

Comprehensive Progress Report

Mission:

Armored Elementary School Mission Statement

With our eyes to the future, we at Armored Elementary actively partner with parents, community and staff to:

- STRIVE to create a positive, safe, and nurturing environment
- EMPOWER our students to develop to their greatest potential intellectually, socially, physically and emotionally by utilizing a challenging and dynamic curriculum
- INSPIRE our students to become life-long independent learners and productive citizens

At Armored Elementary, we celebrate our diversity and our similarities as we ready our students for success in a global society.

Goals:



! = Past Due Actions

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
ID01	A team structure is officially incorporated into the school governance policy.(36)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently do not have that policy in effect. We have consulted the Arkansas School Board Association and are waiting for their guidance. Once we receive a model policy, it will be proposed to the local school board and then implemented pending approval.	Limited Development 08/31/2015		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		A proposal will be submitted to the Armorel School Board to address team structures as a component for the school governance policy. Lucas Harder, ARSBA has been contacted for a model policy. Since a current policy does not exist, our district has been advised that the creation of a policy will take some time due to the variables involved. Once our district has received such policy, it will be processed for adoption and implementation. Once this board-approved policy is implemented, the gap that exists between our practice and policy of school governance that incorporates a team structure, will be deleted. The Armorel School District allocates money to provide specifically needed professional development for teachers and principals: APPEL Dyslexia training, CGI math strategies, Connections, ECM math strategies, Sondag Phoenetics training, AAEA Conference. The Armorel Elementary School welcomes and partners with Arkansas Northeastern College, who sponsors the TRIO program. Teachers in the elementary meet monthly for professional learning communities to enrich curriculum and promote vertical and horizontal alignment.	Objective Met 05/03/16	Joey Carr	04/11/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	9/11/15	ARSBA contacted for policy guidance.	Complete 08/28/2015	Sally Bennett	08/28/2015
		<i>Notes:</i> Lucas Harder was contacted on August 28, 2015.			
2	9/11/15	Leadership meetings will occur as scheduled twice monthly, for sixty minutes or more.	Complete 01/08/2016	Joey Carr	01/15/2016
		<i>Notes:</i> The AESLT is scheduled to meet for sixty or more minutes, two times per month.			
<i>Implementation:</i>			05/03/2016		

Evidence	5/3/2016 Leadership Team agendas and minutes are posted in the Meetings portion of IndiStar. Copies of agendas and sign-in sheets are also kept in the office.			
Experience	5/3/2016 Beginning in September, the Armorel Elementary School Leadership Team had established the practice of meeting at least two times per month, for sixty minutes or more. Meetings were held at a time to afford the least adjustment in each members' daily schedule to prevent an interruption of instruction.			
Sustainability	5/3/2016 A schedule will be made in order for members to attend two meetings per month for a minimum of sixty minutes.			
ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Agendas are prepared by the Leadership team and each PLC. Agendas and minutes are submitted to the principal to be filed, documented and posted in IndiStar.	Limited Development 09/02/2015		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	The AESLT and each of the five PLC's has a person responsible for preparing an agenda. Agendas are created to maintain focus toward the objective of the meeting and to utilize meeting time in order to collaborate in a productive manner. Minutes and sign-in sheets are filed in the principal's office and are posted in Indistar.	Objective Met 03/02/17	Joey Carr	09/28/2016
Action(s)	Created Date			
1	9/23/16	AESLT and PLC agendas and minutes will be uploaded into Indistar to serve as evidence for this indicator.	Complete 10/03/2016	Joey Carr
				10/03/2016

<i>Notes:</i>				
Implementation:		03/02/2017		
<i>Evidence</i>	3/2/2017 All evidence confirming this objective is maintained in the office.			
<i>Experience</i>	3/2/2017 Roles have been assigned within the leadership team and PLC's to ensure that an agenda was created and minutes recorded. The principal collects agendas and minutes to submit into Indistar.			
<i>Sustainability</i>	3/2/2017 The principal will continue to collect, submit and file all agendas and minutes in the office.			

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 Armorel Elementary Leadership Team is scheduled to meet two times per month or more, for a minimum of one hour to increase momentum and focus. Our main focus is to fulfill our Vision and Mission statements in the most effective manner by ensuring that each student reaches his/her greatest potential. The team consists of the principal, one classroom teacher, GT Coordinator, librarian and the instructional facilitator. Collaboratively, the AES staff meets regularly to discuss common students' needs for continued improvement. As we continue to monitor these students via module and ACT interim assessments, dyslexia interventions, RTI, Dibels, AimsWeb math assessment and small group activities.	Limited Development 09/02/2015		
<i>How it will look when fully met:</i>		Agendas and the recording of minutes will be created and uploaded into Indistar. The AESLT will utilize these documents to stay on task and record decisions to ensure sustainability. Decisions made by the AESLT will be communicated to staff members throughout the building. Information and communication will be continually shared between the AESLT and PLC's.	Objective Met	Joey Carr	05/31/2017
Action(s)	Created Date		1 of 1 (100%)		
1	9/22/16	Each PLC will be responsible for drafting their own agenda & recording minutes. The principal is responsible for AESLT agendas and for posting information into Indistar.	Complete 05/19/2017	Joey Carr	09/01/2016
Notes: AESLT and PLC agendas & minutes will be posted in Indistar.					

ID08		The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Armorel Elementary School Leadership Team is composed of the principal, librarian, CT teacher, kindergarten lead teacher and the AP Coordinator/GT teacher and meets two times per month. The AESLT serves as a catalyst to initiate reflection and self-improvement. Pacing guides and curriculum maps are designed by teachers and assessed for changes based upon student data. PLC's are scheduled to meet two times per month to analyze continual formal and informal assessments, pursue the district initiative of implementing learning targets and individual growth plan goals.	Limited Development 08/26/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Student data is collected and compared with the curriculum to ensure alignment from the pacing guides to the assessments. Needed adjustments are conveyed to staff members by AESLT members. The collected data will be shared with teachers to analyze during PLC sessions. PLC meeting minutes will serve as evidence and provide a platform for discussion among AESLT.	Objective Met 06/14/17	Joey Carr	05/27/2016
Action(s)	Created Date				
1	11/11/16	At the conclusion of our first interim assessment, the AESLT will collect the data and students will be organized into cohorts. That information will be shared with staff members and will serve as a focus during PLC sessions.	Complete 01/25/2017	Joey Carr	01/29/2016
<i>Notes:</i>					
2	3/28/17	PLC groups will be provided with student assessment data. This information will be used to verify alignment between curriculum and assessment. The information will also will used to indicate necessary support to students who are struggling. This will provide a guide for teachers as they conduct RTI and will help identify students to be selected for after-study groups.	Complete 01/10/2017	Joey Carr	01/10/2017
<i>Notes:</i>					
<i>Implementation:</i>			06/14/2017		
<i>Evidence</i>		6/14/2017 The AESLT collects data from a variety of sources and shares with the staff. That information is later collected and is maintained in the principal's office.			

<i>Experience</i>	6/14/2017 The AESLT seeks to inform the instructional staff so they can best design instruction.			
<i>Sustainability</i>	6/14/2017 The AESLT will continue to openly communicate to instructional staff and provide them with the most accurate data in order to make needed adjustments in instruction or curriculum.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Aligning classroom observations with evaluation criteria and professional development			
	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Observations conducted by the principal are reviewed by the leadership team. The TESS matrix serves as the basis of guidance. There are a total of twenty teachers to be observed. It is the goal of the principal to observe each teacher four times during the first semester looking for a demonstration of specific indicators of effective instructional practices. Purposeful feedback directed toward each teacher's professional growth goals. Accumulation of feedback will determine in-house and off-campus professional development planning to enhance student learning. AES staff utilizes professional training and support from the Crowley's Ridge Educational Co-op. During post-observation conferences, the principal and teacher reflect and discuss areas of strengths and/or weaknesses that are to be addressed through future professional development.	Limited Development 09/02/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		After reviewing collected data of classroom observations, the AESLT will seek to determine areas of need for professional development. Their findings will be conveyed to the District Leadership Team for the purpose of scheduling professional development. Evidence will be indicated via minutes from the AESLT and the Armored School District PD schedule. The principal acknowledges effective practices during instruction based upon the TESS rubric. He provides high-quality feedback after each 30 minute informal observation. Each teacher will be observed a minimum of five times per year.	Objective Met 03/28/17	Joey Carr	11/30/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	9/30/16	The AESLT will collect evidence from the observations. After analyzing the data, that information will be forwarded to the Armored District Leadership Team in order to effectively schedule professional development for the staff.	Complete 01/20/2017	Joey Carr	11/30/2016
<i>Notes:</i>					
<i>Implementation:</i>			03/28/2017		

<i>Evidence</i>	3/28/2017 AESLT agendas that are posted in Indistar as well as Strength and Opportunity reports in EdReflect.			
<i>Experience</i>	3/28/2017 During the AESLT meetings, the EdReflect website was accessed. Information was viewed under the Strengths and Opportunities tab indicating the rating for each element of the TESS matrix. Areas of strengths were celebrated and suggestions for PLC topics and future PD was decided to create opportunities to improve.			
<i>Sustainability</i>	3/28/2017 This practice and process will be continued in future school years in order to sustain high levels of instruction within classrooms.			

	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
Initial Assessment:		During the post-observation conference between each teacher and the principal, an area was chosen to be the focus of his/her professional development for the upcoming school year. Each teacher submitted professional training (12 hours) sessions to be attended during the summer. Those sessions had to be approved by the principal and the superintendent. AES provides whole faculty training (learning targets) as well as grade or subject level collaboration. TESS, Danielson and learning targets have recently served basis for a shared understanding of effective instructional practices. Through the use of Common Core practices(CGI, Writer's Workshop, small group instruction, RTI) that requires teachers to use instructional strategies that enable students to explore concepts and discuss them with each other, to question and respectfully challenge classmates' thinking and/or points of view.	Limited Development 09/02/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		The principal and each teacher meet at the end of each school year to revisit the current PGP and develop new goals for the next school year. The decision for needed professional development is based upon a minimum of five observations, consisting of thirty minutes each. Observations are based upon the Danielson Framework For Effective Teaching. Professional development sessions that pertain to the indicator in need are selected through the Crowley's Ridge Educational Co-op or IDEAS by the teacher. Each session must first be approved by the superintendent and principal. A schedule is maintained by the superintendent of dates and the topic of each session for all teachers. Teachers provide certificates of completion to serve as evidence of their training.	Objective Met 06/14/17	Joey Carr	05/31/2017
Action(s)	Created Date				
1	9/22/16	End of year conferences are conducted between the principal and each teacher. The current PGP is discussed and a new PGP is created based upon the need(s) of the teacher. All information pertaining to this meeting is posted in EdReflect.	Complete 05/24/2017	Joey Carr	05/31/2017
		Notes:			
Implementation:			06/14/2017		

Evidence	6/14/2017 Ed Reflect houses all information regarding the TESS program. Conference notes and feedback are recorded. I also have each teachers professional development registration on file in my office.				
Experience	6/14/2017 At the end of the school year, I meet with teachers to finalize their PGP for the upcoming school year. Professional development is selected to correlate with their PGP goals based upon the TESS matrix.				
Sustainability	6/14/2017 At the end of the PD season, the CRESC will provide a confirmation report and I will conduct follow up conferences to see how teachers are implementing new best practices as a result of their PGP goals and most recent PD.				
	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The Armorel District provides 42 hours of on-campus, high quality professional development to assist our staff in the implementation of instructional outcomes that support our learning targets. We meet monthly in professional learning communities. The most recent focus of professional development has been the development of learning targets across the district. Armorel is a member of the Crowley's Ridge Educational Co-operative. Three days are allowed to be flexed during the summer PD season. Each teacher will attend 18 hours of professional development pertaining to the goals set forth in their professional growth plan.	Limited Development 09/02/2015			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	The professional development sessions that are conducted, are aligned with the district's vision and mission statements. The professional development progressively builds upon sessions from the past. Content and pedagogy are aligned with standards and assessments. PLC's are conducted to provide an opportunity for continued conversations and collaboration to sustain effective strategies and practices within the classroom. PLC's also provide an opportunity for staff to analyze data to monitor student progress and for planning.	Objective Met 06/14/17	Joey Carr	05/31/2017	
Action(s)	Created Date				
1	9/29/16	The district leadership team schedules professional development annually to comply with ADE regulations. The district will provide on-campus training in order to support instruction.	Complete 03/17/2017	Joey Carr	06/16/2017

Notes:

Implementation:		06/14/2017		
Evidence	6/14/2017 The Central Office maintains the PL plan as well as sign-in sheets of all participants to confirm their participation.			
Experience	6/14/2017 The Armorel School District creates a Professional Learning Schedule/Plan each year according to the regulations of the ADE. We also conduct PD that is relative to our staff and student needs.			
Sustainability	6/14/2017 Each year data is disaggregated to determine the most urgent needs within our instruction and/or curriculum planning. We plan on-campus sessions to provide the best support for our staff to ensure a positive impact upon student learning.			

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>		We have extended our total instructional time each day by reducing the daily physical activity time by a minimum of 10 minutes on the 2015-2016 Master schedule. Informal observations utilize the TESS rubric, acknowledging indicators that protect instructional time. We also have a policy in place that protects instructional time. (No all calls; parents can only converse with staff during their planning period, drills are conducted adjacent to transitions, parental conferences are conducted during the teacher's planning)	Limited Development 09/04/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The principal has arranged the schedule to create a literacy block of 140 minutes in correlation with a math block and science block of 70 minutes each day. Intervention and remediation times are also scheduled. Money has been budgeted to provide after school tutoring two-times per week. The Crowley's Ridge Cooperative provides a Reading Recovery Specialist who provides interventions for first grade students that struggle with reading. After school tutoring will begin for eligible students based upon AIP and formal assessment data.	Objective Met 03/02/17	Joey Carr	01/29/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	11/11/16	After school tutoring will begin in January and continue to March. Tutoring sessions will be conducted two times per week.	Complete 01/10/2017	Joey Carr	01/27/2017
<i>Notes:</i>					
2	11/11/16	The Crowley's Ridge Cooperative provides a Reading Recovery Specialist who provides interventions for first grade students that struggle with reading.	Complete 03/01/2017	Joey Carr	09/21/2016
<i>Notes:</i>					
<i>Implementation:</i>			03/02/2017		
<i>Evidence</i>		3/2/2017 The principal has collected agreement forms from parents for their child to participate as well as time sheets. Teachers maintain an attendance log and samples of student work from the after school study sessions.			

<i>Experience</i>	3/2/2017 Students were selected based upon the AIP roster or by need. Four groups have been formed to support students in math and literacy. After school study groups meet from 3:30-5:00 each Tuesday and Thursday for a total of twenty sessions during the month of January, February and March.			
<i>Sustainability</i>	3/2/2017 Those students are provided with needed support for past lessons and are also front-loaded with information of skills for upcoming lessons.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		When job vacancies are advertised the job description states that preference will be given to those applicants who are highly qualified and/or have been credentialed in specific training which aligns with each discipline. We host student observers and interns from Arkansas Northeastern College and Arkansas State University. We take every opportunity to promote the productive working environment.	Limited Development 09/04/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The Armorel School District actively recruits teacher in the event of vacancies. Our reputation of high expectations in the area promotes an attractive working environment, resulting in applications of high-quality candidates. Armorel Elementary School partners with Arkansas Northeastern College and Arkansas State University in preparing future educators. Sign-in forms in the office, maintain a record of logged hours for those college students who visit our classrooms & collaborate with the Armorel staff. The Bytheville Courier newspaper publishes columns by the superintendent and articles celebrating the school's achievements. The Armorel Elementary School currently has classroom teachers and other licensed educators to support student learning. Classified personnel has been hired to provide additional support for remediation interventions.	Objective Met 06/14/17	Joey Carr	05/31/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	9/29/16	The Armorel Elementary School will continue to host upper level students who are placed in our school, in order to sustain a professional relationship with local colleges. We seek to provide as much support to better prepare future educators in our school and area.	Complete 05/19/2017	Joey Carr	05/31/2016
<i>Notes:</i>					
<i>Implementation:</i>			06/14/2017		
<i>Evidence</i>	6/14/2017	Professional visitor sign-in sheets are maintained in the office and ANC utilizes log sheets indicating the amount of hours each ANC student spends in Armorel classrooms.			

<i>Experience</i>	6/14/2017 Ryan Perkins, ANC Field Experience Placement Supervisor work together in the placement of education majors enrolled in the local community college.			
<i>Sustainability</i>	6/14/2017 Mr. Perkins and I will continue to work together for future placements.			

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>		Teachers meet twice a month within grade level to reflect and develop their curriculum in all disciplines. Teachers collaborate monthly above and below the grade level to enhance vertical alignment. They create modules that align with SLE's within their content area. Curriculum maps are developed so that grades above and below overlap for a smoother transition for all learners. Throughout the school year, student learning data is collected via module and ACT interim assessments and teaching is modified through the use of RTI. At the end of the year, teachers re-visit the modules to determine timeline adjustments and create new maps for updated SLE's.	Limited Development 09/04/2015		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Professional Learning Communities are departmentalized into subject area groups. PLC agendas & minutes are maintained and posted into Indistar. Each teacher refers to their respective frameworks, pacing guides, assessment modules, learning targets, evidence of understanding and lesson plans. These documents are created during professional development sessions prior to the beginning of the school year. During the year, teachers will reflect upon instruction and make needed adjustments. Reflective notes are recorded by teachers within the printed documents. Units of instruction are typically 5-6 weeks of work. Units of study are created by backward design based upon the instructional standards or frameworks. The assessments provide data to drive future instruction and guide remediation.	Objective Met 03/02/17	Joey Carr	08/12/2016
Action(s)	Created Date				
1	9/29/16	Module units of instruction are created by each teacher during professional learning community sessions prior to the beginning of the school year. The fundamental principle of backward design is followed. The module plan aligns standards, curriculum, instruction and assessment. During the planning of tasks, Title I, science lab, digital and other resources are identified and noted for each learning activity. The librarian, GT teacher and other support staff participate in the PLC sessions, so they can plan their instruction to correlate and support teachers in the general classrooms.	Complete 08/12/2016	Joey Carr	08/12/2016
Notes:					

Implementation:		03/02/2017		
Evidence	<p>3/2/2017</p> <p>Pacing guides, assessment modules, learning targets, evidence of understanding and lesson plans are maintained in each classroom. Teachers are asked to reflect upon these plans and make necessary adjustments as needed for future planning. Student data provides guidance</p>			
Experience	<p>3/2/2017</p> <p>Contracted days of professional development was scheduled to allow teachers to create units of instruction consisting of five to six weeks within a subject area focusing on standards and including learning targets and evidence of understanding. Lessons are sequenced to provide scaffolding, differentiation and a progression of skills.</p>			
Sustainability	<p>3/2/2017</p> <p>PLC's will focus on student data to give direction for making decisions toward classroom instruction, RTI and/or implementing best practices within the classroom.</p>			

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>		Armored Elementary uses module and ACT interim assessments at a minimum of four times per year. After conducting interim assessments, teachers will update data cards to create a visual display indicating student progress. RTI is continually adjusted in response to the performance of each student. ACT interim assessment reports indicate what areas are the strongest and weakest for each student. Classroom instruction is also developed according to data provided through collected data. Results from data collection will serve as the predominant topic of conversation during PLC and collaborative meetings among instructional staff.	Limited Development 09/04/2015		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Formative assessments are designed at the beginning of the school year. A schedule is created indicating the amount of instructional days in the unit and the date of the assessment. Each student is tested more than three times per year. Results from the assessments drive instruction and guide remediation interventions. Data from the assessments are viewed and analyzed by the leadership team, in PLC's and with partner teachers. Data cards are maintained to create a visual display, indicating strengths and weaknesses.	Objective Met 06/14/17	Stephanie Carter	05/31/2017
Action(s)	Created Date				
1	9/29/16	Each teacher has selected dates for formative assessments to be conducted at the end of their units of instruction. A master schedule is drafted and monitored throughout the school year.	Complete 05/19/2017	Stephanie Carter	05/31/2017
Notes:					
<i>Implementation:</i>			06/14/2017		
<i>Evidence</i>		6/14/2017 Each teacher submitted the results from the formative assessments that were conducted to the AESLT and filed in the principal's office.			
<i>Experience</i>		6/14/2017 All students have been formatively assessed a minimum of three times during the school year. The data results have proven to be a guiding force toward instruction. Module assessments, DRA, AimsWeb, Dibels, STAR, ACT/ASPIRE interim assessments were conducted.			

Sustainability		6/14/2017 We will continue to ensure a complete alignment between instruction and assessments with the grade appropriate standards.			
!	IID03	Teachers receive timely reports of results from standardized and objectives-based tests.(101)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers disaggregated end of year assessment data by demographics, grade level and subject level. Collaboration among teachers consisted of grade to grade (i. e. last year second graders, now entering third grade) regarding individual needs of students for core instruction and RTI continuation.	Limited Development 08/29/2017		
How it will look when fully met:		Teachers will have conducted their first round of common assessments and six weeks of classroom interaction with students. RTI will be fully implemented and ongoing to meet the individual needs of students. Teachers will have received immediate results of common assessments and student data reports from the Classworks benchmark and EOY assessments.		Joey Carr	09/29/2017
Action(s)	Created Date		0 of 1 (0%)		
1	8/29/17	Teachers will have conducted their first round of common assessments and six weeks of classroom interaction with students. RTI will be fully implemented and ongoing to meet the individual needs of students. Teachers will have received immediate results of common assessments and student data reports from the Classworks benchmark and EOY assessments.		Stephanie Carter	09/29/2017
<i>Notes:</i>					

IID07		The Leadership Team monitors school-level student learning data. (105)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The AESLT monitors various sources of student learning data in order to make decisions and recommendations regarding the continuing of the school's improvement plan, curriculum, and student support services. This data is compared to data regarding professional practices. Data collected from STAR testing, Dibels, DRA, DSA, AimsWeb, common unit assessments, pre and post testing, Connections activities, RISE activities, RTI, ACT/ASPIRE, ITBS and Classworks facilitate decision making. In July 2017, teachers in K-2, SPED, and instructional facilitator attended a three-day training session for the recent RISE initiative to improve reading achievement. There are three follow-up training sessions throughout the school year.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		Librarian, Mrs. Harrah will assist Mrs. Casey with this objective. Collected data, AESLT agendas and minutes will reflect the analysis and monitoring of data by the AESLT. Future decisions will be made to increase the effectiveness based upon the collected data.		Leigh Ann Casey	05/25/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	9/1/17	AESLT will collect data from STAR testing, Dibels, DRA, DSA, AimsWeb, common unit assessments, pre and post testing, Connections activities, RISE activities, RTI, ACT/ASPIRE, ITBS and Classworks facilitate decision making.		Sandra Harrah	05/04/2018
<i>Notes:</i>					

IID08		Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The AESLT continuously evaluates the effectiveness of instructional plans used from the results of formative assessments. Teachers are continuously adjusting lesson plans for current activities in core instruction and RTI, as well as the future lesson planning. Collaborative Teams meet twice monthly to analyze and discuss student data and best practices to determine what adjustments need to be made in core instruction and appropriate interventions to be provided during scheduled RTI. Teachers also create a Student Success Plan utilizing quantitative and qualitative data in order to devise strategies to address each student's strengths and needs. Through the Classworks website, students are provided with an Individual Learning Path to provide concise progress monitoring of their academic status.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		Each student has a Student Success Plan created for them. Parents are made aware and they sign off at Parent-Teacher Conferences, indicating they are aware and have the opportunity to provide input toward their child's academic process.		Joey Carr	03/30/2018
Action(s)	Created Date		0 of 1 (0%)		
1	9/1/17	The AESLT will evaluate instructional plans from quantitative and qualitative data that is collected. Teachers will reflect and evaluate lesson plans and conduct necessary RTI exercises.		Joey Carr	03/30/2018
<i>Notes:</i>					

IID09		Instructional Teams use student learning data to plan instruction.(107)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are creating formative assessments based on units of study. These formative, common assessments are scheduled to occur between the sixth and seventh week of each grading period to indicate student learning retention. Benchmark assessments are scheduled in order to determine student learning growth. These two components are conducted through Classworks, a website designed to assess, serve, create individual learning paths and progress monitor students. The progress monitoring feature allows our staff to diligently track students in a focused manner regarding their trajectory of learning. Since this feature is adaptive by nature, each student has the opportunity to reach their individual potential beyond other facets of instruction. As a result of data, teachers make adjustments to their instructional planning and designed interventions. Within the lesson plans, teachers implement learning targets and performances (evidence) of understanding based upon instructional standards to increase the effectiveness of each lesson. Our goal is to use the data to plan day-to-day activities that will provide engaging learning activities for our students. Staff members meet in Collaborative Teams, twice monthly to analyze and discuss data in order to enhance student learning and teacher performance.	Limited Development 08/31/2017		
How it will look when fully met:		Collaborative Teams use student learning data to plan instruction. Evidence will include agendas and minutes. CT's will individually implement these effective practices into their teaching performance in order to have a positive impact on student learning.		Joey Carr	04/30/2018
Action(s)	Created Date		0 of 1 (0%)		
1	9/1/17	Our goal is to use the data to plan day-to-day activities that will provide engaging learning activities for our students. Staff members meet in Collaborative Teams, twice monthly to analyze and discuss data in order to enhance student learning and teacher performance.		Joey Carr	11/30/2017
Notes:					

		IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i></p> <p>Collaborative Teams meet twice monthly in order to analyze student learning data, including close-at-hand classroom assessments, to identify students in need of instructional support or enhancement. Their two areas of focus consists of student learning and effective teacher practices. Student learning data depicts future instructional planning and RTI grouping (Tier 1, 2 or 3) and exercises. A common format is used throughout the building to ensure proper documentation of RTI exercises. The Classworks website provides a feature of tracking individual students, to allow for detailed monitoring. Pre-tests were conducted before the end of the second week of school. Benchmark assessments are scheduled to determine student growth and common formative assessments are scheduled to indicate information retention after a specific unit of study. Data collected from RTI exercises, indicate students' level of understanding. This will determine which students make necessary growth, or are in need of intense support beyond the general classroom.</p>	<p>Limited Development 08/31/2017</p>		
			<p><i>How it will look when fully met:</i></p> <p>The AESLT will monitor and use student learning data to identify students in need of instructional support or enhancement. SPED, 504, Upper Tier RTI support, Dyslexia Interventions, Speech & ELL services.</p>		<p>Kellie Gilliam</p>	<p>04/30/2018</p>
				<p>0 of 1 (0%)</p>		
<p>1</p>	<p>9/1/17</p>		<p>Collaborative Teams meet twice monthly in order to analyze student learning data, including close-at-hand classroom assessments, to identify students in need of instructional support or enhancement. Benchmark assessments are scheduled to determine student achievement levels. Students demonstrating a consistent need for additional support beyond RTI, are considered for next step action of referral.</p>		<p>Hannah Browning</p>	<p>05/25/2018</p>
<p><i>Notes:</i></p>						

		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>		<p>Collaboration Teams meet twice monthly to analyze the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans. They check for an findings of students in need of specific RTI support. Units of study have also been created by teachers based upon Arkansas State Standards. At the conclusion of a unit of study, common assessments are conducted to indicate students' level of understanding. Adjustments are made in lesson plans, RTI and enrichment exercises to reflect needs that are evident in the data from formative assessments. Pre-tests are conducted to determine what prior knowledge or skills each student possesses, rather than serve as an assignment for a grade. This information effectively informs teachers of each student's level of understanding. Post-tests will determine how the teacher will re-visit that standard through core instruction and RTI exercises. Instructional teams also determine how to differentiate instruction for specific students based on assessment evidence. Collaborative Teams also identify specific Tier 2 and Tier 3 intervention strategies for struggling students and those specific language acquisition strategies to use with English Language Learners. General education teachers also collaborate with special education staff to determine the necessary instructional path for special education students that is based on students' identified disabilities, whether it cognitive and/or behavioral.</p>	Limited Development 08/31/2017			
<i>How it will look when fully met:</i>		Mrs. Kellie Gilliam will assist Mrs. Carter with this objective.		Stephanie Carter	05/30/2018	
<i>Action(s)</i>	<i>Created Date</i>					
<i>Notes:</i>						

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>		All teachers design and plan their instruction guided by curriculum maps, module and ACT results, Common Core State Standards and Arkansas State Frameworks. The desired outcome is to foster growth in student learning.	Limited Development 09/04/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Module units of instruction are created by each teacher during professional learning community sessions prior to the beginning of the school year. The fundamental principle of backward design is followed. The module plan aligns standards, curriculum, instruction and assessment. During the planning of tasks, Title I, science lab, digital and other resources are identified and noted for each learning activity. The librarian, GT teacher and other support staff participate in the PLC sessions, so they can plan their instruction to correlate and support teachers in the general classrooms.	Objective Met 03/02/17	Joey Carr	08/12/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	9/29/16	Each teacher creates a curriculum map, indicating units of study, resources to be used, standards to be taught, the amount of days dedicated for instruction and formative assessment.	Complete 08/12/2016	Joey Carr	08/12/2016
<i>Notes:</i>					
<i>Implementation:</i>			03/02/2017		
<i>Evidence</i>		3/2/2017 Evidence is indicated in teacher's lesson plans binders and their contributions noted in PLC minutes.			
<i>Experience</i>		3/2/2017 Contracted time was dedicated prior to school teachers and staff to development instructional curriculum for the upcoming school year. Groups were formed by subject area to ensure vertical alignment.			

Sustainability	3/2/2017 Throughout the school year, teachers have been asked to reflect upon the lessons within each unit of study for future reference. Those notes or comments with provided guidance as teachers make necessary revisions for future instructional plans. Teachers have shared their points of reflection through conversations during PLC sessions.			
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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>		At Open House we expressed our expectations of ways parents can contribute to their child's educational success. By students being well rested, eating nutritional meals, arriving on time, and regularly attending school, parents can make a positive impact on their child's educational process. Teachers interact and communicate with parents through communication folders daily. We have not clearly articulated suggestions for parents to follow in our school-parent compact plan. We will include this component in the future.	Limited Development 09/04/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Our evidence will consist of the updated Parental Involvement Plan and School-Parent Compact which will be included in our student handbook that is accessible on the District website. A Parental Involvement committee has been formed for this school year. It consists of the Parent Center Coordinator, counselor, principal and two parents. The school will depend on the committee to monitor parental involvement and communication. They will create a survey that will be given to parents. The results will provide data that will provide a direction for future decisions regarding parental involvement and communication. The committee will also monitor the effectiveness of classroom communication logs that teachers have already implemented. Each log contains two-way communication between parents and the teacher regarding student behavior, academic progress, upcoming assignments and projects. They will meet a minimum of one time during the fall semester and one time during the spring semester.	Objective Met 04/15/16	Debra Harms	12/01/2016
<i>Action(s)</i>	<i>Created Date</i>				
1	9/11/15	Clearly articulate parent responsibilities.	Complete 04/12/2016	Debra Harms	07/01/2016

<p><i>Notes:</i> We have researched what other public schools have included in their parental plan for additional ideas. Input has been sought from the teachers for the compact and will now be written up to present to the Parental Involvement Committee. We have contacted Dr. Geraldine Mallette, Public School Administrative Advisor, Arkansas Department of Education, Federal Programs Unit, Division of Learning Services and Parental Involvement/Title VI REAP, for suggestions to improve our parental involvement survey. The Parental Involvement Committee finalized the School-Parent Compact and proposed it to the Armored School Board for approval. The Armored School Board approved the School-Parent Compact on Monday, April 11, 2016.</p>					
2	9/14/15	Parental Involvement Committee will meet a minimum of two times, once per semester.	Complete 04/12/2016	Debra Harms	11/02/2015
<p><i>Notes:</i> The first Parental Involvement Meeting occurred on Thursday, October 22, 2015. There were a total of seven members in attendance, consisting of four parents, Mrs. Booker, Mrs. Harms and Mr. Carr. Mrs. Bennett, superintendent dropped by to welcome everyone. Suggestions were made for ways that the district could improve upon communication of school events or activities.</p> <p>The second Parental Involvement Meeting occurred on Thursday, March 1, 2016. Six members were present including three parents and Mrs. Bennett, Mr. Carr & Mrs. Harms. The focus of the meeting to finalize the School, Parent, Teacher and Student Compacts and Parental Involvement Survey. As a result of the meeting those documents were proposed to the Armored School Board for approval. The compacts were approved on Monday, April 11, 2016, by the Armored School Board.</p>					
Implementation:			04/15/2016		
Evidence	4/15/2016	We have collected sign-in sheets, agendas and minutes from the Parental Involvement Committee meetings. Minutes from the Armored School Board will indicate board approval.			
Experience	4/15/2016	Two meetings were held with parents and school staff in attendance. Staff, students and parents made contributions to the development. From October to April the Committee drafted a Parental Involvement survey, School Compact and Parent-Teacher-Student Compact. Those documents have been approved and are ready to be implemented.			

Sustainability	4/15/2016 The Parental Involvement Survey will be made available online for parents in May 2016. The survey will be created by EAST classroom students in the high school. The compacts will be made available on the Armored District website in correlation with the handbook. The deadline to submit responses will be Monday, May 23, 2016. MacBooks will be available for parents to conduct the survey on Friday, May 20 at the Awards Assembly. The data will be collected on Tuesday, May 24, 2016. That information will be available to the Parental Involvement Committee. It will be used to make improved decisions for the upcoming school year.			
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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>		Armored Elementary serves students up to the 6th grade. At Parent-Teacher Conferences, parents are informed of the district's Smart Core/Core Policy. This policy is also included in our student handbook.	Limited Development 09/04/2015		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Elementary teachers are instructed to inform parents of the Armored District's Smart Core Policy	Objective Met 03/28/17	Joey Carr	03/17/2017
Action(s)	Created Date				
1	3/28/17	Parents will be informed at Parent-Teacher Conferences in September and March. The Smart Core Policy is included in our student handbook.	Complete 03/17/2017	Joey Carr	03/17/2017
<i>Notes:</i>					
Implementation:			03/28/2017		
Evidence	3/28/2017	The student handbook is posted online and sign-in sheets from PT conferences are maintained in the principal's files.			
Experience	3/28/2017	Parents were provided the Smart Core district policy in our student handbook. At Parent-Teacher Conferences, parents were informed of the Smart Core Policy.			
Sustainability	3/28/2017	We will continue to include that policy in our handbook and communicate to parents in the future.			