

Comprehensive Progress Report

Mission:

Armored High School is committed to exposing students to Technology, and a rigorous Integrated curriculum to Gain varied Experiences while meeting their individual needs in a Respectful and Safe Environment.

Goals:

Armored High School is striving to make our students responsible thinkers, and resourceful citizens who are future ready. Teamwork, Integrity, Gracious, Energetic, Respectful, Supportive



! = Past Due Actions KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a district leadership team, and school level leadership team. Each member of the leadership team has an instructional team that includes leaders. The high school also has a student leadership team that incorporates students who participate in the Arkansas Leadership Academy Student voice initiative. Parents and community members are included in some of the meetings.	No Development 08/31/2015		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
<i>How it will look when fully met:</i>		When this objective is fully met, a locally-approved school board policy that incorporates a team structure as part of the school governance policy will be place. The policy will become a routine practice of the district. Our model policy service (ARSBA) will work to provide such a policy for inclusion in our current policy manual.	Objective Met 11/22/16	Teresa Lawrence	04/04/2016
Action(s)	Created Date				
1	9/10/15	Meet with ARSBA representative	Complete 11/30/2015	Teresa Lawrence	09/30/2015
Notes: Policy is currently in place -board approved.					

2	9/10/15	a copy of the governance policy, meeting agendas, minutes of the meetings,	Complete 04/11/2016	Teresa Lawrence	04/11/2016
		<i>Notes:</i> The leadership teams, both teacher and student teams meet on a regular basis, but the district does not have a governance policy in place.			
Implementation:			11/22/2016		
Evidence		11/22/2016 Refer to School Board policy Book			
Experience		11/22/2016 This time consuming task required a discussion at the school board meeting.			
Sustainability		11/22/2016 NONE			
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Agendas are done for every meeting. They provide the guidance of important topics to be covered. Agendas are developed according to immediate needs and long range planning.	Full Implementation 08/31/2015		
	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
Initial Assessment:		A leadership team has been established and working for a year. We meet on a regular basis, but not twice a month for an hour or more. The leadership team consists of the building level principal, counselor, and five teachers. Due to different planning times and family/work obligations we meet during lunch, or occasionally after school. Lunch meetings are not long enough to accomplish our agenda, but do allow us time to begin work.	Limited Development 08/31/2015		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		The leadership team will meet twice a month for an hour or more. Sign-in sheets, agendas, minutes from these meetings will be the evidence that this objective is fully met.	Objective Met 03/19/17	Teresa Lawrence	05/19/2017
Action(s)	Created Date				
1	9/10/15	Meet with leadership team to discuss days that they are available.	Complete 10/09/2015	Teresa Lawrence	09/30/2015
		<i>Notes:</i> The team met and agreed to meet once every other week for lunch and after school on the second and fourth Wednesday of each month.			

2	9/10/15	Create a calendar listing the dates that the leadership team will meet.	Complete 10/09/2015	Teresa Lawrence	10/02/2015
		<i>Notes:</i> The leadership team decided to meet at lunch or after school on the second and fourth Wednesday of each month.			
3	11/21/16	A meeting will need to be held to create times and dates for the team to meet.	Complete 10/14/2016	Kelley Hopper	11/30/2016
		<i>Notes:</i> Select some dates to meet at lunch and others to meet before or after school.			
4	11/21/16	Create a new calendar listing the new meeting dates.	Complete 10/14/2016	Kelley Hopper	12/02/2016
		<i>Notes:</i> Place this calendar on Google docs so it can be shared and modified as needed.			
Implementation:			03/19/2017		
Evidence	3/19/2017	Meeting times are in personal planners.			
Experience	3/19/2017	The leadership team consists of classroom teachers. We were able to find times to meet, but never for an hour or more at a time. The reality of actual work with students gets in the way of including meeting notes in indistar.			
Sustainability	3/19/2017	We will need to continue to coordinate times we can meet. Once we become a Google school and learn more about how to effectively use Google products we can have meetings without having to actually be together. We will have to get in the habit of putting our notes in indistar.			

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>		Classroom observations are ongoing and the leadership team is analyzing the results to begin planning professional development. Currently we do not review observation results. Professional development up to this point has been determined based on student data and district leadership has determined what will be provided.	Limited Development 09/10/2015		
<i>How it will look when fully met:</i>		During the 2016-17 school year we are focusing on incorporating Learning Targets. During each observation and classroom walkthrough the main focus will be on the teacher and students working as a team to demonstrate through a performance of understanding the learning target for the days lesson. The learning target is to be stated in an I can statement, written on the board and referred to throughout the lesson. Students should be able to articulate the learning. Evidence to determine this indicator is fully implemented will include observations that include the learning target, the teachers reference to the target, student references to the learning target, and students articulating the learning during and after the lesson.		Teresa Lawrence	05/25/2018
Action(s)	Created Date		1 of 2 (50%)		
1	9/10/15	Provide professional development throughout the year relating to learning targets -how to create and implement them.	Complete 03/03/2016	Teresa Lawrence	05/19/2017
		<i>Notes:</i> The teachers would like to meet after school on a regular basis- twice a month to collaborate with team members on writing effective learning targets. Each instructional team has met at least four times to review lesson plans. We looked at the learning target, discussed the purpose of each lesson, and what a good performance of understanding looks like to determine if students have demonstrated the intended learning.			
2	9/10/15	Feedback to and discussions with teachers after observations and walkthroughs based on implementation of learning targets.		Teresa Lawrence	05/25/2018

Notes: Continuous feedback is important to helping teachers stay on track. Informal observations are conducted once a month for all teachers. Classroom walkthroughs are also conducted on a weekly basis. Feedback is provided after each observation through bloom bird and one on one conversations. This is an ongoing task as it is important for teachers to receive feedback to help improve their instruction. Continuous discussions about instruction are also important as we want to always strive to provide the best possible delivery of content.

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>		Every teacher has developed a professional growth plan based on self assessment and TESS feedback. For the 2016-17 school year every teacher has two goals. The main goal is focusing on Learning Targets, and the second goal is based on teacher needs as indicated from classroom observations. Teachers are required to get two days of professional development that relates to their professional growth plan. These days are approved by the superintendent. As needs arise teachers are provided with opportunities to attend professional development during the school year. Professional development is also conducted during common planning time on an as needed basis. Edreflect is used by all teachers to develop a professional growth plan	Limited Development 09/10/2015		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Classroom observations will be made by the principal and or peer to peer observations Teachers will use bloomboard to develop professional growth plans based on feedback	Objective Met 11/21/16	Teresa Lawrence	05/25/2018
Action(s)	Created Date				
1	9/10/15	observations will be recorded in bloomboard	Complete 05/20/2016	Teresa Lawrence	12/14/2015

Notes: Teachers reference their PGP on a regular basis. PGP plans will be reviewed again At our May PLC meeting and new plans will be created then.

Implementation:			11/21/2016		
Evidence	11/21/2016 Each teacher has a PGP in Edreflect. Meeting notes, observations, and feedback, are kept there as well as previous and current PGPs.				
Experience	11/21/2016 This is a time consuming task that requires meeting individually with teachers to review observation data and feedback.				
Sustainability	11/21/2016 We will have to continue to meet on a regular basis and have frequent conversations about what is happening in the classroom, provide ongoing embedded professional development and well as opportunities for teachers to participate in professional development that will improve classroom instruction and student success.				
	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	The school provides all state mandated PD for certified and non certified staff. For the 2015-16 school year there are days set aside during the year to build on previous professional development. All professional development will be related to learning targets. The district leadership team determined to focus on Learning Targets based on classroom observations from the 2014-15 school year. Differentiation is accomplished by approved summer professional development. Teachers choose professional development based on their content area and needs addressed in their professional growth plan in Bloomboard.	Full Implementation 09/10/2015		
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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>		Bell to bell instruction and small group instruction are offered during class. Our teachers offer students assistance before and after school and also during lunch. We have an advisory period one day a week. This will enable teachers to develop a better relationship with students, track progress in classes, attendance, and discipline. Credit recovery is offered in the summer for those who need to recover credit for a core class. Students also have access to assistance in math through an online learning component, and those in Algebra I are offered a choice of one period a day or a double blocked class. We partner with local industries and the technical center to provide internships in local industrial plants. Students are also allowed to participate in internships at local plants. Students attend school in the morning and leave after lunch to participate in an internship at local plants. Additional personnel is needed to implement response to intervention and ALE	Limited Development 09/10/2015		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		The leadership team will discuss the results of RTI instruction, the progress of ALE students and analyze observations and grades from Algebra I and Algebra A & B to determine if the double block is helping students become successful. The team will also monitor usage of the online component for math. Attendance and discipline data will be analyzed to determine if the advisory period is helping with student achievement. The leadership team will also be aware of students that need credit recovery and monitor their progress. Evidence of this monitoring will be from agenda topics and meeting minutes. This objective cannot be fully met until an ALE and RTI program have been successfully implemented.	Objective Met 03/30/17	Teresa Lawrence	05/19/2017
<i>Action(s)</i>	<i>Created Date</i>				
1	9/10/15	Hire an Response to Interventionist.	Complete 05/16/2016	Teresa Lawrence	03/31/2016
<i>Notes:</i>					
2	9/10/15	Monitor the progress of students that are potentially failing classes and will need credit recovery.	Complete 03/30/2017	Teresa Lawrence	05/19/2017

<i>Notes:</i> Grades from teachers will need to be accessible. Teachers turn in Wednesday sheets every week indicating who is struggling in their classroom and what interventions are being done to help students become successful in the classroom. Parent contacts are made when students begin to struggle in the classroom.				
Implementation:		03/30/2017		
Evidence	3/30/2017 The Wednesday sheets are kept on file in the collaboration room, along with notes from parent meetings.			
Experience	3/30/2017 This is a necessary objective to ensure student success. Some teachers had to be monitored more closely than others.			
Sustainability	3/30/2017 Teachers will continue to provide Wednesday sheets listing struggling students and the interventions provided. Parental contact will remain a requirement as it is important to have their support.			

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:		We are a small school district which makes it easy for the building to work directly with the district. When the need for staffing arises the district advertises in local, regional, and state newspapers, at the local educational cooperative, and on the AAEA website. We hire within for those teachers who are wanting to change jobs or are better suited for a position that is open. Interviews often include the superintendent, building level administrator, and teachers.	Full Implementation 09/10/2015		

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>		This indicator is at a limited development stage. At this time some teachers create their own standards align units of instruction. A History, Science, and two literacy teachers have attended Literacy Design Collaborative and one math teacher and one CTE teacher has attended Math Design Collaborative. They use created units of study. Those participating in LDC have met on a regular basis to create integrated lessons. These teachers have met on occasion with the other history, literacy, and science teacher to assist them with developing integrated lessons. Teachers also determine which standards are taught each quarter. They use their curriculum maps developed for interim assessments from The Learning Institute. Notes are made throughout the year to determine changes that need to be made. During Common planning time we continue to discuss ways to integrate different disciplines into units of study.	No Development 09/10/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Our literacy, science, and history teachers have participated in Literacy Design Collaborative. The teachers have created units of study integrating two or three of the disciplines. Our math and career and technical teachers have attended the Math Design Collaborative. The math and career teachers have collaborated with the art teacher to create units of study integrating their disciplines. All teachers have a set of standards. Throughout the year the teachers indicate when the standard was taught and make notes about materials and resources used. Lesson plans, interim assessment modules, and curriculum maps.	Objective Met 03/30/17	Teresa Lawrence	11/30/2017
<i>Action(s)</i>	<i>Created Date</i>				
1	9/10/15	Periodic meetings with teachers to review curriculum maps, assessments modules, and lesson plans.	Complete 03/30/2017	Teresa Lawrence	02/26/2016
		<i>Notes:</i> Teachers are currently meeting on a daily basis to work on curriculum alignment and cross curricular alignment. Teachers will begin to work with students teams on building the curriculum for the upcoming school year. They will investigate possible books, articles,projects, and activities to be completed to meet the lesson's learning target and the units essential question. These meeting will continue for the 2017-18 school year.			

Implementation:		03/30/2017		
Evidence	<p>3/30/2017 Teacher's curriculum maps are in their rooms and copies are kept in the collaboration room.</p>			
Experience	<p>3/30/2017 This is a long process that actually never get completely finished. It is important for teachers to constantly refine their maps to meet the needs of their students.</p>			
Sustainability	<p>3/30/2017 Our next step is for teachers to meet with teams of students to review curriculum maps. They will work together to determine appropriate activities and projects students will complete to demonstrate understanding.</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>		All students enrolled in Math, Literacy, and Biology classes will complete 3 ACTAspire interim assessments this year. Students enrolled in CTE courses take an EOC assessment at the end of the year. Teachers are formally analyzing data from the interim assessments. Teachers look at their individual class results and the principal also looks at the results. Conversations occur during common planning time about the assessment results and how they relate to classroom achievement. A constant complaint among teachers is the lack of time in teaching the standards each quarter and time restraints for reteaching skills to those who struggle. Conversations aimed at changing the culture about interim assessments have occurred ,and we have moved into a move formalized setting for discussion and analysis of students achievement.	Limited Development 09/10/2015		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		We use The ACTAspire for interim assessments, and ACT Classroom Assessments on a frequent basis to help moitor student achievement. The interim assessments are given at least three times a year. When this indicator is fully implemented teachers in all disciplines will analyze the results and determine curriculum changes and next steps to increase students achievement. We will begin to see an increase in assessment scores, class/homework scores, student engagement,	Objective Met 03/30/17	Teresa Lawrence	05/19/2017
<i>Action(s)</i>	<i>Created Date</i>				
1	9/27/15	TLI data, lesson plans, Learning Targets, and Performance of understanding will be analyzed to determine adjustments needed to teaching.	Complete 03/18/2016	Teresa Lawrence	05/20/2016
		<i>Notes:</i> The schedule has been rearranged to meet with teachers to discuss test results. TLE tests are given each quarter with the last test occurring in May. Next years schedule has embedded time for teacher meetings to discuss TLI data, classwork, classroom testing data, grades, RTI progress, and changes needed to instruction.			
2	3/30/16	Teachers will have a PLC period in addition to their regular planning. During this time we will meet to review lesson plans, Learning Targets, Performances of Understanding, grades, TLI data, class work, and classroom assessments.	Complete 03/30/2017	Teresa Lawrence	09/23/2016

<i>Notes:</i> The PLC period has been beneficial this year and will continue next year.					
3	11/25/16	Teachers will analyze ACTaspire and ACT Classroom Assessments to determine growth in student learning.	Complete 03/30/2017	Teresa Lawrence	04/28/2017
<i>Notes:</i> We have analyzed ACT Aspire interim assessment scores and testing material. Students were listed according to need and those needs are being addressed in the regular classroom.					
Implementation:			03/30/2017		
Evidence	3/30/2017	Data is kept in the collaboration room. Teachers have spreadsheets on their computers for reference.			
Experience	3/30/2017	Pulling and analyzing data took a lot of time, but provided us with good information. It seemed to back up information on how students were performing in the classroom.			
Sustainability	3/30/2017	We will continue to monitor all data. For the 2017-18 school year we will use Classworks along with ACT Aspire.			

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>		Learning targets are the theme for this year. Learning targets are a way to help teachers determine what, when, and why they are teaching what they are teaching. Lesson plans are used to help teachers determine which standards have been taught and how often they have been reviewed. Lesson plans are written from curriculum maps. During the year teachers make notes on their lesson plans and curriculum maps to determine if changes need to be made. New standards have come out for art and music. They are currently completing new curriculum maps which will be completed by the end of this school year. TLI interim assessments are being given for math, science, and English four times a year. Teachers review TLI maps at the end of each school year and make any changes for the upcoming school year. Teachers in other areas work together to align with core classes. All classes incorporate literature standards. Classroom assessments are given on a regular basis and students take a nine week assessment and semester tests.	Limited Development 09/10/2015		
<i>How it will look when fully met:</i>		Learning targets will be prominently displayed and referred to during each lesson. When asked students will be able to discuss the learning target and where they are in their learning. Lessons will have a smooth flow in which learning will be connected to past and future learning. Students achievement will increase. We will see an increase in scores on interim, classroom, and formative assessments. Writing will be incorporated in all subject areas which will also increase students writing ability. We will also see an increase in students choosing to read.		Teresa Lawrence	11/30/2017
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	9/27/15	Lesson plans with learning target and performance of understanding, classroom assessments, grades, and TLI curriculum map documents will be analyzed.		Teresa Lawrence	05/19/2017
Notes: We have examined lesson plans, projects, activities that demonstrate performance of understanding, and grades. This needs to continue.					

!		IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (118)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Professional development has centered around learning targets. Each teacher is expected to begin their lesson with the learning target and refer to the target frequently during the lesson. Some teacher continue to struggle with this concept. It is monitored during each observation and expected to be in daily lesson plans.	Limited Development 11/25/2016		
How it will look when fully met:			All teachers will have a current learning target on the board and will frequently refer to the learning target during the lesson. Students will be able to articulate the expected learning outcome of the current lesson and how it relates to previous and future learning. Student achievement will increase. Observations and conversations with students will indicate this objective is being met.		Teresa Lawrence	05/19/2017
Action(s)		Created Date		2 of 3 (67%)		
1	11/25/16	Lesson plans will be monitored for an appropriate learning target and checked on a weekly basis.	Complete 03/30/2017	Teresa Lawrence	05/19/2017	Notes: Teachers who are not implementing learning targets will receive additional assistance on an as needed basis.
2	11/25/16	Observations and student conversations will indicate learning targets are implemented on a daily basis. Edreflect informal and CWT information will be used to monitor progress.	Complete 03/30/2017	Teresa Lawrence	05/19/2017	
Notes: Review data from Edreflect and record conversations from students to indicate implementation.						
3	3/30/17	Provide additional research pertaining to learning targets and their effectiveness when used appropriately. Provide modeling of lessons and during observations provide a signal to the teacher to know when might be a good time to include the target in the lesson.		Teresa Lawrence	03/30/2018	Notes: Some of the teachers have not fully implemented/bought in to this task. More learning for those teachers??? The learning target is in the lesson plan not being stated or used during the lesson.

		IIIA11	All teachers use modeling, demonstration, and graphics.(120)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers are at different levels of implementation and those who are implementing are not consistent in their implementation.	Limited Development 11/25/2016		
<i>How it will look when fully met:</i>			Teachers will implement effective teaching strategies that include modeling, demonstration, and the use of graphic organizers, cueing, connecting information, direct instruction, etc... this will be monitored through observations and classroom walk-throughs. Student engagement and achievement will increase.		Teresa Lawrence	05/25/2018
Action(s)	Created Date			0 of 2 (0%)		
1	11/25/16		Teachers have been given professional text covering effective teaching strategies. Each teacher will choose a couple of instructional strategies and become familiar with how to implement in the classroom. Teacher discussion and notes on progress of implementation will help determine effectiveness and changes that need to be made.		Melissa Booker	05/19/2017
<i>Notes:</i> Teachers are continuing to work on this task.						
2	11/25/16		Teachers will begin to observe in each others classroom to offer assistance or advise on how to better implement effective instructional strategies.		Alayna Duren	05/19/2017
<i>Notes:</i> Have not been able to get this implemented. We will continue to work on implementation for the 2017-18 school year.						
!		IIIA13	All teachers explain directly and thoroughly.(122)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers are not always clear in their intentional outcome of learning. They do not anticipate possible misconceptions and directions, content connections, and learning expectations are not always clear.	Limited Development 11/25/2016		
<i>How it will look when fully met:</i>			Teachers will use instructional strategies, graphic organizers and activities that thoroughly explain or help students understand content. Lesson plans with appropriate activities, supplements, organizers, classroom observations, walk -throughs and higher student achievement on classroom assessments and State assessments will indicate this objective is being met.		Teresa Lawrence	05/19/2017
Action(s)	Created Date			0 of 1 (0%)		
1	11/25/16		During common planning time teachers will discuss lesson plans and ways to implement instructional strategies to correct possible misconceptions, help students make connections in the content, and ensure students understand the learning expectation for each individual lesson.		Teresa Lawrence	05/19/2017

Notes: Provide lesson plan templates that will help teachers include all elements of essential learning.

!	III A22	All teachers use open-ended questioning and encourage elaboration. (131)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers do not provide the scaffolding needed in their questioning process to facilitate curiosity or inquiry to help students reach that deep level of thinking needed to problem solve and conserve information across disciplines and activities.	Limited Development 11/25/2016		
How it will look when fully met:		Teachers will become more of a facilitator in the classroom providing inquiry based lessons or project based lessons in which students will collaboratively work to complete the task. Teachers will use questions to create curiosity and inquiry, deeper thinking, questions that lead to other questions, and that require more than a yes or no answer. The questions posed will require students to research and move beyond the textbook to discover the answer. Teachers will have to scaffold the learning to build this type of atmosphere in the classroom. Classroom observations and an increase in student achievement will indicate this objective is being met.		Teresa Lawrence	05/19/2017
Action(s)	Created Date		0 of 1 (0%)		
1	11/25/16	During Common planning time teachers will read and discuss how to effectively ask questions to scaffold learning in the classroom..		Teresa Lawrence	05/19/2017
<p>Notes: Teachers will need resources and help implementing- may need a more detailed lesson plan to help facilitate this process. Meet with a colleague to review lesson plans and discuss questions students might ask and teachers can ask for particular lessons.</p>					

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

Initial Assessment:	Armored High School is not a Title I school, but we recognize the importance of parent, teacher, and student collaboration for students to achieve at high levels. Some teachers have webpages to help parents stay informed about classroom activities. Teachers are encouraged to contact parents to establish a positive relationship. Teachers are also required to contact parents when their child is missing assignments or is struggling in the classroom. Parents nights are held throughout the year. These nights provide opportunities for parents to learn ways they can help their child at home. We will continue to host parental meetings to gain insight into needs.	Full Implementation 09/10/2015		
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Core Function:	High School: Opportunity to Learn
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Effective Practice:	Ensure content mastery and graduation
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		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
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Initial Assessment:	We offer several opportunities for support and guidance for those wishing to attend college or a technical center. Financial aid workshops for seniors and their parents are several times a year. We also partner with the local community college, Arkansas Northeastern College, who provides a career coach for grades 8-12. the career coach is on campus three days a week. The college also provides TRIO for grades 7-12. This program is offered to low income students or students who have one or no parent who has attended college. Through out the year several colleges send representatives to meet with our juniors and seniors. Juniors and seniors are also excused when visiting college campuses. The local technical center also partners with our school. We take sophomores to visit the school in the spring before their junior year. Students have the opportunity to take classes offered at the technical center during the school day. Some of our seniors graduate with a certificate from the technical center as well as their high school diploma. We also work with local agencies to provide information to students about opportunities, summer enrichment, and internships	Full Implementation 09/10/2015		
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