We have had 3 peer led edusoft trainings this school year. Teachers are more skilled at utilizing edusoft. Benchmark data was analyzed at each nine week period. Re-teaching and class swaps took place based on the data provided. Teaching partners met and updated all curriculum maps and pacing calendars.
	Sustain:	4/23/2012 Continue to provide edusoft training throughout the school year. Utilize benchmark data to provide remediation. Find time for teaching partners to work together to update curriculum maps.
	Evidence:	4/23/2012 Curriculum maps and pacing calendars have been updated and are being utilized. Edusoft has been utilized to provide teachers with specific data on the strengths and weakness of their students. MAX training has taken place to improve instruction.
Indicator	EEIIC-6.07 - School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective.(278)(TA2)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	New TLE will be fully implemented.
Indicator	EEIIC-6.08 - School leadership implements a process for all staff to participate in reflective practice and collect schoolwide data to plan professional development.(279)(TA2)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	PD committee select training based on current climate.
Indicator	EEIIC-6.09 - School leadership provides adequate time and appropriate fiscal resources for professional development.(280)(TA2)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	PD is provided yearly to all staff members. Implementing more teacher collaborative PD.
Indicator	EEIIC-6.10 - All teachers participate in professional development that increases knowledge of child and adolescent development, encourages the use of effective pedagogy, supports	

	techniques for increasing student motivation, and addresses the diverse needs of students in an effective manner.(281)(TA2)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012	
	Evidence:	All teachers attend yearly and/or on going PD.	
Indicator	EEIIC-6.11 - School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.(282)(TA2,TA3)		
Status	Objective Met 4/25/2012 4/25/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/25/2012 04/25/2012	
	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:	Limited/Partial implementation	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Each faculty member will be required to observe at least one other teacher in the building each semester during the 2010-2011 school year. In addition, the Freshman Center faculty will be trained by a state department employee in the components of Windows of Curriculum. The program will be implemented first in the Freshman Center and over the next two years in the rest of the school.	
	Target Date:	01/07/2011	
	Tasks:		
	1. Explain expectation at first faculty meeting in August Create a non-threatening observation tool to submit to an administrator upon completion of each classroom visit Schedule Windows to Curriculum in service Schedule subs to cover rooms during observation times		
	Assigned to:	Chris LeGrande	
	Added date:	07/28/2010	
	Target Completion Date:	09/30/2010	
	Comments:	Expectations of Windows to Curriculum was explained at first faculty meeting. Subs were scheduled to allow teachers to attend training. Teachers are submitting observations weekly.	
	Task Completed:	11/01/2010	
	2. Teachers will turn in their window of curriculum evaluations and Chad Wilson and/or Chris LeGrande will record information. The results of the evaluations will be reported at our monthly faculty meetings and be on display in the copier room throughout the year.		
	Assigned to:	Chad Wilson	
	Added date:	11/01/2010	

	Target Completion Date:	05/20/2011
	Comments:	Teachers turned in evaluations to Mr. LeGrande. He recorded all information on our Windows to Curriculum chart and presented it at monthly faculty meetings.
	Task Completed:	05/20/2011
Implement	Percent Task Complete:	
	Objective Met:	4/25/2012 4/25/2012
	Experience:	4/25/2012 At first, a few teachers felt intimidated by having other teachers observe and evaluate their classes. We also spent time having each teacher observe classes outside their subject matter. Evaluations came back very positive - not many had anything negative. 4/25/2012 At first, a few teachers felt intimidated by having other teachers observe and evaluate their classes. We also spent time having each teacher observe classes outside their subject matter. Evaluations came back very positive - not many had anything negative.
	Sustain:	4/25/2012 I would like to focus the evaluations for teachers to look for specific skills from other teachers. In many of the evaluations, teachers talked about seeing an closing to an assignment or them monitoring the room - very generic. I would like to see them evaluate specific teaching methods or talk about the skill level of the methods. 4/25/2012 I would like to focus the evaluations for teachers to look for specific skills from other teachers. In many of the evaluations, teachers talked about seeing an closing to an assignment or them monitoring the room - very generic. I would like to see them evaluate specific teaching methods or talk about the skill level of the methods.
	Evidence:	4/25/2012 Teachers had many opportunities to observe other teachers and share ideas about methods or procedures. Specifically, Cornell Note Taking - this method was shared among teachers and departments and effectively utilized. 4/25/2012 Teachers had many opportunities to observe other teachers and share ideas about methods or procedures. Specifically, Cornell Note Taking - this method was shared among teachers and departments and effectively utilized.
Indicator	EEIIC-6.12 - School planning team designs professional development that promotes effective classroom management skills.(283)(TA2)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	MAX teaching strategies have been taught to teachers and implemented in the classroom.
Indicator	EEIIC-6.13 - School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.(820)(TA2)	
Status	Objective Met 3/6/2012	
	Rubric Score:	2

Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 03/06/2012	
	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:	Limited/Partial implementation	
Plan	Assigned to:	Chad Wilson	
	How it will look when fully met:	<ol style="list-style-type: none"> 1. Failures and remediations added to teacher evaluations. 2. Student evaluations of teachers completed once a semester. 3. All teachers will have one evaluation done in the first semester. 	
	Target Date:	06/13/2013	
	Tasks:		
		1. Failures and what a teacher is doing to remediate will be added to their evaluation.	
	Assigned to:	Chad Wilson	
	Added date:	10/24/2011	
	Target Completion Date:	05/28/2012	
	Comments:	Remediation plans and student failures were added to the evaluation process.	
	Task Completed:	03/06/2012	
		2. Student evaluations of teachers will be completed once a semester.	
	Assigned to:	Kim Barrett	
	Added date:	10/24/2011	
	Target Completion Date:	05/28/2012	
	Comments:	Student evaluations were completed on Dec. 19th and 20th for the 1st semester. We have the second evaluation scheduled for early May.	
	Task Completed:	03/06/2012	
		3. All teachers will have one evaluation done in the first semester.	
	Assigned to:	Chad Wilson	
	Added date:	10/24/2011	
	Target Completion Date:	12/15/2011	
	Comments:	All teachers with the exception of 7 career teachers had an evaluation done during the 1st semester. Those 7 teachers all had their evaluations done by February 12th.	
	Task Completed:	03/06/2012	
Implement	Percent Task Complete:		
	Objective Met:	3/6/2012	
	Experience:	3/6/2012 Valuable experience. Teachers recognizing student failures and having remediation plans for those students have been very valuable for teachers and students. The student evaluations were eye opening in some cases. Teachers received feedback on instructional style,	

		organization, etc.
	Sustain:	3/6/2012 Keep working toward student failures and remediation plans. Focus on why students fail classes - is it subject knowledge or apathy? Find solutions for both.
	Evidence:	3/6/2012 class failures have decreased. Students gaining credit and less students re-taking classes.

Collaborative Leadership-Effective Leaders

Essential Element 7 - Leadership

Indicator	EEIIIA-7.01 - School leadership develops and sustains a shared vision.(284)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Limited/Partial implementation	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Our district and school leadership team has developed a shared vision for our entire school system. The goal is posted in every classroom throughout the district.	
	Target Date:	01/30/2014	

Indicator	EIIIA-7.02 - School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.(285)(TA1,TA5)		
Status	Objective Met 4/23/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
		Objective Met - 04/23/2012	
	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:	Partial Implementation	
Plan	Assigned to:	Chad Wilson	
	How it will look when fully met:	By the end of the 2011 school year, all common assessments and benchmark exams will generate data which will be used by teachers during scheduled collaboration time. This data will be used to drive instruction.	
	Target Date:	05/20/2011	
	Tasks:		
		1. Department heads will report the results of benchmarks and how the results have influenced instruction.	
	Assigned to:	Chad Wilson	
	Added date:	07/28/2010	
	Target Completion Date:	10/19/2010	
	Comments:		
	Task Completed:	03/24/2011	
Implement	Percent Task Complete:		
	Objective Met:	4/23/2012	
	Experience:	4/23/2012 Teachers worked to align their assessments by updating their curriculum maps and pacing calendars. The most difficult thing to find was time. Time for teachers to work together on maps, pacing calendars, data analysis and remediation. Once teachers had time to create common assessments and give administrators meaningful data, we were able to find problem areas as well as strengths.	
	Sustain:	4/23/2012 Continue to be creative and find time for teachers to collaborate. Keep curriculum maps and pacing calendars updated. Continue to analyze data to find strengths and weaknesses and work towards them.	
	Evidence:	4/23/2012 Data from pre and post tests and benchmark exams have been utilized to improve instruction. Teachers and administrators have met and used data to focus on student performance as well as teacher performance. Curriculum maps, pacing calendars, common assessments have been updated.	
Indicator	EIIIA-7.03 - School leadership collaborates with district leadership to create a personal		

Indicator	professional development plan that develops effective leadership skills.(286)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Teachers attend AP conferences and Marine Educator workshop	
Plan	Assigned to:	Kim Barrett	
	How it will look when fully met:	Educational administration cohorts have been created through a local university to foster leadership skills. Future certified administrators will be the result of the program.	
	Target Date:	05/31/2017	
Indicator	EIIIIA-7.04 - School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.(287)(TA1,TA5)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Edusoft will be fully implemented which will compile data allowing teachers to better meet the needs of student educational goals. Data is looked at during department meetings and department chair meetings.	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Disaggregated information is provided via ALCA of all previous year's testing data. The data is presented annually at the beginning of the year faculty meeting and is disseminated through department meetings.	
	Target Date:	08/06/2014	
Indicator	EIIIIA-7.05 - School leadership ensures all instructional staff has access to curriculum-related materials and has received training in the effective use of curricular and data resources.(288)(TA1)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012	
	Evidence:	Training opportunities are always available.	
Indicator	EIIIIA-7.06 - School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary.(289)(OKPCS,SI,TA1,TA3)		
Status	Full Implementation		

	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	All teachers are given a personal plan time and instructional time is protected.
Indicator	EEIIIA-7.07 - School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.(290)(TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Concerns are addressed with an open door policy.
Indicator	EEIIIA-7.08 - School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.(291)(TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Student/Parent Handbook available online/print with a signature page required.
Indicator	EEIIIA-7.09 - School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.(292)(TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Nine Essential Elements and Parent/Teacher/Student needs assessment survey
Indicator	EEIIIA-7.10 - School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.(293)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Partial Implementation
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	The Wise Tool is updated yearly at the annual data retreat in July based on performance indicators. It is revisited in the spring to assess progress.
	Target Date:	07/23/2014
Indicator	EEIIIA-7.11 - School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals.(294)(TA1)	
Status	Full Implementation	

	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Turn in monthly lesson plans, notes can be added in online grade book and AP syllabus given to students
Indicator	EIIIA-7.12 - School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders.(821)(TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Activity sponsor, department chairs and various committee
Indicator	EIIIA-7.13 - School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change.(822)(TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Site administrator team collaborates with district administrator team on a regular basis.
Indicator	EIIIA-7.14 - School leadership identifies expectations and recognizes accomplishments of faculty and staff.(823)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Teacher of the Year would like to implement more recognition of teacher accomplishments via continuing education and other educational endeavors.
Plan	Assigned to:	Bret Stone
	How it will look when fully met:	Traveling trophies are presented at monthly faculty meetings and the teachers-of-the-year are honored at the February school board meeting. Teachers recognized for special accolades are noted on the district web page and social media.
	Target Date:	07/31/2014
Collaborative Leadership-Effective Leaders		
Essential Element 8 - Organizational Structure and Resources		
Indicator	EIIIB-8.01 - School leadership supports high quality performance of students and staff at their assigned site.(295)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Implementation of school wide Honor Roll and recognition of teachers educational endeavors.	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Vals and Sals are recognized by the local newspapers as well as any academic all-staters. Special recognition for faculty and staff is mentioned during daily announcements. Student and staff birthdays are recognized in daily announcements.	
	Target Date:	05/23/2014	
Indicator	EIIIIB-8.02 - School leadership designs the master schedule to provide all students access to the entire curriculum.(296)(TA1)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012	
	Evidence:	Strategic placement of AP courses, elective courses and vocational training education scheduled for both am/pm.	
Indicator	EIIIIB-8.03 - School leadership organizes and allocates instructional and non- instructional staff based upon the learning needs of all students.(297)(TA1)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010	
	Evidence:	Master schedule designed with student's best interests in mind	
Indicator	EIIIIB-8.04 - School leadership ensures efficient use of instructional time to maximize student learning.(298)(TA1,TA3)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Work in progress	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Anytime we have advisory or an assembly, a shortened schedule is utilized to ensure all classes are attended. Very few assembly are scheduled throughout the school year.	
	Target Date:	05/23/2014	
Indicator	EIIIIB-8.05 - School leadership uses effective strategies to attract highly qualified and highly effective teachers.(299)(OKPCS,SI,TA1,TA2)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012	
	Evidence:		

	Evidence:	Application manager (online application data base). Multilevel interview system has been implemented.
Indicator	EIIIIB-8.06 - School leadership provides time for vertical and horizontal planning across content areas and grade configurations.(300)(TA1,TA3)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Limited by budget and time constraints.
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	Professional Day on February 17, 2014 was devoted to vertical alignment. Horizontal planning occurs during weekly PLC time.
	Target Date:	05/23/2014
Indicator	EIIIIB-8.07 - School leadership collaborates with district leadership to provide increased opportunities to learn such as virtual courses, dual enrollment opportunities, and work-based internships.(301)(TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	E2020 will be fully implemented and concurrent enrollment has increased.
Indicator	EIIIIB-8.08 - School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.(302)(TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 08/01/2012
	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:	Due to budget constraints some PD has been eliminated.
Plan	Assigned to:	Kim Barrett
	How it will look when fully met:	All staff members have equitable opportunities to access district professional development funds. In addition, the local education foundation affords teacher grants to certified employees.
	Target Date:	07/31/2014
Indicator	EIIIIB-8.09 - School leadership directs funds based on an assessment of needs aligned to the school improvement plan.(303)(TA1)	
Status	Full Implementation	
	Rubric Score:	

	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 07/28/2010
	Evidence:	Monies used to purchase Career Choices curriculum to reduce number of dropouts
Indicator	EIIIIB-8.10 - School leadership allocates and integrates state and federal program resources to address identified student needs.(304)(OKPCS,SI,TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Use of Title monies to purchase at risk curriculum, technology resources including AP grants.
Collaborative Leadership-Effective Leaders		
Essential Element 9- Comprehensive and Effective Planning		
Indicator	EIIIIC-9.01 - School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.(305)(OKPCS,SI,TA1)	
Status	In Plan / No Tasks Created	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 07/28/2010
	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:	Work in progress
Plan	Assigned to:	Chris LeGrande
	How it will look when fully met:	Annual data retreat in July provides the opportunity to revisit vision, mission and goals. In addition, leadership team meets several times a year to monitor and assess vision and goals.
	Target Date:	07/30/2014
Indicator	EIIIIC-9.02 - School planning team collects, manages, and analyzes data from multiple data sources.(306)(OKPCS,SI,TA1,TA5)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Yearly data retreat.
Indicator	EIIIIC-9.03 - School planning team incorporates scientifically based research for student learning in school improvement plans.(307)(TA1)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012
	Evidence:	Marzano and MAX teaching strategies introduced and implemented by teachers.
Indicator	EIIIIC-9.04 - School planning team establishes goals for building and strengthening instructional and organizational effectiveness.(308)(TA1)	
Status		

Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012	
	Evidence:	Planned at yearly data retreat	
Indicator	EIIIIC-9.05 - School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.(309)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Work in progress	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	This is done yearly at the annual data retreat in July. Evidence is documented on the Wise Tool.	
	Target Date:	07/30/2014	
Indicator	EIIIIC-9.06 - School leadership and all staff implement the improvement plan as developed. (310)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	Implementation of TLE/CCSS will require new strategies to be used for effective instruction.	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Because we are a Focus School and are a part of the UVA initiative, we are continually being monitored to ensure the improvement plan is being followed and implemented.	
	Target Date:	08/01/2014	
Indicator	EIIIIC-9.07 - School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.(311)(TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 07/28/2010	
	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:	Limited/Partial implementation	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	We will revisit the plan at least twice each year, once in the spring and once during the summer as noted on the Wise Tool.	
	Target Date:	07/30/2014	
Indicator	EIIIIC-9.08 - School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.(312) (OKPCS,SI,TA1)		
Status	In Plan / No Tasks Created		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 08/01/2012	
	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:	EduSoft compiles data to allow teachers to assess student progress. EOI test reports allow teacher/administrators to adjust courses and lesson planning.	
Plan	Assigned to:	Chris LeGrande	
	How it will look when fully met:	Benchmark, MAP, and EOI data will be monitored at least quarterly to evaluate progress on student performance. Charts and graphs will document the performance.	
	Target Date:	08/01/2014	
Indicator	EIIIIC-9.09 - School leadership and all staff document the continuous improvement through a regular data review process.(313)(TA1,TA5)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 08/01/2012	
	Evidence:	WISE goals are continually monitored, data collected from the Parent/Teacher/Student surveys and accreditation reports.	