

SCHOOL IMPROVEMENT PLAN
2014-2015
BLACKS HARBOUR SCHOOL

Anglo South School District



School Improvement Plan
Blacks Harbour School
2014 – 2015

We believe:

- All students can learn
- Students need a safe, respectful challenging place to learn
- Students learn best when teachers, children, parents and community work together

At Blacks Harbour School...

Our mission is to:

Educate, Motivate, and Empower.

We envision:

All students at Blacks Harbour School will reach their maximum potential through best practices, differentiated instruction and timely interventions.

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EECD Areas of Focus	District Areas of Focus	School Areas of Focus
Improve achievement in language, mathematical and scientific literacies	All schools will improve academic success.	Improvement in student achievement in reading, writing, and number.
Improve learning environments and instructional practices to ensure inclusive 21st century education	All schools will develop and implement a Response to Intervention model to meet behavioral and academic student needs.	Increase differentiated instruction in all classrooms Data collection/record of intervention reviewed regularly with parents
Increase opportunities for youth to develop enterprising habits and to engage in active citizenship	All educational leaders will build leadership capacity among their staff members.	Promoting a Positive Learning Environment
Integrate the early childhood and k – 12 school sectors	No major goals in this domain at this time.	No major goals in this domain at this time.

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AREA OF FOCUS: Improvement in student achievement in **mathematics** [Number Strand]

JUSTIFICATION STATEMENT: Number is an essential strand and must be mastered for continued success.

SMART GOAL #1	STRATEGIES AND ACTIONS	RESPONSIBILITY	TIMELINES	MONITORING	EVIDENCE OF SUCCESS																																																				
<p>80% of our K – 2 students will receive AA or better on their November, March and June report cards in number and operations</p> <p>85% of our 3 - 6 students will receive C or better on their November, March and June report cards in number and operations</p> <p>PLOP: APPROPRIATE OR BETTER</p> <table border="1"> <thead> <tr> <th colspan="4">NUMBER 2013- 2014</th> </tr> <tr> <th></th> <th>TERM 1</th> <th>TERM 2</th> <th>TERM 3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>NA</td> <td>85.71 %</td> <td>80.95 %</td> </tr> <tr> <td>1</td> <td>100 %</td> <td>73.33 %</td> <td>80 %</td> </tr> <tr> <td>2</td> <td>71.43 %</td> <td>85.71 %</td> <td>92.86 %</td> </tr> <tr> <td>3</td> <td>76.92 %</td> <td>76.92 %</td> <td>76.92 %</td> </tr> <tr> <td>4</td> <td>100 %</td> <td>86.67 %</td> <td>80 %</td> </tr> <tr> <td>5</td> <td>88.46 %</td> <td>88.46 %</td> <td>70.37 %</td> </tr> </tbody> </table>	NUMBER 2013- 2014					TERM 1	TERM 2	TERM 3	K	NA	85.71 %	80.95 %	1	100 %	73.33 %	80 %	2	71.43 %	85.71 %	92.86 %	3	76.92 %	76.92 %	76.92 %	4	100 %	86.67 %	80 %	5	88.46 %	88.46 %	70.37 %	<p>ACTION 1: GRADES K-2</p> <p>K- 2 Math team will use a screener in September to set baseline data for achievement.</p> <p>K-2 Math team will mark pre and post assessment to set up and review flexible groupings based on outcomes.</p> <p>K-2 math team will develop a long term plan for math outcomes on a month by month basis.</p>	<p><u>Team Leaders:</u> Alyssa Naomi Joelene</p> <p>Lana Hawkins may be called upon to assist</p>	<p>Assessments and changes to groups will take place approximately every 4 – 5 weeks.</p>	<p>Record data on the staff share template every 4 weeks re: academic performance in Math</p> <p>Record of changes to flexible groups recorded in monthly team minutes.</p> <p>Identify students at risk every 4 weeks and keep a record of interventions on all students at risk and review regularly with parents [Appendix A]</p>	<table border="1"> <thead> <tr> <th colspan="4">NUMBER 2014- 2015</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>By June 2015 a monthly plans will result in an outcome-based math continuum for K-2 multi-age classrooms.</p>	NUMBER 2014- 2015					T 1	T 2	T 3	K				1				2			
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	<p>ACTION 2: GRADES 3-6</p> <p>3- 6 Math team will use the results of the outcomes-based assessment resource to create flexible groups within our classrooms to better reach students who are either struggling or require enrichment.</p>	<p><u>Team Leaders:</u> Christine Alyssa</p> <p>Lana Hawkins/Bethany McShane may be called upon to assist</p>	<p>Assessments and changes to groups will take place approximately every 1-2 weeks.</p>	<p>Record data on the staff share template every 4 weeks re: academic performance in Math</p> <p>A record of changes to flexible groupings will be maintained by each math teacher.</p> <p>Identify students at risk every 4 weeks and keep a record of interventions on all students at risk and review regularly with parents [Appendix A]</p>	<table border="1"> <thead> <tr> <th colspan="4">NUMBER 2014- 2015</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	NUMBER 2014- 2015					T 1	T 2	T 3	3				4				5				6																															
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JUSTIFICATION STATEMENT: Reading is an essential skill.																																																									
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<p>80% of our K – 2 students will receive AA or better on their November, March and June report cards in reading</p> <p>85% of our 3 - 6 students will receive B or better on their November, March and June report cards in reading</p> <p>PLOP: APPROPRIATE OR BETTER</p> <table border="1"> <thead> <tr> <th colspan="4">READING 2013- 2014</th> </tr> <tr> <th></th> <th>TERM 1</th> <th>TERM 2</th> <th>TERM 3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>NA</td> <td>80.95 %</td> <td>76.19 %</td> </tr> <tr> <td>1</td> <td>80 %</td> <td>86.66 %</td> <td>83.33 %</td> </tr> <tr> <td>2</td> <td>78.57 %</td> <td>78.57 %</td> <td>100 %</td> </tr> <tr> <td>3</td> <td>92.31 %</td> <td>92.31 %</td> <td>84.62 %</td> </tr> <tr> <td>4</td> <td>100 %</td> <td>86.67 %</td> <td>86.67 %</td> </tr> <tr> <td>5</td> <td>100 %</td> <td>100 %</td> <td>NA</td> </tr> </tbody> </table>	READING 2013- 2014					TERM 1	TERM 2	TERM 3	K	NA	80.95 %	76.19 %	1	80 %	86.66 %	83.33 %	2	78.57 %	78.57 %	100 %	3	92.31 %	92.31 %	84.62 %	4	100 %	86.67 %	86.67 %	5	100 %	100 %	NA	<p>ACTION 1: GRADES K-2</p> <p>Throughout September, we will establish a base-line for the Kindergarten students, using November report card criteria.</p> <p>Throughout September we will use June's end of year academic data to establish flexible groupings with grades1-2 students.</p> <p>Throughout the 2014-2015 academic year, we will gather data every 4 weeks. We will use the essential outcomes from the LA Curriculum to establish flexible skill-based groupings within K-2.</p>	<p><u>Team Leaders:</u> Tracy Wes Naomi Joelene</p>	<p>Base-line completed by the end of September.</p> <p>Data collected using the reading continuum will be reviewed once every month.</p> <p>New flexible groupings resulting from data will be established each month.</p>	<p>Record data on the staff share template every 4 weeks re: academic performance in LA</p> <p>Changes to flexible groups recorded in monthly team minutes.</p> <p>Identify students at risk every 4 weeks and keep a record of interventions on all students at risk and review regularly with parents [Appendix 1]</p>	<p>We will have a record of base-line data for reading.</p> <p>We will deconstruct the standards to determine essential skills for K-2.</p> <p>Students will progress through the essential skills and levels.</p> <table border="1"> <thead> <tr> <th colspan="4">READING 2014- 2015</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	READING 2014- 2015					T 1	T 2	T 3	K				1				2			
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	<p>ACTION 2: GRADES 3-6</p> <p>-Assess regularly, using CARS, CAMET and running records, to create flexible groups with common needs within each class</p> <p>-Teachers will be seek professional learning in vocabulary instruction</p>	<p><u>Team Leaders:</u> Alyssa Sarah Christine</p> <p>Tracy called in as needed</p>	<p><u>Check-ins:</u></p> <p>November March June</p>	<p>Record data on the staff share template every 4 weeks re: academic performance in LA</p> <p>A record of changes to flexible reading groups will be maintained by each homeroom teacher</p> <p>Identify students at risk every 4 weeks and keep a record of interventions on all students at risk and review regularly with parents [Appendix 1]</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4" style="color: red;">READING 2014- 2015</th> </tr> <tr> <th></th> <th style="color: red;">T 1</th> <th style="color: red;">T 2</th> <th style="color: red;">T 3</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">3</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;">4</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;">5</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;">6</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	READING 2014- 2015					T 1	T 2	T 3	3				4				5				6			
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AREA OF FOCUS: Improvement in student achievement in **writing**

JUSTIFICATION STATEMENT: Writing is an essential skill.

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<p>70% of our K-2 students will receive AA or better on their November, March and June report cards in writing</p> <p>90% of our 3 - 6 students will receive C or better on their November, March and June report cards in writing</p> <p>PLOP: APPROPRIATE OR BETTER</p> <table border="1"> <thead> <tr> <th colspan="4">WRITING 2013-2014</th> </tr> <tr> <th></th> <th>TERM 1</th> <th>TERM 2</th> <th>TERM 3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>NA</td> <td>66.66 %</td> <td>66.66 %</td> </tr> <tr> <td>1</td> <td>86.66 %</td> <td>86.66 %</td> <td>86.66 %</td> </tr> <tr> <td>2</td> <td>71.43 %</td> <td>71.43 %</td> <td>69.23 %</td> </tr> <tr> <td>3</td> <td>100 %</td> <td>100 %</td> <td>100 %</td> </tr> <tr> <td>4</td> <td>100 %</td> <td>93.33 %</td> <td>86.67 %</td> </tr> <tr> <td>5</td> <td>100 %</td> <td>100 %</td> <td>NA</td> </tr> </tbody> </table>	WRITING 2013-2014					TERM 1	TERM 2	TERM 3	K	NA	66.66 %	66.66 %	1	86.66 %	86.66 %	86.66 %	2	71.43 %	71.43 %	69.23 %	3	100 %	100 %	100 %	4	100 %	93.33 %	86.67 %	5	100 %	100 %	NA	<p>ACTION 1: GRADES K-2</p> <p>During the 2014-2015 academic year we will use the DWA to gather data every 4 weeks to establish flexible trait-based groupings.</p> <ul style="list-style-type: none"> Kindergarten students will receive AA based on the provincial writing standard for the first report period rather than the DWA 	<p><u>Team Leaders:</u> Tracy Wes Naomi Joelene</p>	<p>Writing samples will be gathered and reviewed at team meetings once a month.</p> <p>New K-2 flexible groupings resulting from data will be established once per month.</p>	<p>An accurate record of the students' achievement is maintained and used to establish flexible groupings.</p> <p>Flexible grouping changes recorded as part of team minutes for reference.</p> <p>Identify students at risk every 4 weeks and keep a record of interventions on all students at risk and review regularly with parents</p> <p>[Appendix 1]</p>	<p>Student writing will improve, evident by their DWA scores.</p> <table border="1"> <thead> <tr> <th colspan="4">WRITING 2014-2015</th> </tr> <tr> <th></th> <th>T 1</th> <th>T 2</th> <th>T 3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	WRITING 2014-2015					T 1	T 2	T 3	K				1				2			
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	<p>ACTION 1: GRADES 3-6</p> <p>Throughout the 2014-2015 school year we will use the DWA to gather data every 4 weeks to establish flexible trait-based groupings.</p>	<p><u>Team Leaders:</u> Alyssa Christine Sarah</p>	<p>Writing samples will be gathered and reviewed (with peers when possible) at the end of each month.</p> <p>New classroom trait-based flexible groupings resulting from data will be established each month.</p>	<p>An accurate record of the students' achievement will be maintained on staff share.</p> <p>A record of changes to flexible writing groups will be maintained by each homeroom teacher</p> <p>Identify students at risk every 4 weeks and keep a record of interventions on all students at risk and review regularly with parents</p> <p>[Appendix 1]</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="color: red; text-align: center;">WRITING 2014-2015</th> </tr> <tr> <th style="width: 5%;"></th> <th style="width: 20%; color: red; text-align: center;">T 1</th> <th style="width: 20%; color: red; text-align: center;">T 2</th> <th style="width: 20%; color: red; text-align: center;">T 3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	WRITING 2014-2015					T 1	T 2	T 3	3				4				5				6			
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AREA OF FOCUS: Increase differentiated instruction in all classrooms					
JUSTIFICATION STATEMENT:					
SMART GOAL #1	STRATEGIES AND ACTIONS	RESPONSIBILITY	TIMELINES	MONITORING	EVIDENCE OF SUCCESS
<p>All K- 2 students will be placed in flexible groupings in math and/or LA, September through June, with K-2 students being housed in one single classroom.</p> <p>PLOP:</p> <p>2013- 2014 BHS had 7 separate classes K through 6.</p> <p>2013 – 2014 flexible groupings were limited to within individual classrooms.</p>	<p>ACTION 1: GRADES K-2</p> <p>To create routines and procedures for classroom management.</p>	<p><u>Team Leaders:</u></p> <p>Naomi Joelene</p> <p>Wes Tracy Jo-Ann Alyssa Laura Donna</p>	<p>September 2- October 14th</p>	<p>We will use our PLC planning time to discuss/modify procedures based on our informal classroom observations.</p>	<p>Our observations will show the students independently following the routines and procedures.</p> <p>Behaviour plans will be put in place for students based on our observations.</p>
	<p>ACTION 2: GRADES K-2</p> <p>We will create a K-2 Language Arts outcome-based checklist of skills to assist in establishing flexible groupings.</p>	<p><u>Team Leaders:</u></p> <p>Naomi Joelene Wes Tracy</p>	<p>We will have the first term of learning outcomes completed by November 1st, when flexible groupings will begin.</p> <p>We will set aside time during our weekly team meetings to evaluate the checklists and further develop the essential skills as the year progresses.</p>	<p>Weekly team meeting agenda will indicate time is set aside each week to work on and discuss progress on checklists/continuum.</p>	<p>By June 2015 Checklist s will result in a K-2 Language Arts continuum of essential learnings for a K-2 multi-aged classroom.</p>

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<p>SMART GOAL #2</p> <p>All grades 3, 4, 6 teachers will follow the guided math model and be using it in their classrooms by September 2014.</p>	<p>ACTION 1: GRADES 3-6</p> <p>Read “Guided Math” book</p> <p>Meet weekly to discuss the different stations used in the guided math classroom</p> <p>At the beginning of each month collaborate on planning new guided math initiatives/outcomes</p> <p>Regularly review and discuss strategies for below/above achievers</p>	<p><u>Team Leaders:</u> Christine Alyssa</p> <p>Lana Hawkins /Bethanie McShane may be called upon to assist</p>	<p>Flexible groupings within each class at the beginning of each new outcome.</p>	<p>Weekly team minutes</p> <p>November, March, June check-ins</p>	<p>Teachers are successfully and consistently implementing the guided math process.</p>
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AREA OF FOCUS: Promote Positive Learning Environment by increasing student engagement

JUSTIFICATION STATEMENT:

SMART GOAL #1	STRATEGIES AND ACTIONS	RESPONSIBILITY	TIMELINES	MONITORING	EVIDENCE OF SUCCESS												
<p>By June 2015 baseline data will indicate 100% of the student population has participated in at least one PLEP action item resulting in an increase in the reported level of school connectedness on the 2014-2015 wellness survey by 13%.</p> <p>PLOP: 2013 -2014 Wellness Survey indicates 75% of our students have a strong level of school connectedness compared to 88% in 2012 – 2013.</p> <p>In 2013-2014 there was no formal process for the Celebrate Initiative.</p> <p>We have not kept track of student participation.</p>	<p>ACTION 1</p> <p>To establish a one hour grade 6 leadership class within the instructional week to promote leadership skills and activities for the middle level students.</p> <p>le: student led clubs, community involvement, citizenship, etc.</p>	<p><u>Team Leader:</u> Sarah Jo-Ann</p>	<p>September - June</p>	<p>At the last staff meeting of each month, Sarah will present to staff a summary of skills worked on and a plan for the following month.</p> <p>Data will be collected once a month to create a baseline.</p>	<ul style="list-style-type: none"> Baseline Data Collection <table border="1"> <thead> <tr> <th>%</th> <th>STUDENT ENGAGEMENT 2014- 2015</th> </tr> </thead> <tbody> <tr> <td></td> <td>INVOLVED IN 1 STUDENT LEADERSHIP [gr.6]</td> </tr> <tr> <td></td> <td>INVOLVED IN STUDENT LED CLUBS [K-3]</td> </tr> <tr> <td></td> <td>HOUSE TEAM PARTICIPATION [K-6]</td> </tr> <tr> <td></td> <td>INVOLVED IN AFTER SCHOOL CLUBS [3-6]</td> </tr> <tr> <td></td> <td>RECOGNIZED IN A CELEBRATE INITIATIVE</td> </tr> </tbody> </table> <p>Increase in the percentage of strong level of school connectedness on the 2014-2015 Wellness Survey</p>	%	STUDENT ENGAGEMENT 2014- 2015		INVOLVED IN 1 STUDENT LEADERSHIP [gr.6]		INVOLVED IN STUDENT LED CLUBS [K-3]		HOUSE TEAM PARTICIPATION [K-6]		INVOLVED IN AFTER SCHOOL CLUBS [3-6]		RECOGNIZED IN A CELEBRATE INITIATIVE
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	<p>ACTION 2</p> <p>To create a “Celebrate What’s Right with the World / Wellness” bulletin board in our school cafeteria to highlight achievements of our students, staff, and community.</p>	<p><u>Team leaders:</u> Sarah Donna Wes Jo-Ann</p> <p>Teachers Students Staff Community</p>	<p>September – June</p>	<p>Each week staff members will forward to Wes/Jo/ Sarah/Donna “celebrate items”</p> <p>A record of “celebrates” kept with the goal of celebrating every member of our school community at least once throughout the year.</p>	<p>100% of the school community will be featured on the celebrate board by June 2015 and recorded in the baseline data chart (above)</p> <p>Increase in the percentage of strong level of school connectedness on the 2014-2015 Wellness Survey</p>												

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SCHOOL IMPROVEMENT PLAN
2014-2015
BLACKS HARBOUR SCHOOL

	<p>ACTION 3</p> <p>Each month, September through June, team leaders will organize weekly spirit events, activities, and house team challenges to promote citizenship, school spirit, and positive behavior/attendance.</p> <p>Team Leaders will organize and execute monthly house awards/prizes.</p>	<p><u>Team Leaders:</u> Alyssa Jo-Ann</p> <p>Teachers Students Staff Community</p>	<p>September through June</p>	<p>Each month the school parent and staff calendar will reflect house team events, activities and spirit days</p> <p>A record of the percentage of student participation in spirit days will be maintained.</p> <p>We will seek feedback from the community through the PSSC</p>	<p>Increase in the percentage of strong level of school connectedness on the 2014-2015 Wellness Survey</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="color: red;">%</th> <th style="color: red;">STUDENT INVOLVEMENT IN SPIRIT DAYS</th> </tr> </thead> <tbody> <tr><td>SEPT</td><td></td></tr> <tr><td>OCT</td><td></td></tr> <tr><td>NOV</td><td></td></tr> <tr><td>DEC</td><td></td></tr> <tr><td>JAN</td><td></td></tr> <tr><td>FEB</td><td></td></tr> <tr><td>MARCH</td><td></td></tr> <tr><td>APRIL</td><td></td></tr> <tr><td>MAY</td><td></td></tr> <tr><td>JUNE</td><td></td></tr> </tbody> </table>	%	STUDENT INVOLVEMENT IN SPIRIT DAYS	SEPT		OCT		NOV		DEC		JAN		FEB		MARCH		APRIL		MAY		JUNE	
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	<p>ACTION 4</p> <p>Each month, September through June, team and student leaders will create BHS VIDEO AWARDS with the following segments:</p> <ul style="list-style-type: none"> • Top academic student • Most Improved Student • Honorable Mention • Birthday Recognition • Perfect Attendance • Student Interviews • Celebrate • Etc. 	<p><u>Team Leaders:</u> Wes</p> <p>Students Teachers Staff Community</p>	<p>September through June</p>	<p>Time will be set aside during bi-weekly staff meetings for Wes to report on progress and for discussion and collaboration re: video awards</p> <p>We will seek feedback from the students through homeroom teachers</p>	<p>10 BHS VIDEO AWARDS have been produced and presented to K-6 students</p>																						

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WHEN SHOULD THIS FORM BE USED?

- This form should be used for every student in your class who requires academic or behavioral support
- This form should be used as a record of regular contact with parents
- This form should be reviewed with parents at parent teacher interviews and initialed
- This form should be used when retention or remediation are being considered [and well in advance]
- This form should be used when behavior plans are being considered [and well in advance]

WHEN INTERVENTIONS/INFORMATION DO I NEED TO RECORD?

- After school academic interventions
- In-school academic interventions
- Literacy support from Literacy Support Teacher
- Numeracy Support from Numeracy Support Teacher
- Academic Support for Resource Teacher
- Academic Support from Support Staff
- Referral to ESST
- Receiving ISD support
- Referral for Speech services
- In-school mentoring [BBBS]
- Working with SIW staff
- Receiving support from Autism Support Teacher
- Social Development referral
- Behavior Plan in place
- Taking part in social skills group

SCHOOL IMPROVEMENT PLAN

BHS INTERVENTION LOG

START DATE END DATE	DESCRIPTION OF SUPPORT	DAYS/WEEKS/ # MINUTES	TEACHER/SUPPORT STAFF INVOLVED	RESULTS

SCHOOL IMPROVEMENT PLAN
BHS PARENT CONTACT LOG



DATE	STUDENT PARENT	CONTACT BY: LETTER/PHONE/MEETING	INFORMATION DISCUSSION	TEACHER INITIAL	PARENT INITIAL

SCHOOL IMPROVEMENT PLAN
2014-2015
BLACKS HARBOUR SCHOOL

APPENDIX 2

School: Blacks Harbour School
Date:

SMART Goal #1:

Key: I = In Progress C = Challenging M = Met S = Stopped

Action 1	Monitoring Dates	I	C	M	S	Lead & Team	Assessment Results & Notes
Action 2							

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