

Comprehensive Plan Report

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

September 15, 2016

Lincoln School District NCES - 508940

Key Indicators are shown in **RED**.

Filter: Show only the indicators included in the plan

District Context and Support for School Improvement			
Improving the school within the framework of district support			
Indicator	IA06 - The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.(6)		
Status	Objective Met 3/28/2016		
	Level of Development:	Initial: Limited Development 09/21/2015	
		Objective Met - 03/28/2016	
	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:	Provide Instructional Technology and supplemental computer aided instruction to improve teaching and learning	
Plan	Assigned to:	Mary Ann Spears	
	Added:	09/21/2015	
	How it will look when fully met:	The District will maintain a web-based program, Equity Squared, that allows for centralized management of student files for easy transition from building to building. Purchase Equity Squared software to help identify and monitor student's educational needs.	
	Target Date:	06/30/2016	
	Tasks:		
		1. All ELL and 504 data will be entered into Equity Squared computer software for tracking student progress.	
		Assigned to:	Becki Griscom
		Target Completion Date:	06/30/2016
		Comments:	Principal and counselor refresher training.
		Task Completed:	11/12/2015
Implement	Percent Task Complete:	1 of 1 (100%)	
	Objective Met (initial):	03/28/2016	
	Experience:	3/28/2016 Equity2 sent a trainer to refresh skills adding student profiles.	

Sustain:	3/28/2016 We will now enter student profiles in the Equity2 software as committee decisions are made. This profile will help streamline movement from building to building.
Evidence:	3/28/2016 Each building principal and counselor has access to Equity2 student data. Sign-in sheet for refresher training on Nov 12th.

Indicator	IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)		
Status	Objective Met 6/16/2016		
	Level of Development:	Initial : Limited Development 07/29/2015	
		Objective Met - 06/16/2016	
	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:	Lincoln	
Plan	Assigned to:	Jana Claybrook	
	Added:	09/21/2015	
	How it will look when fully met:	All students will improve Literacy skills based on Needs Assessment budget federal and state categorical funds to support specific areas of need, as evidenced by District-wide needs assessment: Curriculum & Instruction, Title I School-wide Programs, Professional Development, Technology Inclusion, and Parental Engagement.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Provide an Alternative Learning Environment for students who do not perform well in a classroom environment according to the district's identification process. The goal of the ALE program will be to increase attendance and to graduate at-risk students. Any student eligible for special education services will continue to receive services while in the ALE. The program will be comprised of a combination of tutoring services, supplemental, computer based software and courses and direct instruction by certified instructional staff.		
	Assigned to:	Courtney Jones	
	Target Completion Date:	06/30/2016	
	Comments:	Oleta Danforth 1FTE Salary \$25942 Benefits \$7434.44 (paraprofessional) Don Harrison .625FTE Salary \$14273.13 Benefits \$3090.13 (Teacher) Materials and Supplies 2281-5200 -032-018-00 69320 \$403.53	
	Task Completed:	06/10/2016	

		2. Welfare: ACADEMIC SUPPORT FOR HOMELESS CHILDREN. LEA will engage in child finding activities that will include messages in local media, posters in local businesses and professional offices as well as training and identification information to the district schools. Our goal is to accurately identify any students defined as homeless who are attending district schools. Funds will be set aside to assist HOMELESS CHILDREN by providing them with materials and supplies and other items or services essential for academic success. The amount of funds set aside will be determined by looking at past expenditures for homeless students and determining an appropriate amount to meet the anticipated needs for these students for the current school year. The minimum set aside for each identified homeless child will be equal to the Title I per pupil allocation to the district schools plus a reserve to deal with unexpected emergencies. The LEA will strive to be in full compliance with the provisions of the McKinney/Vento Act.
		Assigned to: Becki Griscom
		Target Completion Date: 06/30/2016
		Comments: Title I purchased services \$500.00 and \$5000.00 material & supplies to be used for unexpected services for homeless students.
		Task Completed: 06/10/2016
		3. Student Assessment. Annually, all NRT (ITBS), End of Course and PARCC data, along with other school-based data, will be analyzed to determine curriculum, instruction, and staff development needs. Curriculum maps will be adjusted for gaps and redundancies. A literacy interventionist shall be hired to develop extra support for students scoring below proficiency on the benchmark exams. This individual will also analyze progress to group students for small group instruction. Results of this data analysis will also be used to develop individual and group professional development needs. Resource materials and supplies for small group instruction will be purchased to implement interventions.\$1000.00 FEDERAL FUNDS WILL BE USED FOR SUPPLEMENTAL TESTING TO PROVIDE ANOTHER TOOL TO EVALUATE THE EFFECTIVENESS OF PROGRAM INTERVENTION STRATEGIES. FEDERAL FUNDS WILL NOT BE USED TO PROVIDE ANY OF THE INTERVENTIONS OR ACTIONS REQUIRED BY STATE LAWS OR REGULATIONS.
		Assigned to: Jana Claybrook
		Target Completion Date: 06/30/2016
		Comments: Our district will partner with the Arkansas Public School Resource Center, so we have access to the NWEA formative assessments and make use of their research development and assessment services. We will provide professional development for district staff on NWEA reporting and interventions for targeted students. NSLA materials and supplies for intervention curriculum \$9000.00.
		Task Completed: 06/10/2016

4. District will support staff development activities that are in compliance with these rules and regulations. PROFESSIONAL DEVELOPMENT: All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development policy, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input regarding the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development including all required PD by ADE according to state law. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. The district will provide high quality professional development activities to our teachers and administrators with focus on the TAP Program. Building level requests will be aligned to specific needs in each individual building for improving the use and integration of instructional technology and improving literacy skills. Title 1 funds will be used to provide PD expending over and above the state required 60 hours. 40 of the 60 hours are provided during TAP cluster weekly and 7 days for 42 hours built into the calendar to focus on improving literacy skills. Professional Development and NSLA funds will also be used to pay for travel expenses and registration fees for staff development conferences and training. These funds will also be used to pay for trainers to come to the district to conduct training activities for all of our staff as well as to pay for stipends for teachers attending training during non-contract time. This year's priorities will be Career and Workforce based learning, Math and Science Conferences, TAP training, Curriculum Maps and alignment, Formative assessment training, Elbow to Elbow, and the ASCD Conferences. PROFESSIONAL DEVELOPMENT opportunities will also be provided to improve instruction in math, literacy and technology integration and to ensure that all teachers in the district are highly qualified. These funds will be used to support staff development needed to implement school improvement activities identified by each school in their school plans. Funds will also be used to pay for expenses to initiatives targeted by the LEA to drive school reform efforts. Professional Development funds will also be used to pay contracted fees for substitute teachers to enable teachers, (equivalent to 100 days or an FTE of .56) to go to staff development activities during the school year. In addition to these activities the LEA will also set aside at least 5% of the district Title I allocation for SUPPLEMENTAL PROFESSIONAL DEVELOPMENT activities including professional text, chart paper and markers that are identified through comprehensive needs assessments and are linked to specific instructional areas in need of improvement. The district will use PD Funds to purchase materials and resources for onsite PD.

	Assigned to:	Jana Claybrook
	Target Completion Date:	06/30/2016
	Comments:	PD Materials and Supplies=\$14,126 PD Other Purchase Services=\$17126 PD State and Regional Conferences=\$15000 PD E2E=\$14000 Title I Substitutes Teachers=\$8000 Title I NWCOOP=\$10000 Title I ASCD Conference=\$8000 Title I Material and Supplies= \$309.90 NSLA-E2E \$7752.61 NSLA Material and Supplies=\$3986.28 NSLA materials & supplies- Dyslexia Level II \$2,150 NSLA AP training 2 @ \$500=\$1000.00
	Task Completed:	06/15/2016

		5. PROGRAM EVALUATION: For 2015-16 school year we will use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: We reviewed student data in targeted areas to determine if the strategies being supported are effective in meeting the stated goals of the building plans. We used this data/information to determine whether the objective(s) of this Intervention/Program was(were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives.
		Assigned to: Mary Ann Spears
		Target Completion Date: 06/30/2016
		Comments: PARCC assessment data was analyzed in November to determine areas of weakness and individual school plans were developed to guide TLT in monitoring student growth for this school year. District uses NWEA quarterly to monitor student growth.
		Task Completed: 01/08/2016
		6. Lincoln School District is acting LEA for a local Title I part D institution, Teen Challenge. The students in this institution are adjudicated into the facility for at risk behavior and most come from out of state. The LEA will act as fiscal agent for this facility and help to ensure that funds are used to supplement and not supplant institutional responsibilities. Funds will be used to pay for an instructional tutor to help students in math and literacy for an FTE of .4. Funds will also be used to pay for transitional services, transportation to academic and transitional activities, and for guidance and social work for the at risk students. Remaining funds will be used to supplement instructional materials and pay for subscription fees for supplemental computer assisted instructional programs.
		Assigned to: Jana Claybrook
		Target Completion Date: 06/30/2016
		Comments: Total Title I part D funds available for the 2014-15 year is \$4167.63 salary \$19250.00 benefits \$23417.63.
		Task Completed: 06/10/2016

	<p>7. PARENTAL/COMMUNITY INVOLVEMENT - DISTRICT The Lincoln Consolidated School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community and reflected in ESEA,ACT 307 of 2007. To achieve such ends, the district shall work to ensure that all schools in the district conduct the following activities lead by Parental Involvement Coordinator. 1. Involve parents and the community in the development of the long range planning of the district through PARENT INVOLVEMENT MEETINGS; Title I funds will be used to supplement parent involvement meetings by providing food and refreshments for Title I meetings. Funds shown in building levels plans. 2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities, including the development and distribution of a VOLUNTEER RESOURCE BOOK; 3. Continue to support PTA/PTO organizations in the schools and use these organizations to keep parents aware of the State’s content and achievement standards, State and local student assessments and how the district’s curriculum is aligned with the assessments and how parents can work with the district to improve their child’s academic achievement; 4. Provide parents with INFORMATIONAL PACKETS and training they need to be better able to help their child achieve. 5. The handbook for each school will include information concerning the school’s policies and procedures used to RESOLVE PARENT CONCERNS. 6. Support schools, especially the high school, to conduct SEMINARS that will promote positive partnerships between the school and parents and help parents to be more involved in decisions affecting their child’s academic success; 7. Each school will have a PARENT FACILITATOR along with a school wide parental involvement coordinator to keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. 8. Keep parents aware of their child’s academic progress through TWO PARENT TEACHER CONFERENCES per year. 9. Improve communication between parents and the schools in the district via phone communication systems, email, district web page and various electronic or online surveys.</p>		
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Task Completed:	03/15/2016		
	<p>8. AYP/SES Communication: Each year the district will determine AMO status for each district school and ensure that each school communicates their status to parents of their students. Where applicable, and to the extent possible, such communication shall be in a language understood by the parent. When needed SES status will be communicated in a like manner and parents of eligible students will receive information concerning their rights to SES activities for their children along with a list of eligible SES providers from which they may choose services.</p>		
	<table border="1"> <tr> <td data-bbox="212 1377 673 1425">Assigned to:</td> <td data-bbox="673 1377 1421 1425">Mary Ann Spears</td> </tr> </table>	Assigned to:	Mary Ann Spears
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Task Completed:	10/30/2015		
	<p>9. COORDINATION AND INTEGRATION OF PROGRAMS: The LEA works to ensure that all Interventions and Actions implemented in this plan are fully coordinated to ensure that expenditures and actions are in full compliance with state and federal regulations and guidelines. The goal is to coordinate state and federal funds and programs in a way that provides maximum benefit to all students, including, LEA students, migratory students, students with disabilities, homeless students, neglected and delinquent children and students from immigrant families, and assures that federal and state categorical funds are used to supplement the regular local and state program requirements without a duplication of effort. Because the LEA sponsors an ABC, preschool program hosed within our elementary school facility, we are able to provide a seamless transition to our elementary school program and also provide for the individual needs of specific demographic groups of children</p>		

		Assigned to:	Melody Sebastian
		Target Completion Date:	06/30/2016
		Comments:	Each principal will monitor identified students for supplementary programs.
		Task Completed:	03/18/2016
	10. The district canvased local institutions to identify private schools and institutions that provide services to delinquent and/or neglected youth within its boundaries. No such institutions are located within the district nor are any students who reside within the district currently served in these institutions.		
		Assigned to:	Mary Ann Spears
		Target Completion Date:	06/30/2016
		Comments:	
		Task Completed:	10/01/2015
Implement	Percent Task Complete:		10 of 10 (100%)
	Objective Met (initial):		06/16/2016
	Experience:		6/16/2016 TLT Evaluations and Cluster Evaluations providing quality professional development.
	Sustain:		6/16/2016 We will look at the teacher evaluations from 15-16 and plan next years PD based of individual instructional needs.
	Evidence:		6/16/2016 LEADS and TLT evaluations on principals. TAP Cluster evaluations for Master teacher. Student growth scores for based of 14-15 TAP student growth reports. Elementary and Middle School scored a student growth score of a 5. We will plan next with a more targeted high school focus because they were a student growth score of a 1. We will continue to correlate teachers evaluations with student growth for PD focus.

Indicator	IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)		
Status	Objective Met 8/29/2016		
	Level of Development:	Initial: Limited Development 08/18/2015	
		Objective Met - 08/29/2016	
	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:	beginning	
Plan	Assigned to:	Mary Ann Spears	
	Added:	09/21/2015	
	How it will look when fully met:	Our goal is to maintain a highly qualified instructional staff with 100 % of our teachers meeting the state definition of HQT, and to expand the leadership capacity of our teachers.	
	Target Date:	06/30/2016	

Tasks:	
0. District Administrators and/or master teachers, will attend job fairs to recruit potential teachers.	
Assigned to:	Jana Claybrook
Target Completion Date:	06/30/2016
Comments:	NSLA materials and supplies \$600.00 for printing brochures.
Task Completed:	03/28/2016
0. Provide high quality, supplemental, professional development to staff members. Priority will always be given to teachers identified as being not highly qualified. NSLA funds will be used to pay for 3 Master teacher/instructional coaches salaries. Title II-A funds will be used to pay salary augmentation and extra days for Master teachers not covered in TIF grant. Title II-A Funds will also be used to provide substitutes for intensive staff development in curriculum alignment for our District's faculty 15 per building 45 total @ \$80 per substitute= total \$3600.00 Title II-A Purchase Services. 1 Master Teacher augmentations \$9000.00 benefits \$1948.50 extra days \$9960 benefits \$2854.00, 1 Mentor teacher Becki Griscom .25 FTE \$13,482.72 Salary, \$3,281.70 benefits for a total Title II-A salary \$32,442.72 benefits= \$8084.20 NSLA - Traci Birkes 1 FTE Salary \$42,751.80 Benefits \$10,861.44 Andrea Landrum 1 FTE Salary \$42,502.08 Benefits \$10,644.12 Wes Newby 1 FTE Salary \$67,473.36 Benefits \$16,427.40 for a total NSLA salary: \$152,727.24 Benefits \$37,932.96	
Assigned to:	Jana Claybrook
Target Completion Date:	06/30/2016
Comments:	
Task Completed:	06/15/2016
0. PROGRAM EVALUATION: During the 2015-2016 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: (1) Numbers of teachers who are not fully certified in areas in which they are assigned. (2) TAP evaluation scores and the relationship of TAP scores to student achievement. (3) Look for links between specific staff development activities and increased student achievement. We will use this data/information to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. The minimum acceptable score is 3 and certified employees scoring below this level are placed on intensive assistance. Our goal is to show improvement in instructional practices as measured on the TAP rubric. For 2015-2016 we will continue to track the SKR (TAP) evaluation score for our teachers to determine improvement in instructional strategies and will also continue to look for data that shows a direct linkage between specific professional development activities and improved student achievement. Target assistant PD for teachers scoring below an SKR evaluation score.	
Assigned to:	Jana Claybrook
Target Completion Date:	06/30/2016
Comments:	State and Local PD will be provided on an individual teacher need. NSLA purchase service: \$20,000.00 NSLA material and supplies: \$5000.00
Task Completed:	07/01/2016
0. Funds will be set aside to cover travel expenses for Federal Programs Director to properly manage the Title One funded activities supported in the schools and district's ACSIP plan. Title I funds will be used to pay registration, travel, and hotel costs for training \$1000.00	
Assigned to:	Jana Claybrook
Target Completion Date:	06/30/2016
Comments:	Fall and Spring AAFC conferences

		Task Completed:	06/10/2016
		0. Teachers with National Board certification will receive \$1000.00 plus benefits from NSLA fund. Melody Sebastain \$ 1000.00 benefits \$116.50 Michele Price \$ 1000.00 benefits \$116.50 Gina McClellan \$ 1000.00 benefits \$116.50 Allison Vowell \$ 1000.00 benefits \$116.50	
		Assigned to:	Jana Claybrook
		Target Completion Date:	06/30/2016
		Comments:	
		Task Completed:	03/28/2016
Implement	Percent Task Complete:	5 of 5 (100%)	
	Objective Met (initial):	08/29/2016	
	Experience:	8/29/2016 All teachers had 3 evaluations per year. Any teacher who scored below and average of 3 evaluation score will be placed on an intensive improvement plan. 3 teachers in the district will be placed on improvement plan for 2016-17 school year. If improvement is not achieved non-renewal.	
	Sustain:	8/29/2016 We will continue supporting teachers in cluster to improve classroom instruction. Pinpointed PD will provided on an individual teacher basis.	
	Evidence:	8/29/2016 CODE individual teacher reports document average evaluation scores. Student achievement will be monitored to correlate student and teacher scores. Teacher improvement plans are signed by teacher's on improvement. Principal developed improvement plans based on individual teacher weaknesses.	

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)		
Status	Objective Met 6/16/2016		
	Level of Development:	Initial: Limited Development 08/18/2015	
		Objective Met - 06/16/2016	
	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:	practicing	
Plan	Assigned to:	Jana Claybrook	
	Added:	09/21/2015	
	How it will look when fully met:	Provide Instructional Technology and supplemental computer aided instruction to improve teaching and learning	
	Target Date:	06/30/2016	
	Tasks:		

	0. The District will maintain support for supplemental instructional software including Compass Odyssey Software and READ 180. Compass Odyssey has high school courses as well as a K-8 instructional program that has computer assisted activities in Math, Literacy, Science and Social Studies and this will be used to supplement classroom instruction. This software has been tailored to CCSS so that it will be integrated into the K-8 classroom activities. READ 180 has been highly effective in developing reading fluency among younger age students and the use of this software will be expanded to include middle school. Funds may also be set aside for materials, supplies and continued training in the use of this software.
	Assigned to: Jana Claybrook
	Target Completion Date: 06/30/2016
	Comments: Compass Learning books/software \$15,689.88 and Star Reading \$6107.50
	Task Completed: 03/18/2016
	0. The District will maintain a web-based program, Equity Squared, that allows for centralized management of student files for easy transition from building to building. Purchase Equity Squared software to help identify and monitor student's educational needs.
	Assigned to: Mary Ann Spears
	Target Completion Date: 06/30/2016
	Comments: \$1,800.00
	Task Completed: 11/12/2015
	1. District will support technology integration in the classrooms by using Title I funds to purchase the following supplemental instructional technology: 100 Chromebooks @\$400 each= \$40,000.00 and 25 Classroom Bluetooth mounted speakers @\$400 each = \$10,000.00 Total Title I materials and supplies =\$50,000.00. In an effort to increase the instructional day for students, the LEA will support mobile computing technologies that will allow students to have access to computer based instructional activities and will provide mobile computing devices to our students with the goal of reaching a one to one computer ratio with ubiquitous computing across our district. NSLA funds may also be used to purchase projection equipment \$7400.00 (5 classroom projectors \$5000.00 and 1 auditorium projector \$2400.00), Teacher laptop \$1500.00 and 3 mobile charging carts \$1800.00= \$5400.00, Apple annual lease \$341,173.92, 20 Dell chromebooks @\$250.00= \$5000 total, (GMetrix) 12 ACA Test voucher @\$89.07= total 1068.84, 5 classroom document cameras @ 1000.00 each= \$ 5000.00. The classroom response systems have proven to increase classroom participation by students by requiring all students to respond to questions, by automating the grading process and providing immediate feedback to the teacher concerning student comprehension of material being covered in the class. The portable chalkboards allow the teacher the freedom to move around the room while interacting with computer delivered interactive material and allows instant annotation of presentations, increasing teacher effectiveness.
	Assigned to: Jana Claybrook
	Target Completion Date: 06/30/2016
	Comments:
	Task Completed: 06/15/2016
	2. Professional Development in the use of Computer aided instructional Technology; use of computer aided software programs, instructional technology and technology integration will be provided to facilitate effective integration into the curriculum. This training will include support of Web 2.0 tools and how to develop lesson plans using these tools to improve learning.
	Assigned to: Adrian Risley
	Target Completion Date: 06/30/2016
	Comments: District PD days provide integrated technology with agendas and sign-in sheets.
	Task Completed: 03/18/2016

		3. The District will monitor the use of instructional technology by conducting surveys and analyzing teacher data collected from building level reports based on teacher evaluations using the TAP instructional rubric for the 2015-2016 school year.
		Assigned to: Jana Claybrook
		Target Completion Date: 06/30/2016
		Comments: District technology director sends out teacher surveys and monitors classroom technology usage randomly. CWT data is used to monitor technology usage and program effectiveness.
		Task Completed: 03/18/2016
Implement	Percent Task Complete:	5 of 5 (100%)
	Objective Met (initial):	06/16/2016
	Experience:	6/16/2016 All purchases of replacement technology must be approved by Federal Program Coordinator and Technology Coordinator.
	Sustain:	6/16/2016 Technology director will continue to provide a detail rotation schedule for updating technology equipment. He will also evaluate individual teachers' use of technology equipment and determine proper use.
	Evidence:	6/16/2016 CWT data serves as way we are documenting the effectiveness of equipment and proper use. Targeted assistance will provided for those teachers who are not proficient/comfortable using this equipment.

District Context and Support for School Improvement

Taking the change process into account

Indicator	IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)		
Status	Objective Met 8/29/2016		
	Level of Development:	Initial: Limited Development 08/18/2015	
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	Index:	6	(Priority Score x Opportunity Score)
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	Describe current level of development:	beginning	
Plan	Assigned to:	Mary Ann Spears	
	Added:	09/21/2015	

	How it will look when fully met:	To help close the achievement gap in our district we will implement an extended learning model that includes after school tutoring and a SUMMER SCHOOL PROGRAM modeled after the guidelines of the Southern Region Education Board and their extensive field research. Because of changes in state allocation for CPEP programs we will also provide summer enrichment for students in need of improvement of college preparation for ACT readiness.
	Target Date:	06/30/2016
	Tasks:	
	<p>1. Students who do not score proficient or above on their grade level Benchmark Exams, or do not meet the satisfactory passing level on all general end-of-course (EOC) tests shall be required to participate in remediation. This remediation shall be developed by school personnel and shall be designed to assist the student in attaining the expected achievement level. Actions for the remediation will include such things as before/after school programs such as test prep boot camps, Saturday ACT prep camps, increased hands-on instruction in mathematics and Literacy, parent volunteer programs, frequent assessments to determine progress, computerized tutorial programs, Compass learning lab instruction, and other strategies, as research indicates are appropriate. Funds will be used to purchase materials and supplies as needed to motivate and implement these remediation programs.</p>	
	Assigned to:	Building Principals
	Target Completion Date:	06/30/2016
	Comments:	The District will budget 200 hours of outside the day remediation. The Instructional staff will be paid \$25 per hour for \$5000.00 and \$1082.50 benefit
	Task Completed:	03/18/2016
	<p>2. The District is expanding our ABC program which serves as a transitional program between early childhood and Kindergarten. The ABC program is housed in our elementary school and is an immediate transition to our elementary school. Title I funds will be used to pay for one instructional assistant with a full time equivalency of one (1) and NSL funds will be used to pay for a full time ABC teacher for Pre-k</p>	
	Assigned to:	Melody Sebastian
	Target Completion Date:	06/30/2016
	Comments:	Title I aide and NSLA Pre-k teacher
	Task Completed:	03/18/2016
	<p>3. Summer School: We will provide a summer school session to support students who may be behind in their academic progress. We plan on a 4 week session in June 2015. This summer program will include PK- 12 as well as ACT college prep students. Classes will be held 5.5 hours a day , for four days a week for a total amount of instructional time of 26 hours per week. We will participate in the summer nutrition program to provide meals for the students. We will budget for 3 teachers and 2 aides for grades 4-12 and 4 teachers and 1 aide for preK-grade 3. Total FTE for teachers will be 1.5 and FTE for aides will be .36 Teachers will be paid \$25 per hour for their service and paraprofessionals will be paid \$10 per hour. Salaries and benefits will include those of teachers/paraprofessionals and bus drivers. Materials and supplies will be purchased for Summer School. Transportation: \$1500.00</p>	
	Assigned to:	Building Principals
	Target Completion Date:	06/30/2016
	Comments:	
	Task Completed:	06/30/2016

		4. For the 2015-16 school year we will use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: We used pre-post test data, in specific learner outcomes, during the summer session to evaluate growth of participants during the summer session. We will evaluate our summer activities to determine if modifications need to be made before next summer to ensure that all students show improvement in student achievement.
		Assigned to: Building Principals
		Target Completion Date: 06/30/2016
		Comments:
		Task Completed: 06/15/2016
		5. Program Evaluation. For the 2015-2016 school year Lincoln Elementary will monitor student progress using the NWEA formative assessment.
		Assigned to: Melody Sebastian
		Target Completion Date: 06/30/2016
		Comments: Fall, Winter and Spring NWEA will be given to monitor student progress.
		Task Completed: 03/18/2016
Implement	Percent Task Complete:	5 of 5 (100%)
	Objective Met (initial):	08/29/2016
	Experience:	8/29/2016 Summer school ran for 4 weeks 4 days a week.
	Sustain:	8/29/2016 Students who struggle in class will receive reading interventions during school year. High school counselor will monitor completed credits received during summer school for credit recovery.
	Evidence:	8/29/2016 Student credits recovered for class credit. Attendance Reports from summer school. Pre/post tests NWEA data.

District Context and Support for School Improvement

Clarifying district-school expectations

Indicator	IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)		
Status	Objective Met 6/16/2016		
	Level of Development:	Initial: Limited Development 08/18/2015	
		Objective Met - 06/16/2016	
	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:	practicing	
Plan	Assigned to:	Jana Claybrook	
	Added:	03/29/2016	

	How it will look when fully met:	Each teacher will provide building principal with content area pacing guides align to standards.
	Target Date:	09/04/2015
	Tasks:	
	1. Elementary school teachers will submit weekly lesson plans outlining standards covered for the week.	
	Assigned to:	Melody Sebastian
	Target Completion Date:	10/02/2015
	Frequency:	weekly
	Comments:	Melody Sebastian will monitor lesson plan and determine teacher observation and CWT schedule based on plans submitted.
	Task Completed:	03/18/2016
	2. All teachers will turn in pacing guides to building level principals. Teacher will update pacing guides after each completed quarter making necessary changes.	
	Assigned to:	Jana Claybrook
	Target Completion Date:	09/04/2015
	Frequency:	four times a year
	Comments:	Jana will check with each building administrator and monitor completed pacing guides.
	Task Completed:	06/15/2016
	3. Middle school teachers will submit weekly lesson plans outlining standards covered for the week.	
	Assigned to:	Michele Price
	Target Completion Date:	10/02/2015
	Frequency:	weekly
	Comments:	Michele Price will monitor lesson plan and determine teacher observation and CWT schedule based on plans submitted.
	Task Completed:	03/18/2016
	4. High School teachers will use pacing guides to guide instruction and share unit plans with Master teachers and principal.	
	Assigned to:	Courtney Jones
	Target Completion Date:	10/02/2015
	Frequency:	monthly
	Comments:	Courtney Jones will monitor guides, schedule CWT and observations based on unit plans.
	Task Completed:	03/18/2016
Implement	Percent Task Complete:	4 of 4 (100%)
	Objective Met (initial):	06/16/2016
	Experience:	6/16/2016 We have provided Math and Literacy curriculum meetings for teachers to align standards and paced their lessons.
	Sustain:	6/16/2016 We will continue providing support with outside consultants to reinforce the work from this year.

Evidence:	6/16/2016 Pacing guides for high school courses are located in the office. Pacing guides for Middle and Elementary are turned in to the building principal highlighted in a weekly lesson plans google doc.
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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) (AllDistricts)		
Status	Objective Met 6/16/2016		
	Level of Development:	Initial: Limited Development 08/18/2015	
		Objective Met - 06/16/2016	
	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:	beginning	
Plan	Assigned to:	Mary Ann Spears	
	Added:	03/29/2016	
	How it will look when fully met:	Lincoln School will use the TAP system model to provide a team structure. (Administrator, Master teachers, Career teachers) Each building will utilize 2 master teachers to provide individualized PD in weekly clusters for career teachers. The master teachers will monitor career teachers IGP and provide individualized modeling, team teaching, and/or observation feedback. Career teachers will reflect/monitor IGP and provide student and teacher evidence with weekly updates.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Teachers create IGP based on student data.		
	Assigned to:	Master Teachers	
	Target Completion Date:	11/06/2015	
	Frequency:	weekly	
	Comments:	Master teacher and principals will provide cluster time to work on IGP.	
	Task Completed:	12/18/2015	
	2. Master Teachers will provide weekly PD in cluster for career teachers to focus on student growth.		
	Assigned to:	Principals	
	Target Completion Date:	10/02/2015	
	Comments:	Master teacher will create agendas with individual follow up to support career teachers growth plans.	

		Task Completed:	06/10/2016
Implement	Percent Task Complete:		2 of 2 (100%)
	Objective Met (initial):		06/16/2016
	Experience:		6/16/2016 Each building has a spring and fall cluster evaluation.
	Sustain:		6/16/2016 DEMENT will continue to attend clusters giving detailed informal feedback weekly and evaluate with formal write up twice per year.
	Evidence:		6/16/2016 Cluster agendas are located in each building. Cluster evaluations are located in DEMENT office in the Admin building.

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	Objective Met 3/29/2016		
	Level of Development:	Initial : Limited Development 09/21/2015	
		Objective Met - 03/29/2016	
	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:	Each Building meets weekly in a TAP Leadership Team (TLT). The team focuses on improving student achievement through providing job-embedded professional development weekly in cluster. The teacher need is identified through classroom walkthrough data and teacher observations. Then pinpoint PD is differentiated based on the individual teacher needs.	
Plan	Assigned to:	Jana Claybrook	
	Added:	03/29/2016	
	How it will look when fully met:	Building level school plans with cluster area focus are submitted to the DEMENT. Principals have TLT agendas entered in ACSIP plans. CODE data is used to address individual teacher for IGP refinement area.	
	Target Date:	03/18/2016	
	Tasks:		
	1. District master teacher meeting will be held to work on school plans		
	Assigned to:	Jana Claybrook	
	Target Completion Date:	09/25/2015	
	Comments:	Master teachers will develop school plan based on NWEA data since PARCC scores are not release.	
	Task Completed:	10/01/2015	
	2. DEMENT will hold ACSIP training for principal on the new indistar program. Principals will enter TLT meetings into the indistat program.		
	Assigned to:	Jana Claybrook	

		Target Completion Date:	09/28/2015
		Comments:	DEMT will monitor ACSIP plan and provide feedback to principals
		Task Completed:	03/18/2016
Implement	Percent Task Complete:		2 of 2 (100%)
	Objective Met (initial):		03/29/2016
	Experience:		3/29/2016 School plans were submitted to the DEMT for review.
	Sustain:		3/29/2016 Principals and DEMT will continue to put TLT minutes and agendas in ASCIP.
	Evidence:		3/29/2016 Minutes and agendas are currently available in the ACSIP plans.