

Comprehensive Plan Report

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

November 28, 2016

Belle Point Alternative Center NCES - 50633000354

Fort Smith School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

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

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36)

Status Tasks completed: 3 of 4 (75%)

Assess	Level of Development:	Initial: Limited Development 09/27/2012
		Objective Met - 10/08/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Leadership team consists of the Principal, Vice Principal, Literacy Facilitator/Interventionist, Math Facilitator/Interventionist, and Technology Facilitator.
Plan	Assigned to:	Maria Arnold
	How it will look when fully met:	The School Leadership team structure needs a school community team that is comprised mostly of parents to completely implement the leadership team structure at Belle Point. Tasks will be created this year to develop parental membership within the school community team to advise, collaborate, and participate in the learning process at Belle Point. Evidence of Completion: Sign-in for parent meetings, parent participation/perception surveys, and parent signature on mid-term progress reports.
	Target Date:	12/18/2015
	Tasks:	
	2. Collect parent signatures on mid term progress reports to improve and expand parental involvement in their child's education.	
	Assigned to:	Susan Holder
	Added date:	10/13/2015
	Target Completion Date:	06/06/2016
	Frequency:	three times a year
	Comments:	Signatures will be collected on the 4 1/2 week progress report forms to determine amount of parent participation.

	3. The Process manager will work with school principal to prepare agendas and sign-in sheets for Faculty and Leadership meetings. Minutes will be recorded and maintained prior to next scheduled meeting.	
	Assigned to:	Amanda Howard
	Added date:	10/08/2015
	Target Completion Date:	06/06/2016
	Frequency:	weekly
	Comments:	Flex PLC Groups will be provided with Agendas by the Principal or Dean. The Group Leader is responsible for maintaining accurate sign-in sheets, and recording minutes, as well as, adhering to Agendas and established norms. The foregoing must be stored in Data Boxes. Hard copies of Agendas, Sign-in Sheets and Minutes for Faculty, Leadership and Professional Meetings must be secured in Data Boxes. All minutes for foregoing must be uploaded in Indistar from Word Document.
	Task Completed:	10/8/2015 12:00:00 AM
	4. Review survey data for the Leadership Team and make connections to the purposes of the Family School Connection Team so that work plans may be created to use the survey information to initiate improvement in the school-family connection at Belle Point.	
	Assigned to:	Maria Arnold
	Added date:	10/23/2012
	Target Completion Date:	11/01/2012
	Comments:	Belle Point has conducted monthly and specific holiday events to foster parental engagement over the past several years. The results of the survey could reveal some other opportunities toward engaging our parents at Belle Point, or it could indicate needed changes and adjustments in what the school is currently doing to encourage more participation at school activities.
	Task Completed:	10/24/2012 12:00:00 AM
	5. Develop parent and student surveys to determine interest in participation at school events, activities, parent-student academic involvement to foster parent preparation in aiding the school in intervention strategies to promote academic growth in their student, and to build a school-home collaboration to enhance and enrich joint cooperation for parents and students in our school.	
	Assigned to:	Brad Ray
	Added date:	10/23/2012
	Target Completion Date:	11/30/2012
	Comments:	Teachers can be used to design and provide input into the survey to be given to parents. Google Docs is a user-friendly tool that can be used for the construction of the surveys. Teachers can also pass the surveys out at the upcoming Parent/Teacher Conference to administer the survey to those attending. UPDATE: Surveys have been completed for the P/T conferences.
	Task Completed:	10/23/2012 12:00:00 AM
Implement	Percent Task Complete:	75%
	Objective Met:	10/8/2015

Experience:	10/8/2015 Information of the change was communicated to all faculty staff by the Principal and Dean. Every week the teachers are reminded of the expected norms.
Sustain:	10/8/2015 Close monitoring of PLC Flex Groups by the Dean to ensure that Agendas are being adhered to , sign-in sheets are turned in , and meeting minutes are being maintained.
Evidence:	10/8/2015 On a weekly basis, faculty , leadership and professional Agendas and minutes are uploaded on Indistar. Hard copies are delivered to the Principal and also filed by the Process Manager for ease of reference. Flex PIC Agendas and minutes are secured by the Dean and stored weekly in data boxes.

Indicator ID02 - All teams have written statements of purpose and by-laws for their operation. (37)

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 10/23/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Leadership Team, the Instructional Team, and the Family-School Community Team, has a collaborative vision and mission statement in place that speaks to the school leadership and teaching staff to advance student improvement. This mission and vision is posted in the classrooms and periodic reviews and discussions of the vision and mission are planned at periodic staff meetings to keep the urgency alive in the school. This indicator is of limited development in that the teams need to collaborate and write in a specific document the purposes and by-laws for each team. These will be completed and passed out to the membership of the teams to provide a unified purpose and expectation of the collaborative needs of the Leadership Team.	
Plan	Assigned to:	Susan Holder	

	How it will look when fully met:	Different groups or teams of school personnel have different needs for the amount and distribution of time required for them to attend to their responsibilities. Instructional Teams are manageable groupings of teachers by grade level or subject area who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. Instructional Teams need time for two purposes: 1) meetings, and 2) curricular and instructional planning. The Instructional Team general operation of the school and its continuous improvement. INSTRUCTIONAL TEAMS: INTERIM/QUARTERLY OBJECTIVES: (IMO)- The documentation of weekly lesson plans, the data gathered from CWT's in the classrooms, facilitator & teacher observations will be used to (OBJECTIVE) determine implementation of instructional strategies, curriculum alignment, and student behavior and academic performance. (QMO)- The interim measurement of the objectives (along with individual student attendance reports) will be used to develop a quarterly measurement to determine sustained SBC teaching strategies and student achievement in all grade and subject levels.	
	Target Date:	11/15/2012	
	Tasks:		
	1. A hard copy statement of the purpose and bylaws of the School Improvement Team, the Instructional Team, and the Family-School Connection Team will be created that outlines the individual responsibilities and "Norms" of each team within the school Leadership Team.		
	Assigned to:	Maria Arnold	
	Added date:	12/11/2012	
	Target Completion Date:	12/21/2012	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	ID03 - All teams operate with work plans for the year and specific work products to produce.(38)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/23/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	One of the characteristics of an effective team is to have a defined purpose that guides their work and specific, measurable goals that they achieve. When team resources are focused and members are all working to accomplish the same purpose, teamwork can be very rewarding and productive. Having a well-defined purpose or vision of what the team will accomplish is a very powerful force for the team leader and members. When goals are aligned with the team purpose, team members are empowered to accomplish these goals. This process leads to a high level of team productivity. The Fort Smith School District has chosen to use the Indistar software to implement a school improvement system that focuses upon the distributive leadership and teaming model. This system will be used to create a series of tasks and interim measureable targets to implement the Indicator ID-03 "All teams work with work plans for the year and specific products to produce".
Plan	Assigned to:	Maria Arnold
	How it will look when fully met:	Fully developed, the Leadership Team will provide oversight of the general operation of the school The principal coordinates the other school teams in order to focus all available resources (personnel and monetary) to use data-driven decisions that will represent all of the school community in a collaborative effort to create the best culture and environment for learning. In order to facilitate communication and coordination among the grade levels and departments the "teams" create work plans/work products. Distributive leadership becomes an effective tool as each "team" works to together in a cooperative network of support. Duplication of services is avoided and each assumes ownership of the school improvement vision and mission.
	Target Date:	05/25/2012
	Added date:	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)	
Status	Tasks completed: 0 of 1 (0%)	
Assess	Level of Development:	Initial: Limited Development 10/12/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teams (Department, FLEX PLC, Guided Collaboration, Leadership) create agendas and sign-in sheets for meetings. Minutes are taken for leadership meeting and departmental meetings.
Plan	Assigned to:	Maria Arnold
	How it will look when fully met:	*****
	Target Date:	10/16/2015
	Tasks:	

		1. We will sustain the systems we currently have in place for the remainder of the year	
		Assigned to:	Maria Arnold
		Added date:	10/27/2015
		Target Completion Date:	10/16/2015
		Frequency:	four times a year
		Comments:	Our agenda minutes and sign in sheets are in a data box in Mrs. Arnold's office.
Implement	Percent Task Complete:	0%	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)		
Status	Tasks completed: 1 of 2 (50%)		
Assess	Level of Development:	Initial: Limited Development 10/23/2012	
		Objective Met - 11/07/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	MEETING FREQUENCY AND COMMUNICATION: Leadership team consisting of Principal, Dean of Students, and Instructional Facilitators meets at least twice a month for one hour each meeting. LIMITED DEVELOPMENT: Agenda will be provided at each meeting, and minutes will be taken and provided to leadership team within 24 hours of the meeting. Discussion points, and decisions will be documented in Indistar within 24 hours of the meeting.	
Plan	Assigned to:	Maria Arnold	
	How it will look when fully met:	The Leadership Team needs to meet twice each month for an hour each meeting. Less frequent meetings lead to drift and loss of continuity; less time for each meeting creates hurriedness and insufficient attention to the work at hand. Effective teams operate with agendas, keep minutes, stay focused, and follow through with the plans they make. EVIDENCE-INTERIM MEASUREABLE OBJECTIVES)- Communication from all three leadership team components (SLT, Instructional, and Family-School Connection) will be documented and reviewed by the Leadership Team (OBJECTIVE) to determine patterns of possible communication weaknesses between district, ALE buildings, school teams, teachers, students, and parents.(QMO)- Interim data will be reviewed each quarter to determine if communication streams are adequate or require intervention (s) or action (s) to acquire communication fidelity.	
	Target Date:	10/31/2012	
	Tasks:		
		1. We will sustain these meetings during the 2015-2016 school year, evidenced by providing agendas, sign-in sheets, and minutes for each meeting. Minutes will be recorded in Indistar	

		Assigned to:	Amanda Howard
		Added date:	10/13/2015
		Target Completion Date:	06/30/2016
		Frequency:	monthly
		Comments:	
		2. 1. Protect meeting times Bi-monthly and the school-improvement Priority Improvement Plan agenda items. Other business may be scheduled, but the Priority Improvement Plan is the primary focus of the meetings. 2. Encourage attendance by District and School Leadership Team membership for every meeting. 3. Maintain documentation of every meeting (hardcopy and electronic forms--including Indistar software)	
		Assigned to:	Brad Ray
		Added date:	10/23/2012
		Target Completion Date:	10/31/2012
		Comments:	An agenda on Indistar (and checkmark beside member names (listed names of guests) will suffice for the sign-in sheet. An agenda and meeting time should be tentatively set as a closing item at every meeting. Keep accurate minutes of the meeting for reference of assignment of tasks, intervention activities going forward, and input from the teams/individuals involved in the discussions. The leadership team will meet bi-monthly with the School Improvement Specialist.
		Task Completed:	11/6/2012 12:00:00 AM
Implement	Percent Task Complete:	50%	
	Objective Met:	11/7/2012	
	Experience:	11/7/2012 The leadership team will meet bi-weekly with the School Improvement Specialist for one hour or more. This process is time-consuming and has yielded minimal progress toward the implementation of our PIP.	
	Sustain:	11/7/2012 The leadership team will continue to meet bi-weekly with the School Improvement Specialist for one hour or more. In addition, the school teams, teachers, and district will continue to communicate and operate with agendas, keep minutes, stay focused, and follow through with the plans they make.	
	Evidence:	11/7/2012 The leadership team meets with the School Improvement Specialist regularly. The leadership team communicates formally through a series of mediums such as daily announcements, weekly faculty meetings, bi-weekly literacy team meetings, and monthly district administrative meetings, district quarterly assessment meetings. The leadership team also communicates informally on a regular basis through email, texts, phone calls, and conversations.	
Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)		
Status	Tasks completed: 6 of 9 (67%)		
Assess	Level of Development:	Initial: Limited Development 11/21/2014	
	Index:	6	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Student performance data is disaggregated by sub-groups; All-Student and TAGG groups contain all ESEA sub-group performance designations from annual assessments. The building incorporates formative assessments and interim assessments to identify needs for enrichment, interventions, and other student academic support platforms to monitor progress of all ESEA groups included in the tested grade levels. Classroom observation and teacher response data is aggregated to show patterns of professional practice across the faculty. Both of these data sources are important for planning professional development and student intervention support.	
Plan	Assigned to:	Maria Arnold	
	How it will look when fully met:	The Leadership Team sets aside meeting times to take a broad view of the data available and make decisions on the focus and direction of the school. Strengths are celebrated and weaknesses are identified and planning structures are in place to reinforce those areas with embedded or outsourced professional development. Student achievement data (diagnostic, formative, and common assessments (TLI and Benchmark/EOC data is referenced) is used to provide "point-in-time" intervention services to reinforce instruction activities to close achievement gaps. Professional development can be a huge drain on resources if it is not well thought out and implemented. The Leadership team must use all available information in order to make data-driven decisions on where best to target professional development and resources.	
	Target Date:	05/29/2015	
	Tasks:		
		1. Belle Point incorporates formative (daily "exit tickets" for literacy and math). Literacy will use interim (quarterly) STAR Literacy assessments and pre-post diagnostic assessments. Math will use pre-post testing (along with daily exit tickets) for all ESEA subgroups to progress monitor student performance, the monitor the effectiveness of instruction, to provide data-driven professional development, and to implement intervention strategies (AIP interventions) to close achievement gaps among all ESEA groups attending Belle Point (7-12). Data is consistently disaggregated by building teams to determine progress toward meeting CCSS curriculum standards and instructional goals for Belle Point. The Belle Point Leadership Team will also use ACT Aspire as an EOY assessment.	
		Assigned to:	Teacher Leaders
		Added date:	11/21/2014
		Target Completion Date:	05/29/2015
		Frequency:	four times a year
		Comments:	
		Task Completed:	5/20/2015 12:00:00 AM

		2. The 2014-15 AMO Target Goal: The All-Student/TAGG/AIP identified students in 7th-11th grades will show a cumulative 10% growth rate in Literacy and a 10% growth rate in Math from an established baseline performance point conducted in January, 2015. Formative and interim assessments (aligned to CCSS standards) will be used to attain the student growth increase.
		Assigned to: Teacher Leaders
		Added date: 11/21/2014
		Target Completion Date: 05/29/2015
		Frequency: three times a year
		Comments: Actions of Implementation: To measure student learning, teachers require students to complete exit tickets to answer the Guiding Questions for the lessons. Scoring rubrics are being created by the lead teacher instructional team to score performance and gauge student proficiency in the lesson taught. Daily grades are recorded and data is disaggregated every 3 weeks to differentiate instruction. Students that don't master concepts through Tier 1 instruction in the classroom will then be referred to the Literacy and Math Facilitators for Tier 2 interventions. The data collected from Exit Tickets will also be used to determine specific professional development needs for individual teachers as needed. Quarterly STAR Reading assessments (coupled with Post diagnostic testing) for literacy will also be used as interim assessments.
		3. IMO Target Goal: By October 15, 2014: 100% of all current ALE students in Literacy and Math will receive diagnostic placement testing (or retesting) using the Test of Adult Basic Information (TABE), San Diego Word Recognition assessment, and STAR Literacy assessment). The ACT Aspire will be used as an EOY assessment. This data provide teachers with academic levels for intervention planning for all students at Belle Point. Low-performing (AIP) students are provided intensive academic support through the use of differentiated instruction in the classroom and by Tier 2 activities by the Literacy and Math Facilitators. Specialized data reports by the facilitators and teachers will track all student progress toward proficiency. Curriculum area teachers (with Instructional Facilitator oversight and support) will implement formative/interim assessments to progress monitor student proficiency levels.
		Assigned to: Susan Holder
		Added date: 11/21/2014
		Target Completion Date: 10/15/2014
		Frequency: four times a year
		Comments: New students into the ALE program at Belle Point will receive diagnostic testing prior to placement in coursework. Each quarter, student numbers will decrease or increase as enrollment is adjusted. Teachers are notified and given data to determine math or literacy competencies. Appropriate intervention strategies are in place to accommodate below grade proficiency to close achievement gaps among students.
		Task Completed: 10/15/2014 12:00:00 AM

		4. IMO Target Goal: By December 19, 100% of data-driven student placements into Literacy and Math classrooms will be completed; Differentiated instruction will be practiced by the teachers in the classroom environment. Principal and Instructional Facilitator visits to the classroom will monitor instructional activities in support of all students in the classroom. Professional development will be provided through these observations and to support the schoolwide instructional initiative implemented last year and carrying forward into the 2014-15 school year.
	Assigned to:	Susan Holder and Maria Arnold
	Added date:	11/21/2014
	Target Completion Date:	12/19/2014
	Frequency:	four times a year
	Comments:	
	Task Completed:	12/12/2014 12:00:00 AM
		5. Literacy/Math IMO All-Student/TAGG student groups (7-11): By March 31, 2015: A cumulative 5% growth rate of 77% for Literacy and 60% for Math will be achieved.
	Assigned to:	Maria Arnold, Susan Holder
	Added date:	12/12/2014
	Target Completion Date:	03/31/2015
	Frequency:	three times a year
	Comments:	Pre and Post testing includes the use of exit ticket data. A daily formative pretest will assess student learning using Guiding Questions. Teachers will re-teach to prepare students for the post test each Friday. Data will be collected every 3 weeks to check for growth. A cumulative summative assessment of all Guiding Questions will be given at semester to measure student progress. Formative and interim assessment data are in the Indistar program as IMO targets to track leadership team decisions about addressing student academic performance and teacher/instructional effectiveness. The Indistar Priority Improvement Plan constantly relies upon this data to make data-driven decisions concerning the support of teacher performance and monitoring student achievement.
	Task Completed:	3/31/2015 12:00:00 AM
		6. Literacy/Math IMO All-Student/TAGG student groups (7-11): By May 29th, 2015: A cumulative 5% growth rate of 82% for Literacy and 65% for Math will be achieved.
	Assigned to:	Maria Arnold, Susan Holder
	Added date:	12/12/2014
	Target Completion Date:	05/29/2015
	Frequency:	three times a year
	Comments:	
		9. IMO Academic Improvement Plan (AIP) for identified student groups in Literacy and Math: By March 31, 2015: A cumulative 5% growth score of 70% for Literacy and 60% for math will be achieved.
	Assigned to:	Maria Arnold, Susan Holder
	Added date:	12/12/2014
	Target Completion Date:	03/31/2015

		Frequency:	three times a year
		Comments:	Pre and Post testing includes the use of exit ticket data. A daily formative pretest will assess student learning using Guiding Questions. Teachers will re-teach to prepare students for the post test each Friday. Data will be collected every 3 weeks to check for growth. A cumulative summative assessment of all Guiding Questions will be given at semester to measure student progress. Formative and interim assessment data are in the Indistar program as IMO targets to track leadership team decisions about addressing student academic performance and teacher/instructional effectiveness. The Indistar Priority Improvement Plan constantly relies upon this data to make data-driven decisions concerning the support of teacher performance and monitoring student achievement.
		Task Completed:	3/31/2015 12:00:00 AM
	10. Literacy/Math IMO Academic Improvement Plan (AIP) identified student groups (7-11) in Literacy and Math: By May 29, 2015: A cumulative 5% growth score of 75% for Literacy and 65% for math will be achieved.		
		Assigned to:	Maria Arnold, Susan Holder
		Added date:	12/12/2014
		Target Completion Date:	05/29/2015
		Frequency:	three times a year
		Comments:	
	13. Formative and interim assessment data are in the Indistar program as IMO targets to track leadership team decisions about addressing student academic performance and teacher/instructional effectiveness. The Indistar Priority Improvement Plan constantly relies upon this data to make data-driven decisions concerning the support of teacher performance and monitoring student achievement.		
		Assigned to:	Maria Arnold, Susan Holder, Kathy Miller
		Added date:	02/04/2015
		Target Completion Date:	05/29/2015
		Comments:	
		Task Completed:	5/20/2015 12:00:00 AM
Implement	Percent Task Complete:		67%
School Leadership and Decision Making			
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
Indicator	IE05 - The principal participates actively with the school's teams. (56)		
Status	Objective Met 5/20/2015		
Assess	Level of Development:	Initial: Limited Development 11/06/2012	
		Objective Met - 05/20/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	SCHOOL ENVIRONMENT AND SAFETY: Under the leadership of the principal, the school leadership team (with district input and support, has procedures and practices in place to support a learning culture at Belle Point. Individuals and teams assigned to plan and monitor discipline, safety, and school routines combine in an effort to provide the most impact in promoting student learning that occurs in a safe and structured environment. The school reviews and updates procedures when necessary to provide innovation and refinements to the building's learning community partners.	
Plan	Assigned to:	Maria Arnold	
	How it will look when fully met:	A complete protocol system, with data support for decision-making, will review and update school program and operational procedures dealing with students, staff, and community/parent partners as they relate to academic, disciplinary, and safety support at Belle Point ALE High School. Data from quarterly and annual reviews of Belle Point procedures will be used to create an action plan for each school year. These action plans may include: The revision of the guidelines and creation of protocols for looking at school-based data; continuing to refine practice and develop a strategy database (IMO) to monitor fidelity; use innovation to update all procedures for all school community practices to improve the effectiveness of Belle Point's school improvement efforts.	
	Target Date:	05/29/2015	
Tasks:			
	1. Student Safety Analysis- Students are met by teachers at the entry door and all are inspected for contraband (non-merit students are required to wear designated colors for their clothing to school each day. Students are inspected before being allowed to enter the classroom vicinity. Students are monitored by teachers during passing periods to ensure safety and quick reaction to any circumstance that might disrupt the flow of students throughout the building during the day. Teachers are provided walkie-talkies that provide immediate communication for administration and teacher support in the event of excessive misbehavior and/or to monitor student movement for excused bathroom breaks or other out-of-class movement.		
	Assigned to:	All Staff	
	Added date:	12/15/2014	
	Target Completion Date:	05/29/2015	
	Frequency:	daily	
	Comments:		
	Task Completed:	5/20/2015 12:00:00 AM	
	2. District Support has provided an entrance camera with admittance buzzer to monitor visitor and student entrance into the building. In addition, wand metal detectors were provided and are used to aid search procedures performed each morning and for student late arrivals.		
	Assigned to:	ERIC HUBER-District Supervisor of Safety.	
	Added date:	12/15/2014	

		Target Completion Date:	05/29/2015
		Frequency:	daily
		Comments:	
		Task Completed:	5/20/2015 12:00:00 AM
	<p>3. Internal Intervention strategies to address excessive absenteeism and high mobility of students. Absenteeism is addressed by "daily" call logs to parents by the attendance secretary. The district-assigned social worker makes home visits to the homes of students having excessive absences. FINs are filed on the parents of students with excessive absences. The administrative attendance director has a protocol in place of face-to-face meetings with students and parents to address excessive absences. Data is collected from these practices to determine current impact absenteeism and tardiness is having upon the student learning culture. In addition, the value of school attendance and the ALE program will be an agenda item at Parental Involvement meetings.</p>		
		Assigned to:	Susan Holder, Henry Burris, and Maria Arnold
		Added date:	12/15/2014
		Target Completion Date:	05/29/2015
		Frequency:	daily
		Comments:	There are several factors that affect the high mobility barrier at Belle Point. Although there is a significant population of high poverty children, there are other root causes for the lack of uniform long-term attendance for the Belle Point ALE effort. One of these root causes is related to the court and legal system links to many Belle Point students.
		Task Completed:	5/20/2015 12:00:00 AM
	<p>4. CRISIS MEETINGS: To prepare for emergencies, the principal provides oversight for crisis meetings to be held once a semester with staff. Crisis training drills (one lock-down and one evacuation) are completed during the year as well.</p>		
		Assigned to:	Maria Arnold
		Added date:	12/15/2014
		Target Completion Date:	05/29/2015
		Frequency:	twice a year
		Comments:	
		Task Completed:	5/20/2015 12:00:00 AM
	<p>5. Ms. Miller (counselor) uses a "Grad Plan" that details the "needs" of every student and provides information to the parents concerning what the school (and the parent) can do to make sure their student graduates from the Ft. Smith District. This packet goes out to each attending (senior) parent at P/T Conferences (any others will be contacted for 100% implementation) A parental contact log is being kept by Ms. Miller that informs parents concerning behavior, senior status, counseling, court, and other areas as needed. Ms. Miller makes contact with each child's parent at least once a month depending on the needs of the student.</p>		
		Assigned to:	Kathryn Miller
		Added date:	12/15/2014
		Target Completion Date:	05/29/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	5/20/2015 12:00:00 AM

	6. New student arrivals coming into the ALE are a constant source of "behavioral gaps" within the student body. The increase in referrals cause short-term (and sometimes long-term) interruptions in the effectiveness of the Boys Town behavioral modification model. Data shows the correlation between the arrival of new students and the spike in student behavior incidents. A learning process for the new students to adapt to correct behaviors, to model classroom etiquette and to increase acceptable social skills among the general dynamics of the classroom environment takes time. Because of this, an action plan has been implemented that includes:(a)-The implementation of pre-teaching students (in-take practice) prior to activities in and out of the classroom that reinforce correct behaviors.(b)-the planning and collaboration of instructional strategies (all-teachers)as classroom routines that take into account adverse student responses (verbal and non-verbal) reduce student "out-of-class: referrals, and (c)- A weekly professional development activity that provides teachers with a review of the practices and implementation of the Boys Town Behavioral Model. (d)- Student intake days are coordinated with other district school principals to occur on specific days of the month to allow time to get the student's schedule developed, get required Belle Point uniforms purchased, and to provide adequate time for instructional and administrative processing (cafeteria, grading, and parental information, etc.).
	Assigned to: Darrian Layes-Director of Student Services
	Added date: 12/15/2014
	Target Completion Date: 05/29/2015
	Frequency: weekly
	Comments:
	Task Completed: 5/20/2015 12:00:00 AM
	7. A review of the building's safety and discipline objective for the 2014-15 school year will be an agenda item at 100% of the School Leadership Team meetings. Action plans will be created (as needed) per data analysis within the school's discipline, safety, attendance, and daily routines. Data from the previous year and current quarter needs assessment has been developed. Data from disciplinary referrals to the office, current district and building safety practices; absenteeism/tardiness occurrences; and review of building routines will be used to create actionable goals for the 2nd semester. The CNA will be continued for the remainder of the school year and data will be discussed at Leadership Team meetings twice a month as a standing agenda item.
	Assigned to: Maria Arnold
	Added date: 01/28/2015
	Target Completion Date: 05/29/2015
	Frequency: three times a year
	Comments:
	Task Completed: 5/20/2015 12:00:00 AM
	8. IMO TARGET GOAL: By October 15th, 2014: The Building Leadership team completed 100% of a comprehensive needs assessment (past year and current year data) and realigned tardy consequences--along with the tardy policy. A student "non-engagement letter" being used in the classroom was discontinued due to ineffectiveness. "Not An Option" for student-generated non-engaged behavior in the classroom is monitored by the Boys Town Behavioral Model. The CNA will be continued for the remainder of the school year and data will be discussed at Leadership Team meetings twice a month as a standing agenda item.
	Assigned to: Leadership Team
	Added date: 12/15/2014
	Target Completion Date: 10/15/2014
	Frequency: four times a year

		Comments:	Data from the 1st quarter needs assessment was developed from disciplinary offenses and referral reports (Boys Town Behavioral Model; current district and building safety practices; absenteeism and tardiness occurrences; and review of general scheduling at Belle Point.
		Task Completed:	10/15/2014 12:00:00 AM
		9. IMO Target Goal: Student safety and discipline By December 19th, 2014 the Building Leadership team will obtain 100% of sustained bi-weekly reviews of student safety and student discipline as a standing agenda item at leadership meetings (twice monthly). Ongoing needs assessments generated by formative and interim assessment data from the school's safety/disciplinary policies and parental engagement policies generate "tasks" in the Priority Improvement Plan (as needed) in order to increase effectiveness in building a culture of learning and parental participation at Belle Point.	
		Assigned to:	Maria Arnold
		Added date:	01/28/2015
		Target Completion Date:	12/19/2014
		Frequency:	three times a year
		Comments:	
		Task Completed:	12/19/2014 12:00:00 AM
		10. By March 31, 2015 the Building Leadership team sustained having student safety/discipline and parental engagement as a standing agenda item at 100% for each meeting (twice monthly) in order to use the data to improve and/or amend to maintain a culture of learning.	
		Assigned to:	Leadership Team
		Added date:	01/28/2015
		Target Completion Date:	03/31/2015
		Frequency:	twice monthly
		Comments:	During the 3rd and 4th quarters, the leadership team decided to make student safety and discipline a standing agenda item. <input type="checkbox"/> School safety/disciplinary action data from the previous year and current year practices are reviewed as a "real-time" needs assessment to maintain a culture of learning. Actionable goals will be completed (as needed).
		Task Completed:	3/13/2015 12:00:00 AM
		11. IMO: Student safety/discipline and parental engagement. By May 22, 2015 the Building Leadership team sustained having student safety/discipline and parental engagement as a standing agenda item at 100% for each meeting (twice monthly) in order to use the data to improve and/or amend to maintain a culture of learning.	
		Assigned to:	Leadership Team
		Added date:	01/28/2015
		Target Completion Date:	05/22/2015
		Frequency:	twice monthly
		Comments:	During the 3rd and 4th quarters, the leadership team decided to make student safety and discipline a standing agenda item. <input type="checkbox"/> School safety/disciplinary action data from the previous year and current year practices are reviewed as a "real-time" needs assessment to maintain a culture of learning. Actionable goals will be completed (as needed).
		Task Completed:	5/20/2015 12:00:00 AM

Implement	Percent Task Complete:	100%
	Objective Met:	5/20/2015
	Experience:	5/20/2015 There was a need to keep the learning culture at Belle Point as a constant reviewable agenda item due to factors of behavior, absenteeism, and parental involvement with the school's effort to improve student academic and non-academic performance. The consistent review of data and policies have created new ideas and practices planned for the 2015-16 school year.
	Sustain:	5/20/2015 The standing agenda practice will be continue into the 2015-16 school year. Additional training for "lead" teachers and new office referral practices will be implemented in the fall semester of 2015-16 school year.
	Evidence:	5/20/2015 Meeting agendas, minutes of discussions, and changes in practice are documented.

Indicator IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 01/29/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Time audit will be completed during Spring semester
Plan	Assigned to:	Not yet assigned
	Added date:	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

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

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 01/29/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In process for full-leadership team support.
Plan	Assigned to:	Maria Arnold

	How it will look when fully met:	2nd Quarter: Leadership Team will survey teachers in order to determine needs and plan professional development accordingly.	
	Target Date:	01/01/2016	
	Tasks:		
	<p>1. Leadership will analyze teacher performance and student deficits to guide professional development. Principal and Assistant Principal conduct weekly observations to collect data in order to report out to leadership team. The leadership team plans guided collaborations twice a week, and offers professional learning community meetings each Wednesday. Principal and Assistant principal also meet with teachers to provide feedback and survey individual teachers to determine which areas of growth they need to work on to improve student achievement. Leadership team also frequently surveys staff about the job-embedded professional development that is currently being offered. Professional development increases student achievement in a number of ways: - In Literacy Accelerated Reader PD is provided which produces an increase in literacy proficiency based on an a higher number of student participation in reading grade-level literature, as well as an increase in Accelerated Reader test scores. - In math, professional development offered in using manipulatives in geometry and algebra produced an increase in levels of student engagement in the math classroom. Additionally Problem-based learning PD has been provided to all teachers which has resulted in an increase student mastery of standards.</p>		
	Assigned to:	Amanda Howard	
	Added date:	11/30/2015	
	Target Completion Date:	01/01/2016	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Tasks completed: 4 of 5 (80%)		
Assess	Level of Development:	Initial: Limited Development 10/29/2014	
		Objective Met - 05/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Based upon targeted areas of growth in the selected domain components, specific professional actionable goals have been established. Target areas have been reviewed and aligned with the TESS domains/components. Performance levels on the rubric identifying proficient and distinguished practice have been reviewed. Goals have been written for instructional staff and these goals are designed to be either implemented fully during the 2014-15 or as a gradual implementation in year two. Progress monitoring will be by Observations, CWT's, and lesson plans toward full implementation.	
Plan	Assigned to:	Maria Arnold	

	How it will look when fully met:	Belle Point High School Instructional staff and support (teachers, mentors, coaches, and supervisors) will have a shared understanding of the definition of good teaching. Profession Growth Plans will reflect the professional goals of improving this good teaching definition by creating a platform by which teachers and others involved with the instructional performance at Belle Point ALE High School attain a high level of "good teaching". This will be determined in a collaborative effort by the school leadership and educational staff. Authentic data was used to measure and document the completion of individual teacher instructional goals through the use of observations, CWT's, and consultations for progress. Quarterly IMO Targets have progress monitored to full implementation.
	Target Date:	05/15/2015
	Tasks:	
	2. By December 19, 100% of 1st informal observations of each teacher will be completed and the data (along with CWT information) will be used to progress monitor PGP goal implementation of the PGP. A "data point" will be established to determine current implementation rates of individual teachers. Teachers will receive differentiated support (per current rate of implementation toward meeting PGP goals for the 2014-15 school year.	
	Assigned to:	Maria Arnold
	Added date:	10/29/2014
	Target Completion Date:	12/19/2014
	Comments:	Teachers who are falling behind their goal expectations will need to be supported by the principal and support staff (PD for instance) to make sure of goal acquisition.
	Task Completed:	12/19/2014 12:00:00 AM
	3. IMO Target Goal: IMO TARGET GOAL: By March 31, 100% of summative consultations will be concluded and 100% of certified staff will have successfully completed their individual PGP Goals by demonstrating the qualities and instructional strategies in the classroom environment.	
	Assigned to:	Maria Arnold
	Added date:	10/29/2014
	Target Completion Date:	03/31/2015
	Frequency:	twice a year
	Comments:	Professional Growth Plan (PGP) Goals were established for all instructional staff for 2014-15: All teachers (100%) were expected to achieve their yearly PGP goals by March 31st and begin planning for next year's goals. All teachers met their individual goals. □ The principal's effort to determine success is guided by Teacher Excellence and Support System (TESS) documentation and observation data as the primary source of PGP completion. □ Preliminary classification of teachers was based on a variety of data streams including but not limited to: TESS Domain tracks, observations (formal and informal), and CWT visits. • A feedback loop was utilized to provide differentiated information and support for teachers (collectively and individually). Teachers are observed an adequate number of times in order to provide opportunities to show growth.
	Task Completed:	3/31/2015 12:00:00 AM

		4. IMO TARGET GOAL: By May 20, 2015, By May 15, 100% of the TESS PGP Goal planning for teachers will be completed for the 2015-16 school year.
		Assigned to: Maria Arnold
		Added date: 10/29/2014
		Target Completion Date: 05/20/2015
		Comments: Professional Growth Plan (PGP) Goals were established for all instructional staff for 2014-15: All teachers (100%) were expected to achieve their yearly PGP goals by March 31st and begin planning for next year's goals. All teachers met their individual goals. □ The principal's effort to determine success is guided by Teacher Excellence and Support System (TESS) documentation and observation data as the primary source of PGP completion. □ Preliminary classification of teachers was based on a variety of data streams including but not limited to: TESS Domain tracks, observations (formal and informal), and CWT visits. • A feedback loop was utilized to provide differentiated information and support for teachers (collectively and individually). Teachers are observed an adequate number of times in order to provide opportunities to show growth.
		Task Completed: 5/20/2015 12:00:00 AM
		5. Effective classroom instruction will be guided and monitored by the Principal and Leadership Team. Teachers will receive differentiated support to ensure that a greater amount of teachers will meet PGP goals and ultimately move to the "proficient" level or above. IMO TARGET: By October 30, 2014, 100% of the instructional staff will have concluded meetings with the principal to determine preliminary classification. Actionable goals will be in place for individual teachers to complete during the 2014-15 school year.
		Assigned to: Maria Arnold
		Added date: 10/29/2014
		Target Completion Date: 10/30/2014
		Comments: Preliminary classification of teachers was based on a variety of data streams including but not limited to: TESS Domain tracks, observations (formal and informal), and CWT visits. A feedback loop has been developed and utilized to provide differentiated information and support for teachers. Feedback will be provided collectively and individually as appropriate. Teachers will be observed an adequate number of times in order to provide opportunities to show growth.
		Task Completed: 10/15/2014 12:00:00 AM
		6. Principal and Assistant Principal meet with individual teachers to develop Professional Growth Plans (PGP) on a quarterly basis. The PGP is developed based on a teacher self assessment on BloomBoard, summative rating of the TESS evaluations from the previous year, current formal classroom observations, and areas of need as determined by observations according to TESS Domains and Components. The leadership team developed one school-wide professional growth goal, and individual teachers created one additional goal with the assistance and feedback from the principal and assistant principal. Our school-wide professional growth area is ALWAYS attached to our Boys Town Behavior Modification system. Data is collected from weekly classroom walk-throughs with a focus on each teacher's school-wide and individual growth area. A decrease in student referrals during the first and second quarters has been a result of the development of our school-wide PGP goals.
		Assigned to: Maria Arnold
		Added date: 12/01/2015

		Target Completion Date:	12/18/2015
		Comments:	
Implement	Percent Task Complete:		80%
	Objective Met:		5/20/2015
	Experience:		5/20/2015 It was a very enlightening experience and I learned very much about working with staff improvement.
	Sustain:		5/20/2015 Informal and formal evaluations and consultations will need to be continued.
	Evidence:		5/20/2015 All teachers have completed initial consultations.
Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/28/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Limited Development stage: Guided Collaboration: During the extended time program each Tuesday and Thursday, Guided Collaboration is carefully and intentionally planned and based upon: New skills that staff are required to utilize Existing schoolwide initiatives that are identified as areas in need of improvement Instructional Team collaboration PLCs: During the extended time program each Wednesday, Professional Learning Community sessions are carefully and intentionally planned and based upon: Classroom observations Teacher surveys and feedback Feedback from New Tech Site Coach Areas in need of improvement that require immediate attention and recalibration Professional development in-house comes from teachers, facilitators, classified staff, dean of students, and principal. The leadership team identifies staff members who have effective practice and information to share with the whole team. Leadership team assesses patterns of practice from in-depth analysis of teacher lesson plans (project-planning toolkits), critical friends protocol, formal and informal observations, and New Tech Facilitator recommendations. A professional development plan was developed in August using the Comprehensive Needs Assessment and professional development is offered in accordance to the plan.</p>	
Plan	Assigned to:	Melissa Trangmar	
	How it will look when fully met:	When fully implemented, we will have whole staff professional development based the needs of teachers based on classroom observation and staff feedback. These professional developments will be conducted by staff members who have proven best practices in their field.	
	Target Date:	05/15/2017	

	Tasks:		
	1. 1. Leadership will disaggregate classroom observation data		
	Assigned to:	Leadership Team	
	Added date:	11/28/2016	
	Target Completion Date:	05/15/2017	
	Comments:		
	2. 2. Staff will develop and provide professional development sessions		
	Assigned to:	All Staff	
	Added date:	11/28/2016	
	Target Completion Date:	05/15/2017	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	Objective Met 5/20/2015		
Assess	Level of Development:	Initial: Limited Development 10/16/2014	
		Objective Met - 05/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	SCHOOLWIDE INSTRUCTIONAL INITIATIVE-Professional Learning Communities (PLC's) are in place supporting continuous improvement in the instructional goals of the building's instructional initiative for 2014-15. Weekly meetings of the PLC's provide the best practices each teacher and instructional support person should have to provide shared responsibility for the implementation, sustainability, and fidelity of the building instructional initiative. Formative and interim data (CWT, TESS observations, Lesson Plans, and meeting feedback) provide data-driven decision-making to measure implementation goals quarterly during the 2014-15 school year. The Principal, along with facilitator and lead teacher support, help to develop capacity and provide the support system needed to increase instructional effectiveness. The building educational initiative is based upon a gradual release of prioritized implementation packages to coordinate and support teacher process to practice development. Data is being gathered to establish a 1st quarter data point as an implementation reference for 2014-15. This data will be used to drive decisions to monitor and adjust to maintain the fidelity of our implementation. We will create a "task" and "monitoring" process for this in our Indistar software. All of the components of our building initiative for instruction come from scientific-based research. The goal is to initiate long-term change to increase teacher effectiveness, strong leadership, and student performance proficiency.
Plan	Assigned to:	Maria Arnold
	How it will look when fully met:	The objective is to incorporate a variety of student, educator, and system data sources that evaluate professional learning in our effort to support effective teachers by designing professional development and instruction goals that improve adult and student performance. We will create quarterly "Data Points" to monitor the gradual release of the building's instructional initiative and provide data to sustain and increase fidelity of the implementation goals for 2014-15.
	Target Date:	05/01/2015
	Tasks:	
	1. School-wide initiatives -All teachers will implement the school-wide initiatives in their instruction which include, the Double-entry journal, Exit tickets, Technology integration, and Constructed response. Evidence of the use of these strategies will be documented in CWT data, TESS observations and stated in PGP goals. Hardcopies of each teacher's constructed response lesson will be filed in the data box and will include the Guiding and Essential Questions and constructed response question used, the texts used for instruction, and a sample of a student's constructed response.	
	Assigned to:	Maria Arnold and Susan Holder
	Added date:	02/04/2015
	Target Completion Date:	05/29/2015
	Comments:	
	Task Completed:	5/20/2015 12:00:00 AM

		<p>2. Principal provides on-going job-embedded, school-wide professional development on growth areas as determined by teacher Professional Growth Plans. Sessions such as High-yield school-wide initiatives, State mandates on testing requirements, School Improvement Plan, Suicide Prevention, Interim Measurable Objective, School Culture, Vision and Mission, etc. Assistant Principal provides weekly professional develop that is differentiated for our school-wide behavior modification system. Teachers receive tailored sessions according to which part of the system needs "re-calibration" based on classroom observations and discipline data. Belle Point Facilitators provide professional development twice a week through guided collaboration involved all teachers. Teachers get to choose from a variety of topics offered, as well as a "TALK SMAC" (school management accountability conversations)course. Session provided include: Project-based learning, Problem-based learning, Accelerated Reader, Math Manipulatives, Digital Classroom, Technology Integration, Math and Literacy iXL, School-wide Book studies, and more. Teacher Leaders provide professional development based on their desire to share first-hand, personal, and positive strategies they are using in their own classrooms producing successful results. These PDs have included strategies to improve PBL instructions, Google Classroom applications that support effective use of formative assessments. The effectiveness of our efforts are measure by on-line surveys, analysis of how teachers are using PD topics to improve instruction, and overall attendance to PD sessions.</p>
		Assigned to: Whole Staff
		Added date: 03/04/2015
		Target Completion Date: 05/29/2015
		Frequency: weekly
		Comments:
		Task Completed: 5/20/2015 12:00:00 AM
		<p>3. IMO Task Goal: By May 15 2015, an implementation rate of 55% will be attained in the building's instructional initiative and professional development plan for improving teacher performance. This will be accomplished by a gradual release of instructional initiatives that will support staff instructional and professional development goals. Data will be produced from CWT's, TESS observations, teacher lesson plan components, and PLC meetings. This data will be used to guide decision-making by the principal to support, improve, and monitor school improvement in the area of teacher effectiveness and strong leadership.</p>
		Assigned to: Maria Arnold and Susan Holder
		Added date: 10/16/2014
		Target Completion Date: 05/22/2015
		Frequency: four times a year
		Comments: Data from CWT's, TESS observations, teacher lesson plans, and PLC weekly meetings will support implementation, sustainability, and fidelity of this implementation.
		Task Completed: 5/20/2015 12:00:00 AM
		<p>4. IMO TASK GOAL: On October 15th, an initial implementation data point of 37% was established for the 2014-15 school year. Data-driven decision making that will direct professional development for this instructional initiative will come from observation, student performance results, Classroom Walk Through data, the use of lesson plans, weekly meeting outcomes (minutes, and group/individual teacher consultations. The PD will focus on supporting improvement for both teacher practice and teacher assessment practices to build sustainability and fidelity of effective teacher practice.</p>
		Assigned to: Maria Arnold and Susan Holder
		Added date: 11/20/2014
		Target Completion Date: 10/15/2014
		Frequency: four times a year

		Comments:	This objective supports the building's instructional initiative for the 2014-15 school year.
		Task Completed:	10/15/2014 12:00:00 AM
		5. IMO TASK GOAL: By December 12, 2014: An implementation rate of 44% was established for the building instructional initiative as measured by principal TESS observations, CWT data, student performance results (formative and interim assessments), and teacher lesson planning. Data-driven decisions concerning individual and group professional development to support implementation fidelity will be implemented.	
		Assigned to:	Maria Arnold and Susan Holder
		Added date:	11/21/2014
		Target Completion Date:	12/12/2014
		Frequency:	four times a year
		Comments:	
		Task Completed:	12/12/2014 12:00:00 AM
		6. IMO: By March 31, 2015: An implementation rate of 50% will be established for the building instructional initiative.	
		Assigned to:	Maria Arnold and Susan Holder
		Added date:	11/21/2014
		Target Completion Date:	03/31/2015
		Frequency:	four times a year
		Comments:	<input type="checkbox"/> This IMO target measures the building's schoolwide instructional initiative for 2014-15. The current implementation rate reflects a 6.5% increase over the 2nd Quarter IMO Target <input type="checkbox"/> Weekly staff meetings, periodic PLC meetings, support from building-assigned instructional facilitators, along with the internal provider provide the best practices needed for the sustainability and fidelity for implementation. <input type="checkbox"/> Formative and interim data (CWT, TESS observations, Lesson Plans, and meeting feedback) are used to insure that data-driven decision-making guides individual and group professional development venues.
		Task Completed:	3/13/2015 12:00:00 AM
		7. IMO: By May 15, 2015: An implementation rate of 55% will be established for the building instructional initiative.	
		Assigned to:	Maria Arnold and Susan Holder
		Added date:	11/21/2014
		Target Completion Date:	05/15/2015
		Frequency:	four times a year
		Comments:	<input type="checkbox"/> This IMO target measures the building's schoolwide instructional initiative for 2014-15. The current implementation rate reflects a 6.5% increase over the 2nd Quarter IMO Target <input type="checkbox"/> Weekly staff meetings, periodic PLC meetings, support from building-assigned instructional facilitators, along with the internal provider provide the best practices needed for the sustainability and fidelity for implementation. <input type="checkbox"/> Formative and interim data (CWT, TESS observations, Lesson Plans, and meeting feedback) are used to insure that data-driven decision-making guides individual and group professional development venues.

		Task Completed:	5/20/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		5/20/2015
	Experience:		5/20/2015 The instructional initiative uses essential (standards-based) questions, along with guiding questions (SLE's) to generate a culture of learning. It has created a foundation of instruction at Belle Point that impacts a high percentage of students. Improvement has been observed in teacher instructional methodology and in student academic performance per exit ticket data.
	Sustain:		5/20/2015 Focusing and alignment if instructional strategies. Improving formative and interim assessments. Observations that provide improvement recommendations to instruction.
	Evidence:		5/20/2015 Observations, CWT, exit tickets, lesson plans, meeting agendas and minutes, professional development training, and team/individual consultations. PGP goal completion.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 02/19/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Belle Point is developing a supplemental innovation lab, "Maker Space" to address the math and science educational needs of students who are failing or most at risk for failing to meet the state academic achievement standards. The Maker Space program is reasonable and necessary, and its description and purpose is as follows: Belle Point MakerSpace has been designed to fulfill the various unique needs of the student body served in the Alternative Learning Environment. The following priorities have been established by students and staff, and are intended to support the entire student body. Innovation Lab Description and Purpose: Primary Purpose- Belle Point Maker Space will primarily be a supplemental innovative lab where all students will have the opportunity to engage in Science, Technology, Engineering, Arts, and Math (STEAM) experiments and activities. Students will be asked to work collaboratively with their peers, and solve problems related to digital learning, engineering, and computing. We want Make Space to become an academically non-threatening place to engage ALL students in discovering ways to innovate. Students Served - ALL students at Belle Point will have opportunities to attend "Innovation Labs",</p>	

and will be scheduled weekly through their FLEX period. Our goal is to make sure every student at Belle Point has equal opportunity to experiment and learn in this unique setting

SIG-LEA Goals and Objectives - Goal 3 of Belle Point's School Improvement Grant is to "reduce student misbehavior, office referrals, suspensions, and time out of class." We plan to use this space to provide students the opportunity to receive counseling services that may extend beyond a quick visit to the counselor's offices. We want to develop programs that sustain students' long-term understanding of their own personalities and how their personalities impact their daily decisions.

SIG-LEA Goals and Objectives - Goal 7 "increase digital literacy and use of technology by students." Primarily, we want to make this space an innovation lab which would naturally push students to develop their skills in technology, but will also pave ways in which they can demonstrate understanding of living in a digital world. Currently, we have projects planned that include: BitWire (a "do-it-yourself" board game: Operation) Water Bongos (a water gun that gets wired to play music) Orange Piano (play the piano by wiring it to fruit) Fruit Trigger (students activate lights and sensors by touching fruit) Student will also have opportunities to advance their understanding of the world-wide web: skyping with other students/schools who are involved in MakerSpaces, and collaborate about solutions to a given project on which they are working.

SIG-LEA Goals and Objectives - Goal 8 of Belle Point's School Improvement Grant is to "improve the physical and mental health and wellness of the whole child." We intend on using the MakerSpace to facilitate meetings between students and counselor or psychological interventionist. This space would allow for group therapy, which we believe could significantly reduce misbehaviors that stem from emotional outbursts. We plan to teach Boys Town Behavior Modification Program to students during an extended period called "Flex." During Flex, we will bring students to this space on a regular basis and work on developing social skills like: Following Instructions Disagreeing Appropriately Saying I'm Sorry Having a Professional Conversation

SIG-LEA Goals and Objectives - Goal 9 "strengthen non-traditional instruction." The MakerSpace encourages teachers to consider Project-based Learning in an environment separate from their classroom; allowing teachers to develop PBL instructional strategies at a comfortable pace, and with the support of the Technology Facilitator and Project-based Learning Trainer. Student will use this space to develop their citizenship skills by working on projects, tools, and developing resources that can be used to improve our school and community. Student will be asked to take ownership of the MakerSpace by being part of a "Tech Team." This student body will develop and maintain the policies and rules that govern the MakerSpace. Student will be held accountable for making sure the space is productive and learner-friendly.

Secondary Purpose- In an effort to improve student achievement for ALL students, especially in the area of academic success, there are a number of programs and lessons we plan to implement within the framework of the MakerSpace that are not directly related to technology. The following are examples of ways we will use the MakerSpace to support our students' greatest academic needs: SIG-LEA Goal 1 "Increase

criterion-referenced test scores in math"- Our math facilitator/interventionist can use MakerSpace as a supplemental remediation space for struggling math students - student will have a place to work with Math Facilitator/Interventionist one-on-one when necessary. Teachers can reserve this room for a class period; offering a quiet classroom with no distractions. SIG-LEA Goal 2 "Increase criterion-referenced test scores in literacy." Our literacy facilitator/interventionist can use MakerSpace as a supplemental remediation space for struggling literacy students - student will have a place to work with the Literacy Facilitator/Interventionist one-on-one when necessary. Teachers can reserve this room for a class period; offering a quiet classroom with no distractions. Silent Sustained Reading - the space can offer a quiet environment in which students who are easily distracted and need little distraction to come, sit, and quietly engage in a book. Belle Point has started an SSR initiative where students must carry a book with them at all times, and will read a book as a whole school once a quarter. This space will encourage reading by having interesting young adult literature sitting around on table tops, book/magazine racks etc. Supplemental remediation space for struggling English-language learners - student will have a place to work with Literacy Facilitator one-on-one when necessary. Student Perspective and Requests: Request Narrative from Chris Mundell (Tech Team Member): I am part of Mrs. Howard's Tech Team at Belle Point. Mrs. Howard came to me with an idea for this project. She wanted to work on this thing called a "MakerSpace." When she first told me, I thought she was crazy but the more in depth she told me about it the more I realized how beneficial it could be. What we are trying to do is make a stress free environment where students can learn and have fun at the same time. Belle Point has embedded expanded learning time in two areas. A Credit Recovery and GED program are an important part of the overall educational strategy at Belle Point Alternative Education program. Students at Belle Point need additional help due to the fact that the main reason they are at Belle Point is due to their inability to succeed in the regular school environment. Schedules are adjusted within the day to accommodate student participation in these expanding learning programs. Community partners, parents, and students are used in partnerships to make the programs as successful as possible. Professional development is provided throughout the year, instructional platforms are in place that use the latest technology and instructional methodology to accomplish success each year. Success is monitored by course recovery success and passing the final GED assessment for the student's diploma.

Plan	Assigned to:	Amanda Howard
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	How it will look when fully met:	All students that need additional time for recovery of course credit and that need alternative means for HS graduation (GED) will be able to meet these requirements at Belle Point. The GED program has been a vital part of Belle Point curriculum for many years. It's success for students beginning the program and finishing with a GED diploma is in the 90th percentile. The course recovery program is it its first year of implementation. When the objective is fully met, both programs will be in the 90th percentile. MakerSpace: Students who are failing or most at risk for failing will be prescribed weekly time to be spent in the supplemental innovation lab space to meet the academic content and achievement standards developed by the state. This space can be used by all students, but is being developed particularly for the lowest achieving students in the school as identified by the needs assessment and who have academic improvement plans (AIPs). A schedule will be kept to record student use, and progress monitor growth in math, science, and literacy.
	Target Date:	05/29/2015
	Tasks:	
	1. The credit recovery program year end results will be established and finalized on June 1st. The program will determine the number of students enrolling into the credit recovery program and how many of these students successfully recovered high school credits during the 2014-15 school year.	
	Assigned to:	Maria Arnold
	Added date:	05/20/2015
	Target Completion Date:	06/01/2015
	Comments:	
Implement	Percent Task Complete:	0%
School Leadership and Decision Making		
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention		
Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 02/19/2015

Evidence:	The Ft. Smith School District has identified those characteristics that make the district and its schools attractive within the teacher market. A set of recruitment goals in terms of teacher quality are in place to insure that school/teacher employment is the best fit for the district. Various schools within the district are highlighted with special challenges to help guide teacher recruitment. High poverty and/or high minority schools are examples of schools with challenges within the district. UAFS and surrounding colleges and universities are used for recruitment purposes and the district provides opportunities for graduating students to complete internships within the district's schools. Hard-to-fill positions such as Special Education and ELL teachers are frequently recruited. Fort Smith is a college and career-oriented district that encourages students to pursue many professions with teaching as a prospective field of work.
Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/12/2015	
Evidence:	Instructional teams use common core pacing guides as provided by the district. They also create units of instruction based on standards-aligned essential and guiding questions.		
Added date:			

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/29/2013	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Describe current level of development:	Leadership team and staff reviewed the use of exit tickers as a form of pre-post test, and are now reconsidering how effective the exit tickets are for informing instruction as a standards-based procedure. We are currently working on a pre/post testing system that will help teachers use 4-6 week student data to reteach and differentiate instruction.		

Plan	Assigned to:	Michelle Shumate
	How it will look when fully met:	Our pre/post tests are our unit assessment devices, aligned with each standards-based objective covered in the unit, and administered to all students before and after the unit of instruction.
	Target Date:	06/30/2015
	Tasks:	
	1. Leadership team will work with district facilitators to develop effective pre/post tests for English and math.	
	Assigned to:	Michelle Shumate
	Added date:	10/27/2015
	Target Completion Date:	12/31/2015
	Frequency:	monthly
	Comments:	
	2. Literacy and math facilitators will gather, analyze, and report data in English and math department meetings.	
	Assigned to:	Chadwick Dixon
	Added date:	10/27/2015
	Target Completion Date:	12/15/2015
	Frequency:	monthly
	Comments:	
	3. 2nd Quarter: Intervention services will be provided for students who have not mastered standards; services include but are not limited to Literacy iXL and Compass Learning	
	Assigned to:	Susan Holder
	Added date:	11/30/2015
	Target Completion Date:	01/01/2016
	Frequency:	monthly
	Comments:	
Implement	Percent Task Complete:	0%
Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)	
Status	Tasks completed: 0 of 1 (0%)	
Assess	Level of Development:	Initial: Limited Development 04/16/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	The District has created a "curriculum map" that utilizes the Common Core curriculum. SLE's are being developed that will cluster curriculum and instructional objectives that will guide instruction in the various grade levels. 2013-14 will be the first year of 9-12 Common Core curriculum. The curriculum provided by the district is in place and will be implemented into the high school classes this year. The Instructional Team's main role is to implement the district-guided curriculum map and to use TLI data assessments and formative assessments to disaggregate student performance scores into data that will guide intervention activities addressing identified weaknesses in all testing subgroups. Teachers individualize instruction based on pre-tests KWL (verbal KWL questions and possibly some written responses) to provide support for students and enhanced learning opportunities for others. Unit testing (Curriculum objectives formed from SLE's) are what the teachers use as units of study in their classrooms. As these are accomplished, formative testing (verbal, written practice, and end of unit testing) are given by most teachers.
Plan	Assigned to:	Maria Arnold
	How it will look when fully met:	An effective system is in place that includes individual teachers working in instructional groups (with the support of the instructional teams to build the taught curriculum from the CCSS learning standards and Curriculum Maps ? (In other words, there planning and collaboration going on for the CCSS?). The teachers use "resource" teaching beyond textbooks that include commercial materials, teacher-created activities and materials in instructional practices. The planning of a unit of instruction incorporates a typical three to six weeks of work within an objective subject area that is connected to the grade specific curriculum map (Time + Content) (In other words, are we using the CCSS curriculum map and related SLE's in an organized fashion in the classroom).The Instructional Team supports, guides, and monitors the following instructional goals : Determines the concepts, principles, and skills that will be covered within the unit. Identifies the standards/benchmarks that apply to the grade level and unit topic. Develops all objectives that clearly align to the selected standards/benchmarks. Arranges the objectives in sequential order. Determines the best objective descriptors. Considers the most appropriate elements for mastery and constructs criteria for mastery.
	Target Date:	08/09/2013
	Tasks:	
	1. District Leadership and Building Leadership will me for discussions of how best to implement the collaboration needed for the Instructional Team to build the taught curriculum for the CCSS learning standards as outlined in the District curriculum maps. Teachers are currently using resource teaching. The Instructional Team consisting of Mr. Ray, Ms. Arnold, and Ms. Brown (District Math Facilitator) current supports, guides, and monitors district curriculum standards and objectives. An expanded role of the Instructional Team's interaction in the creative aspect of developing constructs and criteria for mastery needed at each "unit" of instruction will required due diligence to determine what that role will intail.	
	Assigned to:	Brad Ray
	Added date:	04/16/2013

		Target Completion Date:	08/01/2013
		Comments:	1. Discussion with District leadership concerning the level of autonomy that the building Instructional Team should play in the construction and delivery of the district curriculum. 2. The redesign of the Instructional Team's purpose and work plans for the 2013-14 school year.
Implement	Percent Task Complete:		0%
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)		
Status	Tasks completed: 0 of 6 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/16/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers individualize instruction based on pre-tests KWL (verbal KWL questions and some written responses) to provide support for low-performing students and broaden the learning opportunities for others. Unit testing (Curriculum objectives formed from SLE's) are what the teachers use as units of study in their classrooms. As these are accomplished, formative testing (verbal, written practice, and end of unit testing) are given by most teachers.	
Plan	Assigned to:	Susan Holder	
	How it will look when fully met:	Assignments are given to each student that target a student's level of mastery/ability level? (Differentiated instruction) These assignments providing a variety of ways for a student to achieve mastery. The Instructional Team contribute to the unit of instructional planning to make sure that the plan provides a description of: Each leveled and differentiated learning activity. The connection of the SLE objective attached it. A criteria for mastery that includes the successful completion of the learning activity. The informal and formal assessments. The completion of the unit of study post test. Are multiple (oral and written) informal and formal assessments embedded during instructional time providing meaningful feedback enhancing student learning. Formal and informal examples of student work are analyzed (by individual and in grade level/curriculum level meetings) to inform (adjust) instruction, revise curriculum and pedagogy, and obtain information on student progress. Differentiated learning activities are evident throughout the instructional programs practices that include: whole-class instruction, independent work, small-group and center-based activities and portfolio homework. NOTE- Teachers must have differentiated instruction professional development.	
	Target Date:	12/15/2015	
	Tasks:		
	1. Literacy and math teachers will begin using pre-tests every 4-6 weeks in order to inform their instruction and plan for differentiation.		

		Assigned to:	Susan Holder
		Added date:	10/27/2015
		Target Completion Date:	12/15/2015
		Frequency:	four times a year
		Comments:	
	2. Literacy and math facilitators will discuss pre-test data with literacy and math teachers in order to develop strategies for enhancing learning for some students while providing support for others.		
		Assigned to:	Susan Holder
		Added date:	10/27/2015
		Target Completion Date:	12/15/2015
		Frequency:	four times a year
		Comments:	
	3. 2nd Quarter: admnistration and teachers will review data from post assessments		
		Assigned to:	Susan Holder
		Added date:	11/30/2015
		Target Completion Date:	01/01/2016
		Frequency:	monthly
		Comments:	
	4. 2nd Quarter: Internal SIS will review data and make adjustments to curriculum and make recommendations for professional development accordingly		
		Assigned to:	Lycia Turner
		Added date:	11/30/2015
		Target Completion Date:	01/01/2016
		Frequency:	monthly
		Comments:	
	5. "Pre-testing" beyond KWL activities will need to be developed and planned to implement into a best practice by the teachers in the coming 2013-14 school year. Due-diligence will be given as to how to provide the professional development and implementation of this into lesson planning and classroom practice. A related IMO will be developed to measure implementation and fidelity of the practice.		
		Assigned to:	Maria Arnold
		Added date:	04/16/2013
		Target Completion Date:	08/30/2013
		Comments:	Survey teachers to determine current means of pre-testing units of instruction. Explore professional development/guidance to incorporate pre-testing into the instructional processes. Implement into lesson planning and classroom practice in all curriculum disciplines. Create an IMO for full implementation after due-diligence.

	6. 2nd Quarter: Intervention are provided for students who have not mastered standards; services include but are not limited to Literacy iXL and Compass Learning District and school interventionist and facilitators are work together to develop pre/post assessment for teachers of English and math. The district math facilitator works with the school math facilitator to analyze data, align test to standards, assess students' current needs, and determine remediation needs for the future. The district English facilitator works with the school English facilitator to analyze data, align test to standards, assess students' current needs, and determine remediation needs for the future. Both the English and math school facilitators work with the teachers to discuss ideas for modifying instruction to address student growth. Software programs like Compass Learning and Literacy iXL are used to help students who continue to struggle in a specific area. Barriers to student success are often absenteeism, tardiness, disciplinary referrals, missed intervention time, and lack of student initiative.		
	Assigned to:	Susan Holder	
	Added date:	12/01/2015	
	Target Completion Date:	12/18/2015	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	IIB05 - All teachers re-teach based on post-test results.(95)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/16/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional staff are using re-teaching activities (with differentiating and individual student intervention. The measurement of full implementation by all teachers and formative assessments that provide immediate feedback (we do TLI interim testing) will need to be developed by CWT and outlining expectations by the Instructional Team and Principal discussions. An IMO will be created that provides the implementation and fidelity data needed to show success of this indicator for the improvement of classroom instructional practice.	
Plan	Assigned to:	Susan Holder	

	How it will look when fully met:	Teachers are using the six phased functions of explicit (direct instruction) to accommodate re-teaching activities that include: (1) daily homework check, review, and, if necessary, re-teaching; (2) rapid presentation of new content and skills in small steps;(3) guided student practice with close monitoring by teachers; (4) corrective feedback and instructional reinforcement; (5) independent practice in seat work and homework with high (more than 90%) success rate; and (6) weekly and monthly review. Teachers use--Cues that lead students to what is to be learned and explain how to learn it--Engagement by which learners actively and persistently participate until appropriate responses are firmly established as the norm--Are teachers able to rapidly detect and remedy difficulties in oral and written responses by students by re-teaching or using alternate methods--Teachers provide "Reinforcement" by providing a sense of accomplishment (verbal or written) or providing knowledge results (such as formative assessments)--Teachers using "Reciprocal Teaching" as a reinforcement/re-teaching practice when it appears necessary--Teachers encourage learners to coherently organize material in preparation for teaching to make it clear and memorable to themselves and others (Clarity: teachers give opportunity for students to teach students) Teachers use the "comprehension teaching" method that encourages students to measure their progress toward explicit goals. It can be described as a three-stage process of: (1) modeling, where the teacher demonstrates the desired behavior; (2) guided practice, where the students perform with help from the teachers; and, (3) application, where the student works independently of the teacher. IMO DECISIONS (Glow and Glow areas that we see in these indicators for our instructional/support staff)
	Target Date:	08/30/2013
Tasks:		
	1. Determine what phases of the six phased functions of explicit (direct instruction) we are currently implementing (survey/discussion with teachers) Determine if teachers are using instructional "cues" and keeping students "engaged" in the learning process (CWT). Teachers model, guide practice, and allow for independent practice in the classroom environment (CWT).	
	Assigned to:	Maria Arnold
	Added date:	04/16/2013
	Target Completion Date:	08/30/2013
	Comments:	
Implement	Percent Task Complete:	0%
Curriculum, Assessment, and Instructional Planning		
Engaging teachers in differentiating and aligning learning activities		
Indicator	IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)	
Status	Tasks completed: 0 of 2 (0%)	
Assess	Level of Development:	Initial: Limited Development 11/28/2016

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Limited Development stage: Components of each unit of instruction Project Planning Toolkit The PPTk is a lesson plan that frames the key points of a project: standards assessed, hook, writing components, various text used, fieldtrips, guest speakers, end product(s), project calendar, and rubrics used to assess. Student Rubric This is the rubric used by the students to determine what is being required of them in order to achieve mastery. Project Calendar A day to day layout of checkpoints, due dates, workshops, work days, and presentations throughout the course of this particular project Critical Friends- Phase 1 Protocol There are 3 phases of Critical Friends (CF), in this particular CF the teacher meets with 2 or more peers in an informal setting to brainstorm ideas for a given project. Teacher will collect information about standards they want to assess, driving questions, end products, and ideas for an entry event and entry doc, possible guest speakers and fieldtrips. Entry Doc & Entry Event The entry event is a formal "hook" to get the students excited about the new project and introduce them to the idea at hand. The entry doc is introduced during the entry event and gives student the necessary breadcrumbs to spark their inquiry and guide their investigation. Workshops & Need-to-knows Need-to-knows occur at the beginning of the project and are reevaluated multiple times throughout the project. The students move through the entry event and discuss, as a class, the different ideas and concepts they might need to know in order to be successful in completing this project. The knows and need to knows help to drive the students investigation, and should be assessed at least once a week. As the students learn new information, each need-to-know becomes a "know" and new need-to-knows may arise. Workshops can be voluntary or mandatory, depending on the students assessment of knowledge. If checkpoints show that there is a need for some students to dive deeper into the content, then the teacher may call for just those students needing extra assistance. This piece has allowed for teachers to work with those needing the additional help, allowing those that have a clear understanding of the idea or concept to continue moving forward. Driving Question The driving question is the essential question; it is the overall question the student should be able to give a detailed answer to at the end of the project. Checkpoints Checkpoints are any form of assessment used to make sure the students have a strong understanding of the important components necessary for moving on to the next step; checkpoints drive workshops. Assessment Any means used to assess or determine the level of learning: exit tickets, summaries, quizzes, exams, presentations (formal or informal). Scaffolding activities These activities are used to facilitate successful learning of each step so the group can move forward in producing a successful end product. Pre/post tests Data collected to determine how much information the</p>	

		students already have on this topic before launching into the project, and to determine how much the students learned from engaging in the project. We use this data to set up the first few workshops, and then use it to determine where students stand as they move through each checkpoint. IAKT (s) An IAKT is the Individual Assessment of Knowledge and Thinking. These individual, project-embedded performance assessments require students to articulate and apply their knowledge through writing; this assesses their content knowledge and literacy skills. 6 A's Rubric This rubric is used during the Phase 2 Critical Friends (CF) to ensure that the project is relevant and engaging for the culture of our school. All staff develop units of instruction that are standards-aligned and allow for a variety of ways for a student to achieve mastery. Unit plans are developed first through selected standards, then by utilizing a process called "critical friends phase 1" in which teachers meet with instructional teams to outline and "brainstorm" the components of the unit plan including specific learning activities. Immediate feedback to students is provided through the online Learning Management System "ECHO."
Plan	Assigned to:	Melissa Trangmar
	How it will look when fully met:	When fully implemented, teachers will have a their standards-aligned units created and submitted within one month of implementation. Each unit will encompass the NTN criteria for a successful unit, as well as Critical Friend Protocol.
	Target Date:	05/15/2017
	Tasks:	
	1. 1. Teachers will have completed standards-based units for each course.	
	Assigned to:	Melissa Trangmar
	Added date:	11/28/2016
	Target Completion Date:	05/15/2017
	Comments:	
	2. 2. Teachers will complete each component of the planning process prior to implementation.	
	Assigned to:	Melissa Trangmar
	Added date:	11/28/2016
	Target Completion Date:	05/15/2017
	Comments:	
Implement	Percent Task Complete:	0%
Indicator	IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)	
Status	Tasks completed: 0 of 3 (0%)	
Assess	Level of Development:	Initial: Limited Development 11/28/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Limited Development stage: Critical Friends- Phase 2 Protocol All staff utilize a process called "Critical Friends" for effective co-designed unit planning and feedback. Done in three phases, the second phase is the most critical in that the entire Instructional Team collaborates to improve teaching and learning for each unit prior to the delivery of instruction to students. At least two days prior to CR phase 2, the staff member shares their toolkit, entry doc, project calendar, and rubrics to the instructional team for review. During the protocol, the instructional team offers specific actionable feedback according to the project idea rubric for critical friends feedback. Project Idea Rubric for Critical Friends Feedback Six components encompass the Project Idea Rubric for Critical Friends Feedback: Authenticity Academic Rigor Applied Learning Active Exploration Adult Connections Assessment Instructional Team ensures that the units and learning activities are standards-aligned and offer feedback for teacher reflection and improvement. Critical Friends- Phase 3 Protocol All staff share materials among themselves in a Critical Friends- phase 3 protocol. This reflective phase allows teachers to hear what was successful in their unit, and what did not work in order to allow them to adjust their own practices. Feedback in phase 3 helps other teachers in the development of their future units, but also serves as a reflective component for this same unit next year/semester. District-level internal school-improvement specialists work to support the instructional teams in development of standards-aligned units and learning activities. Unit instructional delivery is often done in a co-teach environment, and often cross-curricular. The staff "bull-pen" acts as a physical space where instructional teams collectively work together to plan coherent units of instructions. Staff also developed norms for working together. Whole staff article study on "The Collaborative Compact"</p>	
Plan	Assigned to:	Melissa Trangmar	
	How it will look when fully met:	<p>When fully met, Project Toolkits will have been developed for each course according to the New Tech model. Teachers will have a map of the entire school year, outlining which standards are taught in each unit throughout the year and layered upon previously required skills and knowledge. Teachers will have power standards woven throughout each unit and multiple measures of assessment for student mastery.</p>	
	Target Date:	05/15/2017	
	Tasks:		
	1. 1. Teachers will develop toolkits for each unit of instruction.		
	Assigned to:	Melissa Trangmar	
	Added date:	11/28/2016	
	Target Completion Date:	05/15/2017	

		Comments:	
		2. 2. Leadership team will review and offer feedback on unit toolkits.	
		Assigned to:	Melissa Trangmar
		Added date:	11/28/2016
		Target Completion Date:	05/15/2017
		Comments:	
		3. 3. All staff will have critical friended phase 2 for each unit.	
		Assigned to:	Melissa Trangmar
		Added date:	11/28/2016
		Target Completion Date:	05/15/2017
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/28/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Limited Development stage: Toolkit & Quality Checklist All staff utilize the New Tech Project Planning Toolkit and the Quality Project Checklist for unit plans. The toolkits and checklists are digital templates and are live documents shared among the entire instructional team. The toolkit and checklist ensure that all components of the NT Instructional Model are included in each unit and implemented with fidelity. Instructional teams review the toolkit and offer feedback. ECHO LMS All students and staff used an online learning management system called "ECHO" as an online platform for digital learning activities. ECHO organizes and stores unit toolkits, entry docs, student assessments, pre/post testing, and anything else pertinent to the unit. Each unit is organized into a folder within the digital classroom. Students, teachers, and the leadership team can access all the information in ECHO from any location. Students and parents are also able to view current grades, upcoming assignments, and assessments in ECHO. Classroom Environment Our New Tech classrooms are not typical classrooms. Student tables are flip-top mobile whiteboards, and are designed to be mobile for daily adaptation to the workshop or lesson. Teachers do not have a desk inside the classroom to make it more student-centered. Large mobile whiteboards display student need-to-knows and problem statements. Oversized furniture in common areas offers additional seating conducive to small-group learning and collaboration among students.</p>	

Plan	Assigned to:	Melissa Trangmar	
	How it will look when fully met:	When fully implemented, all teachers will have developed complete toolkits for each unit of instruction. Each unit of instruction will be organized in ECHO including all materials and digital resources necessary for students. A complete toolkit in ECHO will allow even students who are absent to keep up with class digitally.	
	Target Date:	05/15/2017	
	Tasks:		
	1. 1. By 5/15/17, all staff will have ECHO organized and completed with all toolkits.		
	Assigned to:	Melissa Trangmar	
	Added date:	11/28/2016	
	Target Completion Date:	05/15/2017	
	Comments:		
Implement	Percent Task Complete:	0%	
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/12/2015	
	Evidence:	The school tests each student more than three times each year to determine progress.	
	Added date:		
Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/12/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Yearly learning goals were developed utilizing some student learning data. Data needs to continue to be disaggregated and should show progress toward meeting the nine goals. The School Improvement Grant (1003)g provided ability to change current policy and budget conditions.	
Plan	Assigned to:	Susan Holder	

	How it will look when fully met:	The Leadership Team drives the school's continuous improvement process, including the careful assessment and improvement of professional practice. The Leadership Team also reviews student learning data at key points in the year to make adjustments in the evolving plan. Setting annual learning goals enables the Leadership Team to know where it is headed and if it gets there. The goals include specific outcome targets for grade levels, subject areas, and student subgroups.	
	Target Date:	06/01/2016	
	Tasks:		
	1. Learning goals for literacy are set using: - TABE pre/post tests (given each semester) - STAR quarterly assessment for progress monitoring - BASI pre/post tests (given each semester) - San Diego Word Recognition pre/post (given each semester) Learning goals for math are set using: - TABE pre/post tests (given each semester) - STAR quarterly assessment for progress monitoring - BASI pre/post tests (given each semester) - Compass Learning diagnostic (set instructional path) The goal set for each student is that he or she will improve at least grade-level per school year. Effectiveness of our goals is measured by facilitators' analysis of all the combined tests scores.		
	Assigned to:	Susan Holder	
	Added date:	12/04/2015	
	Target Completion Date:	06/01/2016	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	IID09 - Instructional Teams use student learning data to plan instruction.(107)		
Status	Objective Met 5/20/2015		
Assess	Level of Development:	Initial: Limited Development 11/21/2014	
		Objective Met - 05/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	BELLE POINT GED PROGRAM: The Belle Point Center offers educational choices that encourage and support the development of students whose educational needs are not being met in traditional programs. The Belle Point GED Program is one of the alternative choices for students to meet qualifying requirements for completion of high school curriculum credits. Any student wanting to be accepted into the Belle Point Pre-GED Program must take the TABE Test given on Wednesdays. Requirements for admission to Belle Point Center: Students that are 17 years old must score 9.5 on the TABE Test. Students 16 years old that have taken but did not pass the GED in Job Corp, JDC, Training School, or other facility may be admitted to Belle Point upon scoring a 9.5 on the TABE test. Students must provide a state issued photo ID before enrolling in the program. Students will attend Belle Point until they have taken and passed the pre-test at Adult Ed, at which time a waiver will be issued to the student which allows them to enroll at Adult Ed. The student will be dropped from Belle Point at time of enrollment at Adult Ed. Seventeen year old students, who are enrolled at Adult Ed must attend school there until they pass the GED.
Plan	Assigned to:	Maria Arnold
	How it will look when fully met:	The new GED 2014 exam is computer-based and will require some basic computer skills. The new test has four parts instead of five: Reasoning through Language Arts, Science, Social Studies, and Math. Scoring for the new test has also changed: to pass the new GED 2014, students must score 150 out of 200 in each area, and have a 600 overall (out of 800 possible points). The test is computer scored, so unofficial scores will be available immediately after testing.
	Target Date:	05/29/2015
	Tasks:	
	1. The Belle Point Pre-GED class has a capacity of twelve (12) students. As students test on Wednesdays (see dates attached), the students with an average score of 9.5 will be placed on the waiting list. The waiting list will be used as students are transferred to Adult Education. Students must attend their home school until placement as a student at Belle Point.	
	Assigned to:	Deniece Beckman
	Added date:	11/21/2014
	Target Completion Date:	05/29/2015
	Frequency:	four times a year
	Comments:	Deniece Beckman is the Pre-GED classroom teacher. The Pre-GED classroom will maintain a maximum of 12 students. A waiting list will be maintained when the number of students qualified to be in the program exceeds the 12 available positions. As students in the Pre-GED program qualify and enroll in Adult Education, students on the waiting list will be notified.
	Task Completed:	5/20/2015 12:00:00 AM

		2. Belle Point utilizes the GED Aztec Software's GED® prep solution which allows students to conveniently access the core competencies of the new GED® test so that prep work can be completed quickly and accurately. Through the use of practice tests, the Aztec solution gives students an idea of what the test will be like; helps them to identify areas that they need work in by giving immediate feedback, and lets them know that the test is a mountain worth climbing. Results from the assessments will determine a learning path toward successful completion.
		Assigned to: Deniece Beckman
		Added date: 11/21/2014
		Target Completion Date: 05/29/2015
		Frequency: four times a year
		Comments: The GED software system is located in the Media Center at Belle Point. Students access the system under the guidance of Ms. Beckman. Intervention strategies are provided by Ms. Beckman in those areas of the GED software that require more student support. Each student is guided at each step in completing the software support system.
		Task Completed: 5/20/2015 12:00:00 AM
		3. The 2014-15 AMO Target for the GED program is to achieve a 100% completion and GED graduation rate as determined by the completion of the program, Aztec software support system, pre-testing competences, and successful passing of the GED 2014 exam.
		Assigned to: Deniece Beckman
		Added date: 11/21/2014
		Target Completion Date: 05/29/2015
		Frequency: four times a year
		Comments:
		Task Completed: 5/20/2015 12:00:00 AM
		4. IMO TARGET GOAL: On October 15th, 100% of students (4) completed program requirements and passed the 2014 GED Exam and exited the GED program at Belle Point.
		Assigned to: Deniece Beckman
		Added date: 11/21/2014
		Target Completion Date: 10/15/2014
		Frequency: four times a year
		Comments: Multiple students enroll in the GED program at various times. The success of the program totals the number of students enrolled into the program for each quarter, tracks those that complete program requirements and are administered the 2014 GED Exam. The total that exits the program from enrollment to successful exam completion is used to measure the GED program success.
		Task Completed: 10/15/2014 12:00:00 AM
		5. IMO Task Goal Target: On December 19th, 2014: 100% of students (7) that completed program requirements and attempted the 2014 GED Exam passed and exited the GED program at Belle Point.
		Assigned to: Deniese Beckman
		Added date: 11/21/2014
		Target Completion Date: 12/19/2014

		Frequency:	four times a year
		Comments:	
		Task Completed:	12/19/2014 12:00:00 AM
		6. IMO: GED Program: IMO Task Goal Target: On March 31, 2015: 100% of students (12) will complete program requirements, pass the GED exam, and exit the GED program at Belle Point.	
		Assigned to:	Deniese Beckman
		Added date:	11/21/2014
		Target Completion Date:	03/13/2015
		Frequency:	four times a year
		Comments:	In the 3rd quarter (12) students have completed the GED program. 100% of all students completing the program requirements and taking the GED assessments have graduated out of the program for the 2014-15 school year. <input type="checkbox"/> Success is determined by totaling the number of students enrolled into the program each quarter, tracking the completion of the program requirements, and measuring the number and success of students testing, passing the exam, and exiting the program.
		Task Completed:	3/13/2015 12:00:00 AM
		7. IMO: GED Program:IMO Task Goal Target: On May 29, 2015: 100% of students (16) will complete program requirements, pass the GED exam, and exit the GED program at Belle Point.	
		Assigned to:	Deniese Beckman
		Added date:	11/21/2014
		Target Completion Date:	05/29/2015
		Comments:	In the 3rd quarter (12) students have completed the GED program. 100% of all students completing the program requirements and taking the GED assessments have graduated out of the program for the 2014-15 school year. <input type="checkbox"/> Success is determined by totaling the number of students enrolled into the program each quarter, tracking the completion of the program requirements, and measuring the number and success of students testing, passing the exam, and exiting the program.
		Task Completed:	5/20/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	5/20/2015	
	Experience:	5/20/2015 Mrs. Beckman, the GED supervising teacher, has worked in this capacity and her preparation for students to pass the GED exam has been in the high percentage of success for years. This year, every student who finished the program passed the GED test to received their diploma.	
	Sustain:	5/20/2015 Maintaining the high level of support for students.	
	Evidence:	5/20/2015 The number of students enrolled into the program and passed the GED test	

Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)		
Status	Objective Met 5/20/2015		
Assess	Level of Development:	Initial: Limited Development 10/29/2014	
		Objective Met - 05/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	CLOSING ACHIEVEMENT GAPS: Academic Improvement Plans (AIPs) of individual students will be addressed by classroom teachers, the instructional facilitator, and with other district personnel to remediate students using standards-based supplemental strategies. Instructional Facilitators will prescribe and monitor placement of incoming students. The number of students who meet their AIP intervention requirements each quarter will be monitored by the Principal and the Leadership Team. The parents of all students receiving supplemental AIP services have signed parent (AIP) participation forms or instructional recommendation forms. Parents participate in periodic collaboration to acknowledge intervention strategies and demonstrate their support for the school's school improvement efforts.	
Plan	Assigned to:	Susan Holder	
	How it will look when fully met:	AIP's will monitor student academic progress for the 2014-15 school year. Intervention strategies and assessments will move students forward to complete standards-based supplemental strategies. Actions for full Implementation: (1)- AIPs reviewed quarterly by parents of failing students. (2)- Common assessments will be used as appropriate (other assessments), (3)- The TLI will also be used as a data source when appropriate. (4)- Instructional Facilitator reports. (5)- Building interventions to complete standards-based supplemental activities. (6)- Software. (Aligned Intervention Strategies): Re-teach-re-test; Peer tutoring; Bell-ringers; Specific AIP time; Bell work specific to AIP strands.	
	Target Date:	05/01/2015	
	Tasks:		
	1. DIAGNOSTIC TABE TESTING measures the five main learning quadrants to determine reading levels, math computation skills, and language usage, SAN DIEGO WORD RECOGNITION measures grade-level vocabulary and THE STAR TEST measures comprehension and content vocabulary. These 3 assessments are given to every 7-12 student. This data provide teachers with academic levels for intervention planning for all students at Belle Point. Low-performing students are provided intensive academic support through the use of differentiated instruction in the classroom with Tier 2 activities by the Literacy and Math Facilitators. Intervention reports by the facilitators will track student progress using disaggregated data provided to teachers and support personnel.		

		Assigned to:	Susan Holder
		Added date:	11/04/2014
		Target Completion Date:	10/15/2014
		Frequency:	four times a year
		Comments:	New student arrivals receive this battery of entrance assessments to determine placement of intervention support. These tests are administered as a pre-post sequence to measure student academic growth.
		Task Completed:	10/15/2014 12:00:00 AM
	<p>2. AIP TARGET AREAS: 7-11th grade Literacy and 7-8 Grade, Algebra I, and Geometry. Academic Improvement Plans (AIPs) of individual students will be addressed by classroom teachers, the instructional facilitator, and other district personnel (when appropriate) to provide enrichment using standards-based supplemental strategies. Instructional Facilitators will monitor placement of incoming students and provide progress monitoring. The number of students who show growth in deficient areas each quarter will be monitored by the Principal and the Leadership Team.</p>		
		Assigned to:	Susan Holder
		Added date:	10/29/2014
		Target Completion Date:	05/22/2015
		Frequency:	four times a year
		Comments:	Actions of Implementation: (1)- AIPs reviewed quarterly by parents of failing students. (2)- Common assessments will be used as appropriate (other assessments), (3)- The TLI will also be used as a data source when appropriate. (4)- Instructional Facilitator reports. (5)- Building interventions to complete standards-based supplemental activities. (6)- Software. (Aligned Intervention Strategies): Re-teach-re-test; Peer tutoring; Bell-ringers; Specific AIP time; Bell work specific to AIP strands.
		Task Completed:	5/20/2015 12:00:00 AM
	<p>3. INTERVENTION PERIOD: A 7-8th grade intervention schedule by the Literacy and Math Instructional Facilitators has been implemented to provide additional learning opportunities. Interventions are planned according to need and reinforce current curriculum objectives. Regularly scheduled interventions that address tested weaknesses are planned for students with an AIP in Math and in Literacy.</p>		
		Assigned to:	Ms. Brown and Mrs. Holder
		Added date:	01/28/2015
		Target Completion Date:	05/22/2015
		Comments:	
		Task Completed:	5/20/2015 12:00:00 AM
	<p>4. CONSUMER MATH INSTRUCTIONAL BLOCK - Applicable math skills will be practiced with the 11th and 12th Grade All Student and AIP Groups for a series of four weeks with the help of the math and literacy interventionists. Ms. Brown and Mrs. Holder will assist students in the completion of job applications, setting budgets including paying bills and choosing jobs with estimated salaries. Assessment of the intervention will be determined by the success students have completing their mock budget and living within their means according to expenses and income available to them.</p>		
		Assigned to:	Kim Brown, Susan Holder
		Added date:	02/04/2015

		Target Completion Date:	02/26/2015
		Comments:	
		Task Completed:	2/26/2015 12:00:00 AM
		5. By October 15, 2014: 100% of students assigned AIP's will have participated in a parent/teacher conference. Parents will have signed the AIP supporting Belle Point intervention strategies for the identified low-performance areas. Curriculum area teachers (with Instructional Facilitator oversight) will implement interventional platforms and formative/interim assessments to progress monitor student proficiency levels.	
		Assigned to:	Susan Holder
		Added date:	11/20/2014
		Target Completion Date:	10/15/2014
		Frequency:	four times a year
		Comments:	
		Task Completed:	10/15/2014 12:00:00 AM
		6. By December 19, 100% of data-driven AIP student placements into Literacy and Math classrooms were completed; teacher and administrator instructional and assessment strategy platforms are in place; Principal observations and Instructional Facilitator CWT visits/reports are monitoring implementation of instructional and intervention practices in order to have intervention practices in place for 3rd and 4th quarter formative and interim assessments that will measure student progress toward closing achievement gaps among all student groups.	
		Assigned to:	Susan Holder
		Added date:	10/29/2014
		Target Completion Date:	12/19/2014
		Frequency:	four times a year
		Comments:	Actions of Implementation: (1)- AIPs reviewed quarterly by parents of failing students. (2)- Common assessments will be used as appropriate (other assessments), (3)- The TLI will also be used as a data source when appropriate. (4)- Instructional Facilitator reports. (5)- Building interventions to complete standards-based supplemental activities. (6)- Software.
		Task Completed:	12/12/2014 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		5/20/2015
	Experience:		5/20/2015 This was a month-long everyday math exercise to provide students additional learning goals for life experiences in social living expectations concerning the use of math in every day events.
	Sustain:		5/20/2015 This was very successful and it will be continued next year as an additional instructional process for selected students.
	Evidence:		5/20/2015 Students completed all instructional goals and assessments.
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/12/2015	
	Evidence:	Teachers utilize district provided pacing guides.	
	Added date:		
Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/12/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Only some teachers are using pre-tests.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Classroom Instruction			
Expecting and monitoring sound classroom management			
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/12/2015	
	Evidence:	All teachers are trained in the Boys Town Specialized Classroom Management Model. Teachers use this model with fidelity to reinforce classroom procedures and social skills. All teachers teach these skills daily and formally on Mondays during FLEX block. All staff have written a goal in their Professional Growth Plan to address behaviors in a positive manner.	
	Added date:		
Family Engagement in a School Community			
Explain and communicate the purpose and practices of the school community			
Indicator	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)		
Status	Objective Met 10/29/20145/20/2015		

Assess	Level of Development:	Initial: Limited Development 10/22/2014
		Objective Met - 10/29/2014 05/20/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has developed a Title I program agreement or "compact" that outlines how parents, school staff, and students share responsibility for improving academic achievement. The compact describe activities that directly affect learning. The school provides timely information about school goals and learning strategies in order for parents to support their child's achievement. The school uses "Parent-Link" to send out calls, texts, and emails--along with flyers and personal phone calls to invite parents to a meeting that features a presentation on developing compacts and the importance of parental participation in their child's learning? Teachers design specific activities for different grade levels that encourage parental participation (12 events per school year in order to encourage joint cooperation between the school and home. The school has data in place that documents implementation goals and compliance requirements for Title I.
Plan	Assigned to:	Maria Arnold
	How it will look when fully met:	Parent signatures are required for the Parent-School Compact to be valid. This signed agreement is an acknowledgement of how the school and the parent work cooperatively to improve the education of their child at the school and in the home. Belle Point prefers to meet face-to-face with parents to go beyond the initial Title I meeting, but discuss collaboration specifics for the current year.
	Target Date:	05/29/2015
	Tasks:	
	1. During Parent/Teacher Conferences, teacher and administrators will meet with all attending parents to have discussion concerning the Title I Compact and obtain parent or guardian signatures. For those not attending, an alternate date will be established to obtain 100% parent signatures on the document.	
	Assigned to:	Maria Arnold
	Added date:	10/22/2014
	Target Completion Date:	11/01/2014
	Comments:	Parents will attend P/T Conference and receive details of the Compact. If signatures are not obtained, teachers and administrators will either contact the parents by phone call and have them come to the school. Any remaining parents that have not signed the Compact will receive home visits to obtain signatures. All signatures will be completed by November 1st, 2014.
	Task Completed:	10/23/2014 12:00:00 AM

		2. Belle Point realizes that education of children is most effective when the home does its part. Therefore, the connection between the school and the home is essential to school improvement and school success. Helping parents fully engage in the learning lives of their children is a necessary function of the school, and one that requires considerable, consistent, and competent attention. Cumulatively, the connections among the teachers, staff, and students form the community of the school. During the 2014-15 school year, Belle Point will implement and sustain an active effort to reach out for parental support of its efforts educating and making a difference in the lives of their children. Through a series of meetings, actions, events, and communication avenues, Belle Point will develop the parental engagement portion of education as a means to make a difference in the academic, social, and well-being of its students.
		Assigned to: Kathryn Miller
		Added date: 11/21/2014
		Target Completion Date: 05/29/2015
		Frequency: four times a year
		Comments:
		Task Completed: 5/20/2015 12:00:00 AM
		3. School Improvement Process: A cross-section of parents will be contacted to participate in the school improvement process by survey, scheduled meetings, and general communication methods to insure their ideas are considered in planning improvement interventions and strategies.
		Assigned to: Kathryn Miller
		Added date: 11/21/2014
		Target Completion Date: 05/29/2015
		Frequency: four times a year
		Comments:
		Task Completed: 5/20/2015 12:00:00 AM
		4. Parent Teacher Conferences: 100% parental engagement is a district benchmark for all of its schools. Teachers either meet with parents in the regular classroom setting or they meet with them after school when they are picking up their children after school. Home visits are sometimes used to achieve the 100% parental involvement in the academic conferencing process.
		Assigned to: Maria Arnold
		Added date: 11/21/2014
		Target Completion Date: 03/20/2015
		Frequency: twice a year
		Comments:
		Task Completed: 3/20/2015 12:00:00 AM
		5. Belle Point will use communication within the school community to meet collaboration goals with all stakeholders. This collaboration goal will be a regular School Improvement Leadership Team agenda item in order to implement strategies and monitor local community member participation in the school's learning culture and to increase parental involvement input into school improvement efforts. Technology, face-to-face meetings, call logs by teachers, and signage at meetings will provide two-way accounting of Belle Point's efforts for the 2014-15 school year.
		Assigned to: Kathryn Miller
		Added date: 11/21/2014

		Target Completion Date:	05/29/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	5/20/2015 12:00:00 AM
	6. 2014-15 IMO TASK GOAL: A 95% Parent two-way communication response rate will be achieved by Belle Point for school improvement support as documented by Parent/Teacher Conference sign-in sheets, Teacher/Parent contact logs, Parent participation at school events, and parent response to perceptual surveys.		
		Assigned to:	Kathryn Miller
		Added date:	11/21/2014
		Target Completion Date:	05/29/2015
		Comments:	
		Task Completed:	5/20/2015 12:00:00 AM
	7. IMO TASK GOAL: By October 15, an implementation baseline rate of 80% was established from two-way communication data of school contacts to parents as documented by Parent/Teacher Conference sign-in sheets, Teacher/Parent contact logs, Parent participation at school events, and parent response to perceptual surveys in order to address learning standards, student progress, and the parent's role in supporting their child's progress.		
		Assigned to:	Kathryn Miller
		Added date:	11/21/2014
		Target Completion Date:	10/15/2014
		Frequency:	four times a year
		Comments:	
		Task Completed:	10/15/2014 12:00:00 AM
	8. IMO TASK GOAL: By December 19th, an implementation rate of 85% was established from two-way communication data of school contacts to parents as documented by Parent/Teacher Conference sign-in sheets, Teacher/Parent contact logs, Parent participation at school events, and parent response to perceptual surveys in order to address learning standards, student progress, and the parent's role in supporting their child's progress.		
		Assigned to:	Kathryn Miller
		Added date:	11/21/2014
		Target Completion Date:	12/19/2014
		Comments:	
		Task Completed:	12/19/2014 12:00:00 AM
	9. IMO: By March 31, 2015, an implementation rate of 90% will be established for school contacts to parents directly related to school improvement outreach for their child (ren).		
		Assigned to:	Kathryn Miller
		Added date:	11/21/2014
		Target Completion Date:	03/13/2015
		Frequency:	four times a year

		Comments:	The parental engagement IMO to improve participation in school improvement collaboration has shown 10% growth for the current year. ☐ Technology, face-to-face meetings, call logs by teachers, and signage at meetings provide two-way accounting of Belle Point's efforts to improve parent cooperation and collaboration for school improvement efforts
		Task Completed:	3/13/2015 12:00:00 AM
	10. IMO: By May 29, 2015, an implementation rate of 95% will be established for school contacts to parents directly related to school improvement outreach for their child (ren).		
		Assigned to:	Kathryn Miller
		Added date:	11/21/2014
		Target Completion Date:	05/29/2015
		Frequency:	once a year
		Comments:	The parental engagement IMO to improve participation in school improvement collaboration has shown 10% growth for the current year. ☐ Technology, face-to-face meetings, call logs by teachers, and signage at meetings provide two-way accounting of Belle Point's efforts to improve parent cooperation and collaboration for school improvement efforts
		Task Completed:	5/20/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/29/2014 5/20/2015
	Experience:		10/29/2014 The need for parents to be aware of what Title I is used for and how it can help our school meet the needs of their students made our staff aware of how importation this cooperation between the home and classroom. 5/20: Belle Point improved parental engagement at school events, consultation meetings, and in regular communication tracking for other school-related activities.
	Sustain:		10/29/2014 The school will follow the compact practices and encourage the parent to participate in all of the learning and instructional activities as indicated in the compact. 5/20- Work to improve parental participation at regular school improvement leadership team meetings will be pursued this coming school year. Although participation at events and in school-improvement efforts that required parental approval increased, the need to have more planning time that involves parents is needed.
	Evidence:		10/29/2014 Public meeting was held for Title I and all parent signatures were collected. The compacts are on file and will guide parental engagement activities and leadership and instructional goals at Belle Point as well. 5/20: 100% signage at parent-teacher conferences, electronic communication, teacher call-logs, and attendance to school events and consultations concerning students exceeded 90% as well.
High School: Opportunity to Learn			
Ensure content mastery and graduation			

Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/12/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School counselor provides hands-on opportunities for students to explore different careers by bringing in professional speakers, teachers assist students in aligning post-secondary plans with their career aspirations by offering 2-week classes in subject areas like Interviewing Skills, Work Applications, and Oral/Written Communication skills. GED program is offered for students who are at risk of dropping out due to low credits, and GradPoint credit recovery is offered to students who need credit recovery options.	
Plan	Assigned to:	Maria Arnold	
	How it will look when fully met:	Student will continue in the programs currently provided by Belle Point. Additionally, Belle Point will provide opportunities for students to develop mentor and job shadowing opportunities within the Fort Smith community. Students will take a career interest inventory each year, and classes will be offered by the school counselor on the skills, education, and prerequisite goals necessary to be successful in specific areas of interest.	
	Target Date:	06/06/2016	
	Tasks:		
	1. Students will take a career interest inventory each year during the Spring Semester		
	Assigned to:	Kathryn Miller	
	Added date:	10/27/2015	
	Target Completion Date:	06/06/2016	
	Comments:		
	2. Staff will offer FLEX courses on interviewing skills, oral and written communication for professional work once a semester		
	Assigned to:	Kathryn Miller	
	Added date:	10/27/2015	
	Target Completion Date:	12/01/2015	
	Frequency:	twice a year	
	Comments:		
	3. Students will be provided the opportunity to participate in a mentorship program, and will work with a mentor at least once a month on social skills that will develop their professional resume, as well as their personal interactions with peers.		
	Assigned to:	Vera Beckman	

		Added date:	10/27/2015
		Target Completion Date:	12/15/2015
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		0%