

Comprehensive Plan Report

Activity in the last 6 months

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

9/24/2015

LINCOLN ACADEMY OF EXCELLENCE NCES - 50894001363

Forrest City 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 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)(All Schools,Focus,Priority)

Status Objective Met 4/23/2015

Assessment Level of Development: Initial: Limited Development 02/11/2013

Objective Met - 04/23/2015

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: A calendar is in place for weekly SLT and at this time, 5th grade Literacy, 6th grade Math, Encore and Special Education are represented.

Plan Assigned to: Shirley Taylor

How it will look when fully met: When the task is met, there will be an organized leadership team in place which includes at least one representative from each of the above areas. These individuals will meet once a week to discuss progress towards IMOS as well as student achievement data.

Target Date: 08/19/2013

Tasks:

1. Create School Leadership Team that consists of the following team members: literacy teacher, math teacher, encore teacher, special education teacher, counselor(s), instructional facilitators, and administrators.

Assigned to: Shirley Taylor

Added date: 03/19/2014

Target Completion Date: 08/30/2013

Comments: The School Leadership Team consists of the following team members: literacy teacher, math teacher, encore teacher, special education teacher, counselor(s), instructional facilitators, and administrators.

Task Completed: 12/19/2014

2. A SLT meeting calendar will be created. This meeting calendar will include the following information: time, date, and place for each weekly meeting.

Assigned to: Shirley Taylor

Added date:

	Added date:	03/19/2014
	Target Completion Date:	08/30/2013
	Comments:	The Leadership Team meets every Thursday at 8:00 in the Math Curriculum Room.
	Task Completed:	12/19/2014
Implement	Percent Task Complete:	
	Objective Met:	4/23/2015
	Experience:	4/23/2015 An obstacle that we faced was in scheduling so that all team members could attend. Meetings are held every Thursday at 8:00 in the Math Curriculum Room.
	Sustain:	4/23/2015 As Lincoln is restructured, a new team must be created and a calendar established.
	Evidence:	4/23/2015 Agendas and sign in sheets are on file.
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	
Status	Objective Met 5/26/2015	
Assessment	Level of Development:	Initial: Limited Development 03/12/2015
		Objective Met - 05/26/2015
	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:	Teams are currently organized into grade-level clusters with teachers of each content area on a team. The teams meet together to review assessment data, discuss students, and discuss how each content area can support literacy and math.
Plan	Assigned to:	Shirley Taylor
	How it will look when fully met:	When fully implemented, instructional teams by subject area and/or by grade level will meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade level for which the team is responsible. Teachers working together will create shared expectations and high standards for all students. Teachers working together will engage in conversation that leads to creating learning experiences that are richer and of higher quality than those created by teachers working in isolation. Teachers working in teams will be more effective in creating the culture that allows a school to continuously reflect on and improve its practices.
	Target Date:	05/20/2016

Teacher:

Tasks:

1. Teacher team leaders will be chosen by each team		
Assigned to:	Claire Dearing	
Added date:	03/12/2015	
Target Completion Date:	12/18/2014	
Comments:		
Task Completed:	12/18/2014	
2. Collaborative planning times will be provided for grade level teams during weekly team meetings. Topics will include data analysis, student performance, and curriculum.		
Assigned to:	Shirley Taylor	
Added date:	03/12/2015	
Target Completion Date:	05/22/2015	
Frequency:	twice monthly	
Comments:		
Task Completed:	05/15/2015	
3. Weekly Town Hall meetings will be held on each hall. The purpose of these meetings, led by the Team Leader, will be to create a culture of high expectations and standards for our students.		
Assigned to:	Claire Dearing	
Added date:	03/12/2015	
Target Completion Date:	05/15/2015	
Frequency:	weekly	
Comments:	Town Hall meetings are being held every Monday and Friday on each of the 4 halls.	
Task Completed:	05/15/2015	
4. PLCs will be refocused to meet the needs of the teachers, meet instructional needs, and enhance the learning experience of the students.		
Assigned to:	Susan Lindsey	
Added date:	03/12/2015	
Target Completion Date:	05/15/2015	
Comments:		
Task Completed:	05/15/2015	
5. Survey teachers to identify current perception of PLCs in order to get input and make changes.		
Assigned to:	Susan Lindsey	
Added date:	03/12/2015	
Target Completion Date:	03/10/2015	
Comments:		
Task Completed:	03/10/2015	
6. A team of teachers will be recruited to lead the PLC on matters of teacher interest and need.		
Assigned to:	Susan Lindsey	
Added date:	03/12/2015	
Target Completion Date:	05/15/2015	
Comments:	Teachers were recruited and began leading PLC meetings in March.	

	Task Completed:	05/15/2015
7. A team of teachers will be recruited to lead the PLC on instructional needs of the teachers.		
	Assigned to:	Susan Lindsey
	Added date:	03/12/2015
	Target Completion Date:	05/15/2015
	Comments:	Teachers suggested topics for PLC according to instructional needs. The PLCs were then facilitated by teachers who were knowledgeable about the specific topic.
	Task Completed:	05/15/2015
Implement	Percent Task Complete:	
	Objective Met:	5/26/2015
	Experience:	5/26/2015 Teachers are organized into grade level clusters; however subject area instructional teams would be more effective.
	Sustain:	5/26/2015 Common planning time for subject area instructional teams must be provided in the upcoming school year.
	Evidence:	5/26/2015 Teachers were able to work together by grade level clusters to review assessment data, discuss students, and discuss how each content area can support literacy and math.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Objective Met 5/26/2015		
Assessment	Level of Development:	Initial: Limited Development 10/02/2014	
		Objective Met - 05/26/2015	
	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:	Lincoln Middle's current level of implementation is limited. The district leadership team is providing job-embedded professional development for the principals, assistant principals, and instructional facilitators in monthly professional learning institutes. In turn, the professional development is brought back to the building level to increase capacity among the staff. Instructional teams provide individual professional development on lesson planning, ELA curriculum, and Math curriculum.	
Plan	Assigned to:	Shirley Taylor	
	How it will look when fully met:	When this objective is fully implemented, job-embedded professional development will be provided in order to increase the educator's effectiveness of using data to plan, assess, and evaluate student learning. The results will be used to develop school goals and to determine professional development for individual teachers.	

Target Date:	05/31/2017
Tasks:	
1. Principal, Assistant Principal, and Instructional Facilitators will attend Professional Learning Institutes provided by the district administration. It will be their responsibility to share that information with the staff.	
Assigned to:	Shirley Taylor
Added date:	10/09/2014
Target Completion Date:	05/28/2015
Frequency:	four times a year
Comments:	PLI IFs 8/7/14; 9/16/14; 10/14/14; 1/28/15 PLI Principal 9/10/14; 10/14/14; 12/10/14; 1/28/15
Task Completed:	05/21/2015
2. Keith Sanders, one of the district consultants, will provide multiple PD opportunities to all staff on incorporating CCSS Instructional Shifts for ELA and Math into lesson plans.	
Assigned to:	Claire Dearing
Added date:	10/20/2014
Target Completion Date:	10/30/2014
Frequency:	three times a year
Comments:	Oct. 8 - He met with Encore, 5A & 5B on Instructional Shifts Oct. 9 - He met with 6A & 6B on Instructional Shifts Oct. 16 - He met with 5A, 5B, 6A, & 6B on correlating the shifts to lesson plans and data. Also spoke on remediation plans.
Task Completed:	10/17/2014
3. Keith Sanders will provide PLC meetings for all district facilitators. Instructional strategies will be shared with facilitators and they in turn will share these with their staff during weekly team meetings. Mr. Sanders will come to Lincoln on a scheduled basis to observe the implementation of the strategies in classrooms throughout the building and provide feedback. The facilitators will accompany him on these observations and share feedback with the teachers.	
Assigned to:	Claire Dearing
Added date:	10/22/2014
Target Completion Date:	05/29/2015
Frequency:	twice monthly
Comments:	Weekly IF Meetings 9/15/14; 10/24/14; 10/31/14; 11/14/14; 11/21/14; 12/5/14; 12/12/14; 12/19/14; 1/9/15; 1/16/15; 1/23/15, 3/20/15, 4/3/15, 4/10/15 all day, 4/17/15 all day, 5/1/15, 5/8/15, Observation and Feedback 9/15/14; 10/28/14; 11/4/14; 11/18/14; 12/9/14; 12/16/14
Task Completed:	05/21/2015
4. Instructional Facilitators will provide PD on lesson planning, incorporating the Common Core Instructional Shifts into lesson plans, the use of the GANAG lesson plan format, and the use of instructional strategies in the classroom.	
Assigned to:	Susan Lindsey
Added date:	10/20/2014
Target Completion Date:	01/05/2015
Frequency:	four times a year
Comments:	

	Comments:	Sept. 9 - IFs conducted PD with 5th & 6th grade teams on Components of a Well written Lesson Sept. 16 - IFs presented PD on GANAG lesson plan format during PLC Sept. 23 - IFs met with 5th & 6th grade teams and presented CCSS Instructional Shifts for ELA and Math Oct. 16 - IFs presented PD to Encore and all teams on shifts in lesson planning Oct. 29 - IFs presented Teach Like a Champion strategies to all teams Dec. 3 - IFs presented Text Dependent Questions PD to Science and Social Studies teachers
	Task Completed:	01/05/2015
	5. Data Analysis professional development will be provided after each interim assessment. This will include developing Action Plans for remediation and re-assessment and setting dates for remediation and re-assessment to occur. The Instructional Facilitators will guide this professional development process with teachers.	
	Assigned to:	Shirley Taylor
	Added date:	10/20/2014
	Target Completion Date:	05/29/2015
	Frequency:	four times a year
	Comments:	The first data analysis PD was held Wednesday, Oct. 8, 2014 from 4:30-7:30 pm. Action Plans were due to facilitators by Oct. 10 and re-assessment was to occur by Oct. 30, 2014. The second data analysis PD was held December 10, 2014 from 4:30-7:30 pm. Action Plans were due to facilitators on Dec. 18 and re-assessment was to occur by Jan. 20, 2015. The third data analysis PD was scheduled for Feb. 18, 2015. Due to inclement weather the date will be March 2, 2015. Action Plans will be due March 6, 2015. Reassessment will take place March 19, 2015. The fourth data analysis was held with teachers the week of May 18-22. Performance data over time was determined for students according to ANet results from all 4 interim assessments. Data will be utilized in Literacy and Math to determine areas of strengths and weaknesses in students, teachers, and curriculum.
	Task Completed:	05/21/2015
	6. Staff will show evidence of the professional development in teacher planning, data analysis, and classroom instruction.	
	Assigned to:	Shirley Taylor
	Added date:	10/09/2014
	Target Completion Date:	05/28/2015
	Frequency:	weekly
	Comments:	Action plans were created by both Literacy and Math using the results of data analysis. These plans were then carried out in their weekly planning and instruction.
	Task Completed:	05/21/2015
Implement	Percent Task Complete:	
	Objective Met:	5/26/2015

Experience:	5/26/2015 As requested by teachers, PD was offered on three occasions by Mr. Kelley Henderson on dealing with Middle Level Students using the book "This We Believe".
Sustain:	5/26/2015 A summer 2-day retreat will be provided by the district for ongoing PD to build capacity among the staff.
Evidence:	5/26/2015 Job-embedded PD has been provided in order to increase the educator's effectiveness of using data to plan, assess, and evaluate student learning. The results were used to develop school goals and to determine professional development for individual teachers.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Objective Met 5/26/2015		
Assessment	Level of Development:	Initial: Limited Development 10/20/2014	
		Objective Met - 05/26/2015	
	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:	An after school program began at Lincoln on Oct. 6. The program runs from 3:30 - 5:30 four days a week with emphasis on math and literacy. Invitations were sent to all parents with approximately 175 responding that their child would attend. Ten staff members are teaching in the after school program.	
Plan	Assigned to:	Shirley Taylor	
	How it will look when fully met:	Students will receive computer instruction in FastForWord and Soar to Success by Go Math! along with small group remediation or enrichment from teachers. Both computer programs provide diagnostic information and place students at their own level of instruction. Teachers will be able to monitor student progress using the teacher management system for each program and use this information to create plans for small group instruction. Data from quarterly interim assessments and post-assessments will also be used as a source for remediation. An evening meal and transportation will be offered for all students attending.	
	Target Date:	05/29/2015	
	Tasks:		
	1. 2014 Benchmark scores will be reviewed and students in need of intervention will be red flagged.		
	Assigned to:	Susan Lindsey	
	Added date:	10/20/2014	
	Target Completion Date:	10/06/2014	
	Comments:		

Task Completed: 09/22/2014

2. Invitations to attend the after school program will be distributed to all students.

Assigned to: Maura Lawrence

Added date: 10/22/2014

Target Completion Date: 09/29/2014

Comments:

Task Completed: 09/29/2014

3. Teachers will be selected to teach in the after school program.

Assigned to: Shirley Taylor

Added date: 10/22/2014

Target Completion Date: 10/01/2014

Comments:

Task Completed: 10/01/2014

4. Addresses of students needing transportation will be turned in to central office in order for bus routes to be established.

Assigned to: Shirley Taylor

Added date: 10/22/2014

Target Completion Date: 10/06/2014

Comments:

Task Completed: 10/06/2014

5. A schedule for computer labs and small group instruction in literacy and math will be developed and emailed to all staff involved in after school.

Assigned to: Shirley Taylor

Added date: 10/22/2014

Target Completion Date: 10/20/2014

Comments:

Task Completed: 10/18/2014

Implement

Percent Task Complete:

Objective Met: 5/26/2015

Experience: 5/26/2015
The actual program began at Lincoln on October 6, 2014, for 2 hours per day, 4 days per week. The focus of instruction was math and literacy. Invitations were sent to all parents with approximately 175 responding.

Sustain: 5/26/2015
A way to prevent students from dropping out and to encourage consistent attendance will need to be addressed. Math IF has contacted ANet about providing a Student Standard Breakdown Report next year that would be useful in tracking performance of individual students.

Evidence: 5/26/2015
The 10 employed staff members provided small group standard based instruction. An evening meal and transportation was provided along with technology immersed lessons.

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: No development or Implementation 03/18/2015	
	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:	At this time, we have three teachers participating in Frontline Leadership. This is a program offered by the district to retain highly-qualified teachers by introducing them to concepts and practices they need in order to be effective teacher leaders in the school.	
Plan	Assigned to:	Shirley Taylor	
	How it will look when fully met:	When fully implemented, the team will identify characteristics of the school that are attractive to teachers in order to market and recruit new staff. The unique skills of current staff would be recognized and maximized through the use of collaborative teamwork that allows teachers to learn from and build off of each other's competencies. Current teachers would be provided opportunities to become peer coaches and /or facilitators of staff development in order to retain highly-qualified teachers. Teacher leadership training would be available to interested and skilled educators.	
	Target Date:	05/20/2016	
	Tasks:		
		1. A brochure or pamphlet will be created with characteristics of Lincoln that would be attractive to potential teacher recruits. These characteristics would be generated from the staff. The brochure/pamphlet will then be available to present at teacher job fairs.	
	Assigned to:	Shirley Taylor	
	Added date:	03/19/2015	
	Target Completion Date:	10/30/2015	
	Comments:	Due to restructuring Lincoln for the 2015-16 school year, this task will be carried over to be completed then.	
		2. Frontline Leadership training would be available to interested and skilled educators in order to retain highly-qualified teachers. This course introduces future school leaders to a variety of concepts and best practices they need to effectively lead their schools and classrooms to high student achievement. Teachers would go through an application process to be accepted to the program.	
	Assigned to:	Shirley Taylor	
	Added date:	03/19/2015	
	Target Completion Date:	05/20/2016	
	Frequency:	once a year	
	Comments:	The first cohort of Frontline Leaders from Lincoln began their sessions February 21, 2015 and will complete the course May 15, 2015. The group includes Claire Dearing, Susan Lindsey, and Chris Oswald.	
	Task Completed:	05/15/2015	
		3. Teacher led PLCs will occur in order for teachers to learn from and build off each other's competencies. The unique skills of current staff will be recognized and maximized by allowing them to lead on matters of teacher interest and need.	

Assigned to:	Susan Lindsey
Added date:	03/19/2015
Target Completion Date:	05/20/2016
Frequency:	twice monthly
Comments:	3/17/15 Glenda Devasier, 5th grade teacher, presented on adding artifacts to Bloomboard. 3/31/15 Work on Bloomboard Support with various staff members 4/7/15 Sharon McDuffey, Technology Skills to Improve Instruction 4/14/15 Susan Lindsey, Keeping Students Engaged Using Brain Breaks 4/30/15 Glenda Devasier & Cindy Yarberry, Raising Rigor through Differentiated Instruction 5/19/15 Chris Oswald, Dyslexia
Task Completed:	05/26/2015

Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)
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Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

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)(Focus)
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Status	Objective Met 5/26/2015
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Assessment	Level of Development:	Initial: Limited Development 10/02/2014
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		Objective Met - 05/26/2015
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	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:	Currently we are not using unit pre-/post-tests effectively in all content areas. We are using our interim assessments, provided by Achievement Network, in Literacy and Math. We have been provided the standards that will be assessed by ANet for each unit/module, and are using this information as we create our units and lesson plans.
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Plan	Assigned to:	Shirley Taylor
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	How it will look when fully met:	Teachers will analyze data and identify strengths and weaknesses of both instruction and student performance. Teachers will determine focus standards from the weaknesses to reteach and reassess within a two week period. A plan of action will be created for post assessment instruction.
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	Target Date:	05/28/2015
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Tasks:

Tasks:

1. The teachers will meet as instructional teams during Data Analysis Meetings to analyze the post-test data, identify priority standards and students in need of intervention.	
Assigned to:	Shirley Taylor
Added date:	10/09/2014
Target Completion Date:	05/28/2015
Frequency:	four times a year
Comments:	Oct. 8, 2014 Interim 1 Data Analysis Dec. 10, 2014 Interim 2 Data Analysis Mar. 3, 2015 Interim 3 Data Analysis After completion of A4, the cumulative data will be analyzed to determine standards strengths and weaknesses in order to plan for the upcoming year.
Task Completed:	05/20/2015
2. An action plan will be developed for post-assessment instruction. A focus standard will be chosen for both Math and Literacy. Remediation and post-assessment will take place within a two week period of the data analysis meeting.	
Assigned to:	Susan Lindsey
Added date:	10/22/2014
Target Completion Date:	05/29/2015
Frequency:	four times a year
Comments:	Action Plans for Interim 1 turned in Oct. 13. Reassessment occurred Oct. 10. Action Plans for Interim 2 turned in December 18. Reassessment occurred Jan. 12 Action Plans for Interim 3 turned in March 6. Reassessment occurred March 19. (Snow days and PARCC testing during time frame delayed reteach and reassessment.)
Task Completed:	05/20/2015
3. Instructional facilitators and teachers will work together to develop a post-assessment for the targeted skill.	
Assigned to:	Claire Dearing
Added date:	10/22/2014
Target Completion Date:	05/29/2015
Frequency:	four times a year
Comments:	Post assessments were developed after A1, A2, and A3 for both Literacy and Math. A combination of the 4 total ANet assessments was used to develop plans for the upcoming year.
Task Completed:	05/20/2015
4. The data will be posted in the data room and available in the facilitator's rooms. It will include data from the interim assessment along with the results of the post-assessment.	
Assigned to:	Susan Lindsey
Added date:	10/22/2014
Target Completion Date:	05/29/2015
Frequency:	four times a year
Comments:	Data was posted in the data room, IF rooms, and hallways.

	Task Completed:	05/20/2015
Implement	Percent Task Complete:	
	Objective Met:	5/26/2015
	Experience:	5/26/2015 The data nights were very helpful in allowing teachers time to analyze data and develop action plans.
	Sustain:	5/26/2015 Data days will be built into the schedule for the upcoming school year.
	Evidence:	5/26/2015 Teachers analyzed the data and identified the strengths and weaknesses of both instruction and student performance. Teachers then determined a focus standard from the weaknesses to reteach and reassess.

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)(All Schools,Focus,Priority)		
Status	Objective Met 5/26/2015		
Assessment	Level of Development:	Initial: Limited Development 12/10/2012	
		Objective Met - 05/26/2015	
	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:	We have established Instructional Teams and are using Common Core State Standards for those areas appropriate, along with Arkansas Frameworks and STEMS. We are currently having conversations about alignment. Math has already aligned their curriculum with appropriate pacing. Math post tests are being created as they proceed through the units/modules.	
Plan	Assigned to:	Shirley Taylor	
	How it will look when fully met:	There will be a flow from one lesson to the next. Teachers will be confident about the goal for the unit and how to get there. There will be collaborative discussion pertaining to commonality of lesson plans, assessment and preparation. Evidence that this is fully implemented will be the curriculum document with lessons and resources mapped out, pre and post tests, and essential questions.	
	Target Date:	05/30/2014	
	Tasks:		
		1. To ensure literacy and math questions are reliable and non biased, the ANet item bank will be used for development of reassessment of focus standards.	
	Assigned to:	Claire Dearing	
	Added date:	04/15/2014	
	Target Completion Date:	05/29/2015	
	Frequency:	four times a year	
	Comments:		

	Task Completed:	05/26/2015
	2. Instructional Facilitators will meet with outside providers to revisit and revise instructional documents.	
	Assigned to:	Shirley Taylor
	Added date:	12/10/2012
	Target Completion Date:	01/31/2013
	Comments:	<p>Literacy professional development will be related to Common Core unit development and creating a document that aligns standards, curriculum, instruction and assessment. Math teachers will be designing lessons on Data Modeling with Dr. Nielsen from the ADE.</p> <p>The literacy facilitator met with outside providers from both Elbow 2 Elbow (E2E) and Achieving By Changing (ABC) and scheduled professional development for February that was used for unit development. After-school curriculum alignment dates have been set for March and April in order for this work to continue. The Math Curriculum Specialist from E2E also attended the February ABC Hub meeting in order to gain more information on eDoctrina, which will be used to share our units with our staff and other districts. Updated 03/4/13</p> <p>Assessments are being developed in eDoctrina using NWEA item bank. NWEA item bank is being utilized for reliability and non biased test items. (Updated 3/19/14)</p>
	Task Completed:	01/25/2013
	3. Math teachers will be assigned specific roles in gathering resources that will increase student engagement.	
	Assigned to:	Susan Lindsey
	Added date:	12/10/2012
	Target Completion Date:	05/31/2013
	Comments:	We will be working on this and it will be complete by the time Math teachers reach a particular module.
	Task Completed:	05/10/2013
	4. Develop building specific professional development during the summer.	
	Assigned to:	Shirley Taylor
	Added date:	12/17/2012
	Target Completion Date:	05/31/2013
	Comments:	Contacts will be made to GREC, E2E, ABC or other consultants to help with PD. The Facilitators will meet with the teachers to determine specific needs.
	Task Completed:	04/16/2013
Implement	Percent Task Complete:	
	Objective Met:	5/26/2015
	Experience:	<p>5/26/2015</p> <p>Our experience has changed due to a change in curriculum by the new district administration. We are now using GoMath and Expeditionary Learning and are in the process of aligning these resources to the ANet assessments and CCSS.</p>

	Sustain:	5/26/2015 Task Generations are being developed by the district instructional facilitators in order to have a "Roadmap To Success" for all teachers to follow in the upcoming school year.
	Evidence:	5/26/2015 In May 2014, the district offered a 4 day Curriculum Development Summit where lessons and resources were mapped out for the curriculum at that time. Now we are currently working to do the same with the new resouces provided.
Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction.(111)	
Status	Tasks completed: 1 of 2 (50%)	
Assessment	Level of Development:	Initial: Limited Development 12/17/2012
	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:	All teachers us an approved lesson plan template. Weekly lessons are planned based on the aligned units of instruction. Lesson plans are turned into the principals and IF weekly. Literacy teachers use a GANAG plan while math teachers use a uniform template.
Plan	Assigned to:	Shirley Taylor
	How it will look when fully met:	All teachers will submit lesson plans on time. All teachers will receive feedback on lesson plans. Differentiated activities will be identified as well as remediation activities.
	Target Date:	05/29/2015
	Tasks:	
	0. A designated day and time will be set for all lesson plans to be turned in. Feedback will be received within 24 hours.	
	Assigned to:	Sharesa White
	Added date:	03/19/2014
	Target Completion Date:	05/29/2015
	Comments:	
	Task Completed:	05/26/2015
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)
Indicator	IIIA35 - Students are engaged and on task.(144)	
Status	Objective Met 5/26/2015	
Assessment	Level of Development:	Initial: Limited Development 01/14/2013
		Objective Met - 05/26/2015
	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

	Opportunity Score:	current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have common rituals and routines that are used school wide.
Plan	Assigned to:	Shirley Taylor
	How it will look when fully met:	The teacher sets the climate for attentive learning, using cues to focus students in, reinforcing attentive behaviors, and reminding students to have materials at hand. Posters listing rituals and routines will be evident in all classrooms.
	Target Date:	05/29/2015
	Tasks:	
	0. The school wide rituals and routines will be posted, taught, and implemented in all classrooms.	
	Assigned to:	Susan Lindsey
	Added date:	03/19/2014
	Target Completion Date:	08/29/2014
	Frequency:	weekly
	Comments:	On going all year
	Task Completed:	05/26/2015
	0. Cues chosen by the teacher, will be posted on the wall as an anchor chart, taught, and implemented in the classroom.	
	Assigned to:	Susan Lindsey
	Added date:	03/19/2014
	Target Completion Date:	08/29/2014
	Frequency:	weekly
	Comments:	Posted in all classrooms.
	Task Completed:	05/22/2015
	0. Monitored through focus walks by the Core Leadership Team.	
	Assigned to:	Susan Lindsey
	Added date:	03/19/2014
	Target Completion Date:	05/29/2015
	Frequency:	weekly
	Comments:	Focus walks conducted throughout the year.
	Task Completed:	05/14/2015
	0. In a PLC, faculty will develop a set of cues to be used to set the climate (along with rituals and routines).	
	Assigned to:	Susan Lindsey
	Added date:	03/19/2014
	Target Completion Date:	08/29/2014
	Comments:	Posters with cues are in all classrooms.
	Task Completed:	09/23/2014
Implement	Percent Task Complete:	
	Objective Met:	5/26/2015

Experience:	5/26/2015 Rituals and routines were posted and successfully implemented throughout the year.
Sustain:	5/26/2015 Focus walks will continue to monitor and improvements will be ongoing.
Evidence:	5/26/2015 Rituals and routines were taught and implemented in classrooms, cafeteria, and Town Hall meetings.

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator IIIB01 - All teachers maintain a file of communication with parents.(150)

Status Tasks completed: 0 of 3 (0%)

Assessment Level of Development: Initial: **Limited Development** 01/14/2013

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:	Daily planners, phone logs, parent signatures on Continuous Progress notebooks	
Plan Assigned to:	Shirley Taylor	
How it will look when fully met:	All staff members will turn in a documentation form of parent contact, including a copy of the positive contact, to the assigned administrator on or before the due date each quarter. The positive parent contact will be highlighted. All communication will be kept on file by staff for reference.	
Target Date:	05/29/2015	

Tasks:

1. The leadership team will revise the documentation form for parent communication that includes all parent contact for the 2014-2015 school year.

Assigned to:	Sharesa White
Added date:	03/19/2014
Target Completion Date:	06/13/2014
Comments:	

2. Staff will highlight positive parent contact on the document form.

Assigned to:	Sharesa White
Added date:	03/19/2014
Target Completion Date:	05/29/2015
Frequency:	four times a year
Comments:	

3. All staff will turn in documentation on or before the due date each quarter to the designated administrator.

Assigned to:	Sharesa White
Added date:	

	Added date:	03/19/2014	
	Target Completion Date:	05/29/2015	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	IVA01 - 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)(All Schools,Focus,Priority)		
Status	Objective Met 5/26/2015		
Assessment	Level of Development:	Initial: Limited Development 10/20/2014	
		Objective Met - 05/26/2015	
	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:	A school-parent-student compact has been developed to outline how all stakeholders share responsibility for student achievement. This compact has been sent home to parents and we are currently working to get 100% signed.	
Plan	Assigned to:	Shirley Taylor	
	How it will look when fully met:	School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact	
	Target Date:	01/05/2015	
	Tasks:		
	1. Parents will be asked to sign Student/Teacher/Parent/Principal Contracts at the fall Parent/Teacher conferences.		
	Assigned to:	Carla Busby	
	Added date:	10/20/2014	
	Target Completion Date:	09/23/2014	
	Comments:		
	Task Completed:	05/26/2015	
	2. Parents not attending Parent/Teacher Conferences will be contacted in order to get remaining contracts signed. This will recur twice monthly until 100% of contracts have been returned.		
	Assigned to:	Carla Busby	
	Added date:	10/20/2014	

	Target Completion Date:	12/19/2014
	Frequency:	twice monthly
	Comments:	
	Task Completed:	05/26/2015
Implement	Percent Task Complete:	
	Objective Met:	5/26/2015
	Experience:	5/26/2015 Some additional effort had to be made in order to receive all compacts from parents.
	Sustain:	5/26/2015 In the past, a parent facilitator has taken on this role. We currently do not have anyone serving in that capacity, so this may become a responsibility of the entire staff next year.
	Evidence:	5/26/2015 This process has been ongoing in the district for many years.