

Comprehensive Progress Report

Mission:

Goals:



! = Past Due Actions		KEY = Key Indicator			
Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The School Leadership Team and the Instructional Teams are conducting bi-monthly meetings. Agendas are prepared for each meeting, sign-in sheets and minutes kept. These meetings will need to be continued as the school continues through the improvement process. These meetings should become the natural operating procedure for the high school and elementary. Teachers will see it as a valuable part of contributing to the schools' operation and collaboration for student achievement.	Full Implementation 02/18/2016		
	ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The School Leadership Team meets two times each month. An agenda is prepared and given to each team member, a sign-in sheet is also kept of each meeting, the minutes from the previous meeting are approved, and minutes are kept for each meeting. These minutes are uploaded to Indistar. The team discusses instructional issues, professional development, student remediation, achievement data, and other important instructional and school issues.	Full Implementation 03/29/2016		

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The high school principal has been conducting bi-monthly School Improvement and Instructional Team meetings. Agendas are prepared, sign-in sheets are kept, and minutes are completed. These meetings are used to discuss aspects of school improvement, student achievement, and school culture. The school has also conducted a meeting with community/parents to solicit input on school improvement. Perceptual surveys have been conducted with students, parents, and teachers to gain insights on how the school is doing regarding the business of educating students. The school also does an overview of achievement, school status, and programs at their Annual Report to the Public which is open to the public and reported in the paper.	Limited Development 02/18/2016		
<i>How it will look when fully met:</i>		Highly effective schools have many opportunities for teachers, staff, students, and parents to offer input into how the school is doing and offer suggestions for improvement. This will be evident through agendas, sign-in sheets, and minutes of various meetings with staff, students and parents. Surveys will be used help give feedback to the school about how they are progressing and improved ratings will indicate if share holders feel they have more opportunity in the improvement process. Another indicator of success will be in higher student achievement and lower teacher turnover.	Objective Met	David Lee	05/19/2017
<i>Action(s)</i>	<i>Created Date</i>		4 of 4 (100%)		
1	2/18/16	1.School Leadership Team meetings will be held twice a month.	Complete 04/20/2016	David Lee	05/19/2017
		<i>Notes:</i> Agendas, sign-in sheets, and minutes will be kept from these bi-monthly meetings. The agendas and minutes will be kept in Indistar. Hard copies of everything will be kept in a file by the building principal and process manager.			
2	2/18/16	Instructional Team Meetings will be held twice each month.	Complete 05/11/2016	Team Leaders	05/20/2016

		<p><i>Notes:</i> The team leaders will be responsible for the agendas, sign-in sheets and minutes from Instructional Team meetings. The agendas will be prepared with collaboration between the building principal and team leaders. These will be recorded in the necessary manner and hard copies will be kept by the building principals and team leaders.</p>			
3	2/18/16	Parent/Community meetings will be held monthly.	Complete 05/10/2016	David Lee	05/19/2017
		<p><i>Notes:</i> The Parent/Community Meetings will be held monthly. These meeting will be for the purpose of gathering in-put from share holders about the how the school is meeting the needs students in preparing in them for the work force and further education. These meeting will be opportunities to gather in put and have conversations about school processes, programs, issues, and student achievement.</p>			
4	2/18/16	Conduct Parent/Student/Staff Perceptual Surveys	Complete 02/16/2016	Gladys Rink	02/26/2016
		<p><i>Notes:</i> A yearly survey will need to be conducted yearly to gather perceptions from stakeholders about how the school is doing. The survey may need to be adjusted somewhat each year to clarify and get better information about how the school is doing. The data from the surveys will give the School Improvement Team valuable information in how the school is being perceived in regard to the school improvement process.</p>			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Aligning classroom observations with evaluation criteria and professional development			
	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal is doing classroom observations and conducting post conferences with teachers. The school is not in the practice of doing peer to peer observations. The principal does share with teachers things they need to work on regarding instruction and sometimes makes recommendations about possible PD they may need to strengthen their skills.	Limited Development 03/29/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When teachers make professional development plans they need to be driven by the need to grow professionally. It may be based upon a specific skill they need to hone in their delivery of instruction. It may be based upon needs indicated from student data and skills/learning teachers need to close an achievement gap. It could be based on the particular need of a student they will have the following year such as autism. Professional development needs to be based on the needs of the teacher to grow professionally and a multitude of information such as classroom observations, student achievement data, the need to implement a new program, or state mandates. This decision should be derived from a discussion between the teacher and principal.	Objective Met 12/09/16	David Lee	05/19/2017
Action(s)	Created Date				
2	3/29/16	The principal and each teacher will discuss the professional development needs of that teacher. They will examine student achievement data, student individual needs, and discuss things needs determined during classroom observations. The principal will help guide the teacher in developing the plan and approve the final plan.	Complete 05/20/2016	David Lee	05/19/2017
		<i>Notes:</i> This process is very important with new teachers that may need more guidance or with teachers that need to improve. It is important to have discussions with the entire staff about PD that will be needed by large groups of teachers or the entire staff. Teachers will have valuable input into needs they have. The Principal meets with all teachers at the end of the year for post evaluation conferences and discuss the professional development needs of the teacher based on data, personal observation, and input from the educator.			
<i>Implementation:</i>			12/09/2016		

Evidence	12/9/2016 Yearly post evaluation conferences with all staff.			
Experience	12/9/2016 The Principal has post evaluation conferences with staff to determine professional development needs.			
Sustainability	12/9/2016 The Principal will need to continue these evaluation conferences and ask for professional development input via school wide surveys.			
	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To
Initial Assessment:	Currently the school is providing teachers with staff development specific to their teaching assignment. This staff development is provided by district personnel, the local cooperative, University of Arkansas of Fort Smith personnel, and outside providers. Professional development is also provided for teachers in other specific areas needed for the teachers to grow as professionals in their craft. These sessions may be classroom management, technology, etc.	Limited Development 02/18/2016		
How it will look when fully met:	Professional development will be guided by the School Improvement Team, surveys, and teachers' PGP's. Effective professional development is tailored to specific needs of the district, school, and individual teachers and their needs to meet the needs of the school as a whole, small groups of students, and at times the individual student needs. A Professional Development Survey will be conducted yearly to gather input on what types of professional development needs to be offered and if it is meeting the needs of teachers and students.	Objective Met	David Lee	05/18/2018
Action(s)	Created Date		1 of 1 (100%)	
2	4/6/16	2. The principal and individual teacher will discuss the teacher's professional development needs based upon classroom observations, curriculum and skill needs within their content field, school/student achievement data, and in some situations the personal needs of a small group of students or an individual student.	Complete 05/20/2016	David Lee
				05/19/2017

Notes: The Principal discusses professional growth goals with staff at the end of each school year during post evaluation conferences to help teachers determine professional development needs. The district provides high quality professional development through multiple sources to help staff grow professionally and meet mandates for ongoing professional development. Using observation data and needs based data the administrator works with the staff to guide the choices for professional development to help the educator grow professionally and improve their skills

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The high school and elementary are offering After School Studies in the area of language arts and math. This is being implemented during the second semester of this school year. The elementary has currently implemented a remediation/enrichment time during their school day. The high school is exploring ways to implement a remediation/enrichment time for the 2016-2017 school year by altering the morning master schedule. This will require approval at the district level.	Limited Development 02/16/2016		
<i>How it will look when fully met:</i>		When this objective is fully implemented it will allow for extended time during the school day and after school for differentiated instruction which will include remediation and enrichment for the appropriate students. It will also allow for some core classes in math and literacy at the high school level to have extended learning time. This will be evident in the 2016-2017 high school schedule which will be adjusted to allow for remediation/enrichment time during the school day or extended learning time on other days. Extended school day learning opportunities will be available for students in the area of math and literacy through After School Studies during the second semester of the 2015-2016 school year.	Objective Met	Ashley Baldwin	09/30/2016
Action(s)	Created Date		1 of 1 (100%)		
1	4/6/16	Teachers will track progress of the students that are receiving remediation either during the school day or after school. They will use MAP and pre/post test data to help determine progress in closing the achievement gap.	Complete 09/09/2016	Ashley Baldwin	10/27/2017

Notes: The School Leadership Team and the Instructional Teams should look at this data and make adjustments to remediation as needed. The leadership team tracks the progress of students during the APP period for remediation and analyzes MAP data and pre/post data to determine the progress in closing the achievement gap.

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The district is working to recruit highly-qualified teachers to the district. The teachers at the Hartford campus received a pay increase when they were annexed with Hackett. This made the salary more competitive with surrounding districts. The annexation also gave teachers a feeling of more stability in their positions. The superintendent has attended a job fair to recruit teachers.	Limited Development 03/29/2016		
How it will look when fully met:		Teacher turnover will be lowered and the staff will become more stable. A stable teaching staff will enable the school to proceed with plans and not be continually retraining teachers. This will be indicated by the teacher roster and the number of years in the district.		David Lee	05/18/2018
Action(s)	Created Date		1 of 3 (33%)		
1	3/29/16	The superintendent or designee will attend job fairs to recruit highly qualified teachers to the school.	Complete 03/03/2016	Mr. Bill Pitman	05/20/2016
		<i>Notes:</i> The building principal and the superintendent will discuss the needs of the school to fill teaching positions. The superintendent or his designee will use this information when meeting potential candidates at job fairs.			
2	3/29/16	The building principal, superintendent and possible committees will interview potential teachers to fill openings with the best possible teachers.		David Lee	05/19/2017
		<i>Notes:</i> The school's key leaders will conduct interviews with potential applicants to fill open teaching positions with the best possible teachers.			
3	3/29/16	The district will use the AAEA website to advertise openings and utilize contacts with local colleges and universities to recruit highly qualified teachers.		David Lee	05/26/2016
		<i>Notes:</i> This will occur as the district has openings.			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging teachers in aligning instruction with standards and benchmarks			
IIA01		Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently the school has not developed standards-aligned units of instruction for each subject or grade level. The TIP includes the development of units and curriculum guides that align with the standards.	No Development 03/29/2016		
<i>How it will look when fully met:</i>		Each content area(math, literacy, and science) will have a curriculum guide that is aligned to standards. These guides will include a pacing guide, units of study for standards, suggested resources for implementation, and assessments. These will be living documents with reviews and revisions as needed. The guides will help teachers ensure that the curriculum is aligned with standards and assessments.		Shane Sanderson	04/20/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	4/6/16	1. Teachers will do a curriculum summary of skills/standards taught and when they were taught.		David Lee	05/26/2017
		<i>Notes:</i> This is not an evaluation tool. This is designed for the teachers to take an honest look at what they taught and when they taught it and to determine if they taught all of the required standards. This is the first step in building curriculum guides.			
2	4/6/16	2. The teachers will compare the skills/standards taught to the MAP scores.		department heads	08/19/2016
		<i>Notes:</i> This will help teachers determine what skills/standards were taught to mastery (85% of students passed a skill/standard)			
3	5/11/16	Teachers will compare the summary data to the ACT Aspire scores.		department heads	08/19/2016
		<i>Notes:</i> This comparison will help identify gaps in the curriculum. Departments/teacher need to ask the following: did I teach for mastery on this standard, did I cover the standard, do I need to teach this standard in a different manner, do I need teach this standard at a different time during the year, do we have missing knowledge from previous years.			
4	5/11/16	Departments/teachers will develop units of study within their content field that will include pre/post tests, standards/skills to be covered, resources needed, lesson plans, and any other pertinent information.		department heads	12/15/2017
		<i>Notes:</i> These units of study will be included in the curriculum documents that each department will be building. This is tied to Indicator IIIA01.			

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging teachers in assessing and monitoring student mastery			
!	IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school has begun conducting pre/post tests. Data is being collected during the second semester of the school year. This is an on-going discussion at the school leadership team meetings and instructional team meetings to check the status of implementation, remediation of students, and monitoring and adjusting instructional plans.	Limited Development 02/16/2016		
<i>How it will look when fully met:</i>		As classrooms become more diverse and students' learning needs are greatly varied it is important for teachers to work smart by using pre/post tests over short periods of instruction to make informed decisions about how to differentiate instruction to maximize student learning. Teachers will utilize pre tests to help gauge where students are in regard to learning new material and make plans for upcoming units of study and student needs. More in-depth post tests will be utilized to determine the level of mastery students have achieved on material just taught. This information will help guide the teacher to determine if students are ready to progress to the next level in the curriculum or if remediation for some or many is needed. This will be evident through the reporting process developed by the School Leadership Team and can be viewed by school leaders and teachers. It will also be evident in scores on other assessments such as MAP and ACT Aspire.		Shane Sanderson	06/17/2016
Action(s)	Created Date		0 of 2 (0%)		
1	4/20/16	Teachers will conduct approximately 3 Pre/Post tests per quarter to monitor student progress on skills taught during two to three week units of study. The teachers will enter the results into the school's pre/post test report.		Shane Sanderson	05/20/2016
<i>Notes:</i>					
2	4/20/16	The teacher will remediate students who did not master material. This will be done either in class or during a special remediation time established during the school day.		Shane Sanderson	12/20/2016
<i>Notes:</i>					

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assessing student learning frequently with standards-based assessments			
IID02		The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Hartford High School began testing students three (required) times per year with MAP in the areas of math, literacy, and science. The results help guide the teachers with remediation and how to structure future teaching. The teachers are given the option of giving a 4th MAP assessment at the end of the year to determine the students progress for the year. This 4th MAP assessment would give the teachers another source of feedback on students' academic progress. Teachers are required to keep a data folder that helps the teachers focus on students' needs, progress, and remediation. The school has also started the ACT Aspire assessment as another tool to use in determining student progress prior to the final assessment given by the state. This is the first year of implementation of this process and teachers are developing skills and seeing the benefits of this feedback and process.	Limited Development 03/29/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The school will require MAP testing three times per year in the areas of math, literacy, and science. These testing periods will be followed by data days for math, literacy, and science teachers to print off reports, analyze data, discuss revisions in curriculum and share ideas. Teachers will have the option of testing a fourth time at the end of the school year to look at the students progress for the year.	Objective Met 12/09/16	Dale Horine	05/26/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	4/20/16	MAP will be administered three times per year in the area of math, literacy, and science. The testing window will be established at the district level.	Complete 05/02/2016	Donna Swift	05/26/2016
		<i>Notes:</i> The school Map tests at least three times per year with two of those being in the first semester and on in the second semester, with optional testing near the end of the second semester.			
<i>Implementation:</i>			12/09/2016		
<i>Evidence</i>		12/9/2016 MAP reports for each for the 2015-2016 school year.			

Experience	12/9/2016 The school set four MAP testing windows for all students to test, two in the first semester and two in the second semester. All students test during these windows.				
Sustainability	12/9/2016 The school will need to continue using MAP testing for all students a minimum of three times per year to determine the educational growth of students.				
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)	Implementation Status	Assigned To	Target Date	
Initial Assessment:	Currently the school has gathered and analyzed student achievement data including: PARCC, Benchmark, ITBS, graduation rates, attendance, MAP, Pre/Post tests, and Perceptual Surveys. The School and Instructional teams are meeting bi-monthly to look at gathered data and on-going data to work on the school improvement process. The School Improvement team is also assessing indicators and developing plans to become an effective school.	Limited Development 02/18/2016			
	Priority Score: 3 Opportunity Score: 2	Index Score: 6			
How it will look when fully met:	When this objective is fully met the school will have a Targeted Improvement Plan that will address specific goals needed to meet the required IMO's and remove the school from the "Focus" designation. The TIP will have specific plans the school will implement over a three year period in the improvement process regarding change in teacher/leader practice(IMO1), student achievement (IMO 2), student safety, discipline/culture (IMO 3), and community and parent involvement (IMO 4). Progress of the TIP implementation will be monitored through analysis of student achievement, graduation rates, attendance rates, and perceptual data. Continual adjustments in the plan will be conducted by the school as they progress toward the desired reality.	Objective Met 12/09/16	Vicki Hall	05/01/2017	
Action(s)	Created Date				
1	4/20/16	The School Leadership Team will analyze data from the state mandated testing.	Complete 04/01/2016	Joan Jones	05/26/2016
<p><i>Notes:</i> The School Leadership team will look at the data from state mandated testing and will develop a plan for improvement. This plan may be over a period of years to fully implement and/or may have shorter goals to be implemented over a school year.</p>					

2	4/20/16	The School Improvement Team will analyze MAP student data to determine remediation and enrichment needed and will adjust instruction as needed. This data will also be considered when setting and determining yearly goals. This data will be compared to annual state tests.	Complete 07/29/2016	Shane Sanderson	05/19/2017
		<i>Notes:</i> This has become a current practice and is MAP data is analyzed regularly to provide specific intervention during APP.			
3	4/27/16	The School Leadership Team will create a Targeted Improvement Plan that will outline strategies and plans that the school will work to implement until the end on the 2017-2018 school year. This plan will direct the school in the school improvement process and exiting the Focus school status.	Complete 04/01/2016	Joan Jones	04/01/2016
		<i>Notes:</i> This plan should be fluid and will require revisions as the school works through the improvement process. Professional development may need to change as different needs arise. Instructional strategies and remediation strategies may also need to change as data and needs indicate.			
Implementation:			12/09/2016		
	Evidence	12/9/2016 Assessment results from ACT Aspire			
	Experience	12/9/2016 The leadership committee has set learning goals based on ACT Aspire with an expected 5% percent growth for all students.			
	Sustainability	12/9/2016 The school needs to continue to monitor growth of students on the measures and adjust learning goals accordingly using MAP and ACT Aspire.			
	IID07	The Leadership Team monitors school-level student learning data. (105)	Implementation Status	Assigned To	Target Date
	Initial Assessment:	We disaggregate ACT Aspire data. We monitor MAP testing data for student growth 3 time per year. Students receive remediation and enrichment based on assessment results from standardized testing and in class assessments during our academic progress period on a weekly basis. We use pre and post data to monitor learning and drive instruction.	Full Implementation 12/09/2016		

!		IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	The high school is in the beginning phases of implementing pre/post tests. The teachers have started giving the tests and recording the level of success of students and red flagging students who are not mastering material and are in need of remediation. This information is being reported through the use of a spread sheet that was developed by the School Improvement Team that allows both teachers and administrators to see the level of implementation, who is in need for remediation, and what remediation was utilized.	Limited Development 02/16/2016		
		<i>How it will look when fully met:</i>	This indicator will be fully implemented when all teachers in all areas of instruction are utilizing pre tests to get quick reads of students readiness for new learning and the instructional teams are planning units based on this data. It will guide teachers and teams in who may need to revisit skills and who is in need of enhanced or enriched assignments. It will also be evident when the same teachers are using post tests to determine if students have adequately mastered material covered in units before proceeding to further units and standards. These post tests results will be used to determine if students need extended learning time to accomplish skills or what level of intervention is required. Pre/Post tests will guide teaching and learning. This will be evident in the reporting of student progress and the students that are red flagged on the pre/post test forms. It will also be evident in student grades, MAP results, and a rise in ACT Aspire scores.		Shane Sanderson	05/20/2016
		Action(s)	Created Date	0 of 3 (0%)		
1		4/27/16	The high school math department will do pre/posting after 2-3 week units of study each quarter. The pre tests will help guide the teacher's instruction for the unit of study and which students need enrichment. The post test will determine if students mastered the learning objectives presented by the teacher. The results will also determine what students need remediation or if the unit needs to be retaught to the class.		Dale Horine	12/16/2016
<i>Notes:</i>						

2	4/27/16	The ELA department will utilize pre/post testing with 2-3 week units of study. The pre tests will guide the teacher in objectives to be taught and the time needed to present material. The pre test will also determine which students need enrichment and can move more quickly through the unit. The post tests will provide the teacher with feedback about the student's level of mastery of the objectives taught. The post test results will determine who needs remediation, the level of remediation needed, or if the entire unit needs to be retaught to the class.		Shane Sanderson	12/16/2016
<p><i>Notes:</i> These 2-3 week assessments will enable the teachers to help students with areas of weakness before long periods of instruction are delivered.</p>					
3	4/27/16	Instructional Teams will meet twice each month to discuss pre/post test results and what the teacher's course of action to help red flagged students. These meetings will create a team approach and accountability in differentiating instruction to meet student's needs. The needs may include remediation, enrichment, and other supportive services.		Shane Sanderson	12/16/2016
<p><i>Notes:</i> Student needs should be the primary focus of the instructional meetings. The team may determine that some professional development or special student services are needed. These special needs should be promptly referred to the building principal.</p>					

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound instruction in a variety of modes			
	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently the school does not have curriculum guides that are aligned with the standards. The school has included this in the TIP and will be work on this in the summer of 2016. This will require a great deal of work to develop these guides and continual review to keep them current and appropriate.	No Development 03/29/2016		
<i>How it will look when fully met:</i>		The curriculum guides, in both math and literacy, will provide a common framework to help ensure that the curriculum, instruction, and assessment are aligned with state standards. These documents will guide what is being taught at each grade level, but also guide the vertical development of content through the grades. These guides will help ensure that instruction has been provided in such a manner that students do not have large gaps in their mastery of content.		Shane Sanderson	05/18/2018
Action(s)	Created Date		0 of 4 (0%)		
1	5/11/16	The teachers will do a curriculum summary of the skills/standards they taught during the 2015-2016 school year in their content area. Record this data by nine weeks.		David Lee	05/26/2016
<i>Notes:</i> Teachers will look back through their lesson plans to determine what skills/standards they taught. They need to just make a list.					
2	5/11/16	Teacher will analyze their student MAP data to determine the skills/standards they taught to mastery. (85% of students passed)		Department Head	08/19/2016
<i>Notes:</i> This needs to be an honest examination of standards taught to the mastery level. This is not a part of the evaluation process. This is a beginning step in analyzing curriculum and creating curriculum alignment documents.					
3	5/11/16	Teachers will compare the data summary of skills taught to the ACT Aspire scores.		David Lee	08/19/2016
<i>Notes:</i> This is a beginning step in building curriculum guides and determining gaps and wholes in the curriculum. Teachers and departments need to take an honest look at what was taught and what did not get covered to the appropriate level of mastery. During this process teachers need to assess: did I teach the standard, did I teach it to the level necessary for mastery, do I need to teach it differently, when did I teach it, do I need to move it to a different time in the curriculum delivery.					

4	5/11/16	Teachers will use data gathered and state standards to build curriculum guides which will include the standards that must be taught in each content area, units of study with pre/post tests, assessments, and pacing guides.		department heads	12/15/2017
<p><i>Notes:</i> This is a living document and revisions will need to be continually made. This document will help the school and teachers be sure that all standards will be taught during the year. It will be an asset to new teacher to help guide them during the first years of teaching. It will also help guard that gaps are not present in students' learning as they progress through the school and content areas.</p>					

Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound homework practices and communication with parents			
	IIIB01	All teachers maintain a file of communication with parents.(150)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Some teachers keep a file of communication with parents, but not all teachers keep a log.	No Development 11/21/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Teachers will keep a log of all communications with parents. This will include letters sent to all parents, emails to parents, phone calls and text messages. This log will be kept electronically on Google Docs and shared with the principal.	Objective Met 12/09/16	Shane Sanderson	01/30/2016
Action(s)	Created Date				
1	12/9/16	Teachers will maintain parent communication logs and keep on file in the administration office.	Complete 10/18/2016	David Lee	05/19/2017

Notes: All teachers keep parent communication logs and place on file in the administration office.

Implementation:		12/09/2016		
Evidence	12/9/2016 Logs are currently on file for all teacher in the administration office of the High School.			
Experience	12/9/2016 The Principal requires teachers to keep parent communication logs from parent/teacher conferences as well as call logs throughout the year on file in the administration office.			
Sustainability	12/9/2016 Teachers will continue to complete and file these logs on a yearly basis.			

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school is working on revision of the Title I Compact and plan to have the compact given to parents at the next Parent Teacher Conference in March of this school year. Parents will be encouraged to read these compacts, sign them and leave at the school on the night of the conference.	Limited Development 02/18/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		The school will have signed Title I Compacts on file for as many students as possible. The school will make a concerted effort to reach parents and communicate the purpose of the compact. The school will do this annually and toward the beginning of the school year and as new students enroll in school. To improve communication it can be included in the "Back to School" packet given to parents at the beginning to the school year and in "enrollment packets" for new students.	Objective Met 01/24/17	Gladys Rink	04/28/2017
<i>Action(s)</i>	<i>Created Date</i>				
1	4/20/16	Parents will be given the Compact at the 2015-2016 spring parent teacher conference.	Complete 03/17/2016	Gladys Rink	03/17/2016
		<i>Notes:</i> Parents were given a the compact at the Parent/Teacher Conference. One was completed and returned.			
2	4/20/16	The compact will be included in the Hartford High School Student Handbook. Parents will receive the handbook at the beginning of each school year. For new students, the handbook will be given to parents upon enrollment. Parents signature of the handbook will also cover the compact. This will help parents consolidate information the school presents to parents.	Complete 12/05/2016	David Lee	09/30/2016
		<i>Notes:</i> The compact will be reviewed each year when the Handbook Committee reviews the contents of the student handbook. Additions and revisions to the compact may be made at this time.			
<i>Implementation:</i>			01/24/2017		

<i>Evidence</i>	1/24/2017 Parent Pledge Cards - list of names of those signing the cards was distributed among administrators. Some of the parents are called to assist with various school activities on an ongoing basis.			
<i>Experience</i>	1/24/2017 Parent Pledge Cards were created and distributed as a Parent Compaq. Cards were easily readable and gave options with check boxes so that parents could agree to various levels of involvement with their students' education and activities, both at home and at school.			
<i>Sustainability</i>	1/24/2017 The Pledge Cards are available on the school website, and will continue to be available in print for parents.			

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school counselor meets with individual students to discuss their future career and college goals and plans. The counselor assist the students with applications to colleges and vocational programs. She also assists them with gaining financial assistance. Students are exposed to a variety of career options through a variety of classes offered at the school. Inventories are used to help students gain insight into careers they may desire to pursue or aptitudes they may have. Job shadowing is limited due to the schools location. Students normally have to travel to Ft. Smith or Greenwood to really job shadow.	Limited Development 03/29/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Students will have opportunities to take inventories to discover their interests, aptitudes, and explore possible career options. These inventories will be given to students at a certain grade level to help ensure that all students are reached. The counselor will help coordinate job shadowing opportunities for students to further explore career options. Speakers will be utilized, either in person or through virtual events, to expose students to a variety of career options. This can be done for a grade level, small group, or on an individual basis. The counselor will keep students and parents informed of financial assistance that is available to help student reach their college and career goals. The counselor will also help connect parents and students to colleges or training programs that will help them attain their dream. Research states that todays workforce will have a variety of jobs/careers in their working life. It is the goal of the school to help students see the vast opportunities that are available and help them make wise choices in their preparations for college and career.	Objective Met 01/24/17	Gladys Rink	05/18/2018
Action(s)	Created Date				
1	4/6/16	1. Provide students with inventories to discover aptitudes, interests, and careers.	Complete 05/01/2016	Gladys Rink	05/20/2016
<i>Notes:</i> These inventories will be done yearly. More can be utilized if needed for certain populations. Counselor provides multiple inventories and aptitude testing opportunities targeted for career choice and development on a yearly basis.					

2	4/6/16	2. The counselor will keep students and parents informed of scholarship deadlines and financial aid opportunities. This can be done through individual conferences, letters, school announcements, and phone calls.	Complete 12/01/2016	Gladys Rink	05/19/2017
<p><i>Notes:</i> Our counselor works on a weekly basis to help juniors and seniors apply for scholarship opportunities during our APP period and meet their college and career needs. She meets with all students about specific needs for college and career on a monthly basis. The counselor meets with students past and present as well as parents on individual basis to help them achieve their college and career goals. Through the WATC program the counselor provides additional career based education credits to give students an advantage in the workforce. The counselor sends out and posts to the website timely information regarding career and college readiness for students and parents. The counselor contacts parents on a weekly basis via the phone to help prepare students to meet their college and career goals.</p>					
3	4/6/16	The counselor will help coordinate visits to colleges, universities, and vocational training centers for appropriate students. These visits will help students make better informed choices about furthering their education to attain their career goals.	Complete 05/01/2016	Gladys Rink	05/20/2016
<p><i>Notes:</i> The counselor facilitates visits to local universities for student groups such as Den Day at UAFS. Additionally, the counselor helps students to schedule individual visits with colleges and universities based on goals and eligibility. The counselor also facilitates visits with career education based programs like WATC through local universities such as UAFS to ensure students make informed choices about their career education goals.</p>					
Implementation:			01/24/2017		
Evidence		<p>1/24/2017 ACE Rehab division representative visits monthly providing assistance to many of our students. A Financial Aid Workshop has been scheduled for 11th and 12th grade students and parents on the evening of Feb. 21, 2017.</p> <p>College representatives from at least 4 universities have met with our students at various grade levels. Military personnel have met with groups as well.</p>			
Experience		<p>1/24/2017 Weekly meetings with 11th and 12th graders have netted information exchange about careers, colleges, ADE support, and financial aid.</p>			

Sustainability	1/24/2017 Seniors continue to receive assistance with career education info, college applications, scholarships, grants (FAFSA, Arkansas Academic Challenge, etc.), ACE Rehab division, and ongoing transition activities that encourage and allow students to pursue the career/future of their choice. We will continue to schedule meetings for all grades on campus with both college and military recruiters who have special training in career counseling.			
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