

Comprehensive Plan Report

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

April 26, 2016

Stewart Elementary School NCES - 50627000350

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** 3/20/20143/4/2016

Assess Level of Development: Initial: **Limited Development** 11/28/2012

Objective Met - 03/20/2014 03/04/2016

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: The leadership has not been able to maintain meeting twice a month for the first semester. We have been meeting once a month.

Plan Assigned to: Hazel Wallace

How it will look when fully met: The leadership team will meet twice a month for an hour meeting. Minutes, agendas and sign in sheets are kept. Team members are assigned roles.

Target Date: 05/31/2016

Tasks:

1. The Leadership Team will meet at least twice a month.

Assigned to: Hazel Wallace

Added date: 02/20/2013

Target Completion Date: 05/31/2016

Frequency: twice monthly

Comments:

Task Completed: 3/19/2014 12:00:00 AM

2. Roles and responsibilities will be reviewed and reassigned.

Assigned to: Hazel Wallace

Added date: 01/11/2016

		Target Completion Date:	01/13/2016
		Comments:	Minutes- Mrs. Johnson TimeKeeper- Mrs. Hill Facilitators will alternate beginning with Ms. Wallace and Mr. Hawkins Reporter- Mrs. Houston
		Task Completed:	2/10/2016 12:00:00 AM
	3. An agenda template will be created with time allotted for each agenda item to ensure that the team is focused on school improvement.		
		Assigned to:	Kathy Ray
		Added date:	02/10/2016
		Target Completion Date:	02/10/2016
		Comments:	The team will use the template for PLC Agendas by Dr. Ric and Rebecca DeFour- recommended by Mr. Hawkins.
		Task Completed:	2/10/2016 12:00:00 AM
	4. A calendar will be created for leadership team meetings.		
		Assigned to:	Kathy Ray
		Added date:	02/10/2016
		Target Completion Date:	03/09/2016
		Frequency:	monthly
		Comments:	Create calendar in google calendar, send invitation as a reminder for team members.
		Task Completed:	2/1/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/20/2014 3/4/2016
	Experience:		3/20/2014 The school leadership consisting of the principal, assistant principal, instructional facilitators, Title I teacher, Sped., a 3rd and 4th grade math and literacy teacher, support and non-certified staff meet twice a month. The meeting takes place at 3:15 in the math data room. We feel that our school is improving by making decisions as a leadership team because each branch of the school is represented. This has been a positive change.
	Sustain:		3/20/2014 We will continue to plan for our leadership meetings and meet twice a month.
	Evidence:		3/20/2014 Agenda and minutes are the documentation that this objective is fully met.
Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 03/19/2014

Evidence:	Our Leadership consists of Principal, Assistant Principal, Instructional Facilitators, Title I, 3rd and 4th grade math and literacy teachers, Sped, Support and non-certified staff. We meet twice a month at least an hour each time. (weather permitting) Our agendas and minutes are evidence that our leadership team meets. The leadership team communicates decisions made with the faculty and staff. (Communication may consist but not limited to Faculty meetings, memos, emails, etc) We will continue to meet as a school leadership team twice a month.
Added date:	

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

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

Status Tasks completed: 7 of 10 (70%)

Assess	Level of Development:	Initial: Limited Development 12/05/2012
	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:	The principal conducts classroom walk-throughs, observations. She attends PLC's for literacy and math. The principal is in the hallway every morning greeting students, parents, and teachers.
Plan	Assigned to:	Hazel Wallace
	How it will look when fully met:	The principal and leadership would monitor and be heavily involved in classroom instruction. They would provide resources and opportunities for teachers to improve. The leadership would make sure that interruptions of instructional time are kept minimal. The principal and leadership would be knowledgeable about instruction, assessment practices and professional development. The principal and leadership would set short-term and long-term goals. The principal would monitor goals in an effort to celebrate success and increase optimism and enthusiasm for building momentum to accomplish each year's goals. Evidence that this goal has been met will include sign-in sheets documenting principal attendance at leadership meetings and PLC's, Classroom Walkthrough Reports of classroom observations and the principal's visibility in classroom. This will all help to increase effective use of instructional time and resources.
	Target Date:	05/29/2015
	Tasks:	

	1. The Principal will keep a weekly time log to determine where time is spent during the day to create baseline data.
	Assigned to: Hazel Wallace
	Added date: 03/01/2013
	Target Completion Date: 05/31/2013
	Frequency: weekly
	Comments:
	Task Completed: 5/31/2013 12:00:00 AM
	2. External Providers will assist the principal with the process of developing strategies for spending 50% of her time working directly with teachers to improve instruction.
	Assigned to: Hazel Wallace
	Added date: 03/01/2013
	Target Completion Date: 05/31/2013
	Frequency: monthly
	Comments:
	Task Completed: 5/31/2013 12:00:00 AM
	3. The principal will share time log with the external provider(s) and investigate strategies for increasing the amount of time spent working with teachers to improve instruction on a monthly basis.
	Assigned to: Hazel Wallace
	Added date: 03/01/2013
	Target Completion Date: 05/31/2013
	Frequency: monthly
	Comments:
	Task Completed: 5/31/2013 12:00:00 AM
	5. The principal will conduct classroom walkthroughs. CWT reports will be used to monitor this action.
	Assigned to: Hazel Wallace
	Added date: 04/03/2013
	Target Completion Date: 06/01/2015
	Frequency: weekly
	Comments:
	6. The principal will participate in Leadership Team meetings. The principal will participate in Core Leadership team meetings. Sign in sheets from the meetings will be used to monitor.
	Assigned to: Hazel Wallace
	Added date: 04/04/2013
	Target Completion Date: 06/01/2014
	Frequency: twice monthly
	Comments:
	Task Completed: 10/31/2013 12:00:00 AM

		7. The core leadership team at Stewart Elementary will participate in a refresher course on Classroom Walkthrough that will be provided using Arkansas IDEAS. The leadership will use the techniques and skills to conduct Classroom Walkthroughs to improve instruction.
		Assigned to: Sharon Council
		Added date: 04/04/2013
		Target Completion Date: 02/26/2013
		Comments:
		Task Completed: 2/26/2013 12:00:00 AM
		8. A Classroom Walkthrough weekly schedule will be developed and followed. CWT Schedule/Calendars and CWT reports will be used to monitor.
		Assigned to: Kathy Ray
		Added date: 04/04/2013
		Target Completion Date: 02/26/2013
		Comments:
		Task Completed: 2/26/2013 12:00:00 AM
		9. The core leadership team at Stewart Elementary will conduct classroom walkthroughs.
		Assigned to: Sharon Council
		Added date: 04/04/2013
		Target Completion Date: 06/01/2014
		Frequency: weekly
		Comments:
		Task Completed: 4/30/2013 12:00:00 AM
		10. Meaningful feedback and reflections from classroom walkthroughs will be presented to teachers on a monthly basis in an effort to improve classroom instruction to increase student achievement. Agendas and sign in sheets will be used to monitor. (Scholastic Audit Recommendation)
		Assigned to: Hazel Wallace
		Added date: 04/04/2013
		Target Completion Date: 05/29/2015
		Frequency: monthly
		Comments:
		11. The leadership at Stewart Elementary will utilize Tuesday staff meetings for Professional Learning Communities to focus on learning effective teaching; research based instructional strategies and practices based on classroom walkthrough data.
		Assigned to: Hazel Wallace
		Added date: 04/04/2013
		Target Completion Date: 05/29/2015
		Frequency: twice monthly
		Comments:
Implement	Percent Task Complete:	70%

Indicator	IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) (Focus)		
Status	Objective Met 3/4/2016		
Assess	Level of Development:	Initial: Limited Development 01/12/2016	
		Objective Met - 03/04/2016	
	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:	The principal allows input in the following ways: One on One parent conferences Representation of teachers as well as parents on the leadership team Representation on the Personal Policy Committee Inquiring Mind Box (suggestion box) Reorganized PTO	
Plan	Assigned to:	Hazel Wallace	
	How it will look when fully met:	The principal will offer frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.	
	Target Date:	01/27/2016	
	Tasks:		
	1. Principal will conduct a report to the public to share school successes to all stakeholders.		
	Assigned to:	Hazel Wallace	
	Added date:	01/12/2016	
	Target Completion Date:	11/12/2015	
	Comments:		
	Task Completed:	11/12/2015 12:00:00 AM	
	2. The principal will meet with the PTO leadership to discuss school priorities.		
	Assigned to:	Hazel Wallace	
	Added date:	01/12/2016	
	Target Completion Date:	02/09/2016	
	Frequency:	four times a year	
	Comments:		
	Task Completed:	12/10/2015 12:00:00 AM	
	3. Principal allows for PPC representative to update and answer questions concerning the PPC monthly meeting. +		
	Assigned to:	Hazel Wallace	
	Added date:	01/12/2016	
	Target Completion Date:	01/12/2016	
	Frequency:	monthly	
	Comments:		

		Task Completed:	1/12/2016 12:00:00 AM
	4. A Leadership team member will inform staff of the inquiring minds (Suggestion box).		
		Assigned to:	Doreen Johnson
		Added date:	01/12/2016
		Target Completion Date:	01/12/2016
		Comments:	
		Task Completed:	1/12/2016 12:00:00 AM
	5. The inquiring mind box will be opened and contents shared in the leadership team meeting. The inquiring mind box is a way for staff to share their voice. It's one of several techniques used to allow teacher and staff input in school operations. The box is placed in the lounge and picked up before the leadership team meeting. Inquiring minds is a reoccurring agenda item.		
		Assigned to:	Erdell Revoner
		Added date:	02/10/2016
		Target Completion Date:	02/10/2016
		Frequency:	twice monthly
		Comments:	
		Task Completed:	2/10/2016 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	3/4/2016	
	Experience:	3/4/2016 Parents attending meetings have an opportunity to ask clarifying questions and voice concerns. Meetings such as: Parent Summit, Assemblies and Programs, Open House, Parent Teacher Conferences, etc. The inquiring minds box gives teachers to voice concerns and have concerns responded to by administration.	
	Sustain:	3/4/2016 We will maintain the strategies now in place and monitor their effectiveness.	
	Evidence:	3/4/2016 Sign in sheets for the parent meetings as well as minutes and agendas from faculty meetings.	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)		
Status	Add a Task Tasks completed: 2 of 2 (100%)		
Assess	Level of Development:	Initial: Limited Development 04/15/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	At the present time, the indicators of effective teaching are not present in all classrooms on a consistent basis. All the indicators may not be implemented.
Plan	Assigned to:	Sharon Council
	How it will look when fully met:	Teachers accept responsibility for teaching their students. They believe that students are capable of learning. They re-teach if necessary, and alter materials as needed. Teachers allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards. Teachers organize their learning environments and use group management approaches effectively to maximize time students spend engaged in lessons. Teachers move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress. Teachers actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary. They teach their students rather than expecting them to learn mostly from curriculum materials. They do not just stress facts or skills, they also emphasize concepts and understanding. Following active instruction, teachers provide opportunities for students to practice and apply learning. They monitor each student's progress and provide feedback and remedial instruction as needed, making sure students achieve mastery. In addition to their strong academic focus, these teachers maintain pleasant, friendly classrooms and are perceived as enthusiastic, supportive instructors. In order to prove that this objective is fully met, the leadership will gather evidence from CWT reports, formal classroom observation conducted by the principal and vice principal, student engagement data, achievement data and a decrease in discipline referrals.
	Target Date:	05/30/2015
	Tasks:	
	1. Teachers will receive professional development on Enhancing Professional Practice by Charlotte Danielson and accompanying handbook.	
	Assigned to:	Hazel Wallace
	Added date:	04/18/2013
	Target Completion Date:	05/30/2013
	Comments:	
	Task Completed:	5/8/2013 12:00:00 AM
	3. Teachers will be expected to complete a cumulative assessment created by a field service specialist from Pearson SAS documenting their familiarity with the best practices outlined in the materials. There is no expected IMO. However, the results will become part of the teacher's portfolio.	
	Assigned to:	Sharon Council
	Added date:	04/18/2013
	Target Completion Date:	05/31/2013
	Comments:	
	Task Completed:	5/8/2013 12:00:00 AM
Implement	Percent Task Complete:	100%

Opportunity to Learn

Post-Secondary School Options

Indicator **VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)**

Status Tasks completed: 2 of 3 (67%)

Assess	Level of Development:	Initial: Limited Development 01/12/2016
	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:	Currently the guidance counselor has asked students to complete a goal sheet which includes academic and life goals.
Plan	Assigned to:	Hazel Wallace
	How it will look when fully met:	All students will be knowledgeable of college and career choices that should be made in conjunction with their educational choices.
	Target Date:	05/31/2016
	Tasks:	
	1. Counselor will conduct classroom guidance sessions where students will complete goal sheet.	
	Assigned to:	J. Lanos
	Added date:	01/12/2016
	Target Completion Date:	09/30/2015
	Comments:	
	Task Completed:	9/30/2015 12:00:00 AM
	2. Counselor will review student goal sheets with students to reflect on student progress.	
	Assigned to:	J. Lanos
	Added date:	01/12/2016
	Target Completion Date:	01/29/2016
	Comments:	
	Task Completed:	1/29/2016 12:00:00 AM
	3. Counselor will coordinate a career fair for students.	
	Assigned to:	J. Lanos
	Added date:	01/12/2016
	Target Completion Date:	05/31/2016
	Comments:	
Implement	Percent Task Complete:	67%

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)		
Status	Objective Met 2/26/2014		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
		Objective Met - 02/26/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The School is in the process of developing unit pre/post tests and they will be administered.	
Plan	Assigned to:	Erdell Revoner	
	How it will look when fully met:	Unit pre –post- test will continue to be created by the instructional team	
	Target Date:	12/18/2013	
	Tasks:		
	1. Unit pre – post- test will continue to be administered to all students		
	Assigned to:	Alice Chapple	
	Added date:	11/06/2013	
	Target Completion Date:	12/18/2013	
	Comments:		
	Task Completed:	12/18/2013 12:00:00 AM	
	2. Unit pre -post -test will continue to be scored electronically to generate data reports		
	Assigned to:	Ollie Golatt	
	Added date:	11/06/2013	
	Target Completion Date:	12/18/2013	
	Comments:		
	Task Completed:	12/18/2013 12:00:00 AM	
	3. Instructional teams will continue to analyze data to determine each student’s mastery of objectives.		
	Assigned to:	Kathy Ray	
	Added date:	11/06/2013	
	Target Completion Date:	12/18/2013	
	Comments:		
	Task Completed:	12/18/2013 12:00:00 AM	
	4. Copies of the pre – post- test will be placed in file folder marked IIB01		

		Assigned to:	Kathy Ray
		Added date:	11/06/2013
		Target Completion Date:	12/18/2013
		Comments:	
		Task Completed:	12/18/2013 12:00:00 AM
	5. Data for each assessment will be in data notebooks		
		Assigned to:	Hazel Wallace
		Added date:	11/06/2013
		Target Completion Date:	12/18/2013
		Comments:	
		Task Completed:	12/18/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		2/26/2014
	Experience:	2/26/2014 Pre and post test have been created and administered to all students. We have learned how to use edoctrina and NWEA test bank to create and score assessments. Teachers are analyzing data to determine each student's needs.	
	Sustain:	2/26/2014 The school will need to continue to create unit pre and post assessments. Every effort will need to be made to make sure all students take the assessments. Leadership and teachers will need to continue to analyze data and use the results to inform instruction.	
	Evidence:	2/26/2014 Evidence includes copies of pre and post assessments. Edoctrina reports are in data notebooks. Teachers have completed data analysis report forms where they have analyzed data and planned for remediation and/or enrichment.	
Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)		
Status	Tasks completed: 5 of 6 (83%)		
Assess	Level of Development:	Initial: Limited Development 11/28/2012	
	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:	Pre-tests and post-tests are administered in 3rd grade math and literacy and 4th grade math. Some pre-test and post-tests are administered in 4th grade literacy. At this time, we are not in other subject areas.	
Plan	Assigned to:	Hazel Wallace	

	How it will look when fully met:	All students in 3rd and 4th grades will be administered unit pre-tests and post-tests in the subject areas of math and literacy. Copies of each test and results for each student will be compiled into a roster report. The classroom roster report will include skills assessed, percent correct on pre-test and post-test with comparisons. All teachers, facilitators and benchmark teacher will keep these items in their data notebooks. The core leadership team which consists of the principal, vice principal, instructional facilitators and benchmark teacher will monitor this objective by examining class rosters and data notebooks after pre-tests and post-tests for each unit.
	Target Date:	05/29/2015
	Tasks:	
	1. Unit Pre-tests and Post-Tests will continue to be created.	
	Assigned to:	Maribeth Chism
	Added date:	12/17/2012
	Target Completion Date:	05/30/2014
	Comments:	
	Task Completed:	12/18/2013 12:00:00 AM
	2. Unit pre-tests and post-tests will continue be administered to all 3rd and 4th grade students.	
	Assigned to:	Erdell Revoner
	Added date:	12/17/2012
	Target Completion Date:	05/30/2014
	Comments:	
	Task Completed:	12/18/2013 12:00:00 AM
	3. Unit pre-tests and post-tests will continue to be electronically scored . Test results will be compiled into roster reports.	
	Assigned to:	Kathy Ray
	Added date:	12/17/2012
	Target Completion Date:	05/30/2014
	Comments:	
	Task Completed:	12/18/2013 12:00:00 AM
	4. Instructional teams will keep a copy of the test and classroom roster reports in a data notebook.	
	Assigned to:	Sharon Council
	Added date:	12/17/2012
	Target Completion Date:	05/30/2014
	Comments:	
	Task Completed:	12/18/2013 12:00:00 AM
	5. Instructional teams will continue to use test data to guide instruction.	
	Assigned to:	Hazel Wallace
	Added date:	12/17/2012

		Target Completion Date:	05/30/2014
		Comments:	
		Task Completed:	12/18/2013 12:00:00 AM
		6. The core leadership team, which consists of the principal, vice principal, instructional facilitators and benchmark teacher, will continue to monitor this objective by examining class rosters and data notebooks after pre-tests and post-tests for each unit.	
		Assigned to:	Hazel Wallace
		Added date:	12/17/2012
		Target Completion Date:	05/29/2015
		Comments:	The core leadership team, which consists of the principal, vice principal, instructional facilitators and benchmark teacher, will monitor this objective by examining class rosters and data notebooks after pre-tests and post-tests for each unit.
Implement	Percent Task Complete:		83%
Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teams are currently to review pre-tests and post- test data.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIB05 - All teachers re-teach based on post-test results.(95)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
	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:	Some teachers are using post test data to re-teach. These teachers use this data to plan for small groups or whole group re-teaching activities and to inform instruction.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Curriculum, Assessment, and Instructional Planning			

Assessing student learning frequently with standards-based assessments			
Indicator	IID03 - Teachers receive timely reports of results from standardized and objectives-based tests.(101)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/19/2014	
	Evidence:	After students take unit assessments the assessments are scanned and reports are available within hours. IF students are taking online assessments, the reports are available immediately. State required assessments reports are available upon the release of the state department. We will continue to test and receive reports from the data.	
	Added date:		
Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)		
Status	Add a Task Tasks completed: 7 of 7 (100%)		
Assess	Level of Development:	Initial: Limited Development 04/03/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal examines some literacy data and math data. Data is not viewed by the leadership team on a consistent basis.	
Plan	Assigned to:	Hazel Wallace	
	How it will look when fully met:	The leadership team will consistently monitor school-level student learning data. The team will use this data to recommend appropriate support for students and teachers.	
	Target Date:	05/29/2015	
	Tasks:		
	1. The leadership team will meet to examine student learning data after unit pre/post assessments and other common assessments including state and national assessments.		
	Assigned to:	Hazel Wallace	
	Added date:	04/03/2013	
	Target Completion Date:	05/31/2014	
	Frequency:	monthly	
	Comments:		
	Task Completed:	2/26/2014 12:00:00 AM	
	2. The leadership team will use student learning data from assessments to determine if teachers are in need of additional support through classroom embedded professional development. The data will be used to make decisions about interventions and curriculum.		
	Assigned to:	Sharon Council	
	Added date:	04/03/2013	

		Target Completion Date:	05/31/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	2/26/2014 12:00:00 AM
	3. The leadership team will meet regularly to monitor student learning data.		
		Assigned to:	Ollie Golatt
		Added date:	04/04/2013
		Target Completion Date:	06/01/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	2/26/2014 12:00:00 AM
	4. The leadership team will use observation data to determine professional development needs		
		Assigned to:	Maribeth Chism
		Added date:	04/04/2013
		Target Completion Date:	06/01/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	5/27/2015 12:00:00 AM
	5. The Leadership team will use data to inform decisions about Targeted Improvement Plan and school needs for improving student achievement.		
		Assigned to:	Ollie Golatt
		Added date:	04/04/2013
		Target Completion Date:	06/01/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	5/27/2015 12:00:00 AM
	6. The leadership team will monitor action steps of TIP and work to remove any implementation or completion barriers.		
		Assigned to:	Hazel Wallace
		Added date:	04/04/2013
		Target Completion Date:	06/01/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	5/27/2015 12:00:00 AM
	7. The leadership team will monitor progress of action steps to meet interim measureable objects for achieving benchmarks of TIP.		
		Assigned to:	Kathy Ray
		Added date:	04/04/2013
		Target Completion Date:	06/01/2015

		Frequency:	monthly
		Comments:	
		Task Completed:	5/27/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)		
Status	Tasks completed: 7 of 10 (70%)		
Assess	Level of Development:	Initial: Limited Development 01/22/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At the current time, it is still a learning process (using the data) ZPD's are moving up using Accelerated Reading Small groups are being utilized to provide additional support based on student needs	
Plan	Assigned to:	Hazel Wallace	
	How it will look when fully met:	When this objective is met teachers will be using data to identify students in need of instructional support and enhancement. Accelerated Reading Reports and reading logs will be evidence. Reports from pre/post unit assessments will also be evidence.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Literacy teachers will receive professional development on Accelerated Reading.		
	Assigned to:	Hazel Wallace	
	Added date:	01/29/2014	
	Target Completion Date:	11/12/2013	
	Comments:		
	Task Completed:	11/12/2013 12:00:00 AM	
	2. Literacy teachers will incorporate Accelerated Reading into the Reading Block evidenced by reading logs and A.R. reports.		
	Assigned to:	Maribeth Chism	
	Added date:	01/29/2014	
	Target Completion Date:	05/31/2014	
	Comments:	Literacy teachers have incorporated Accelerated Reading into the reading block evidenced by reading logs and A.R. reports. IMO's for Accelerated Reading: January 5 out of 9 teachers will incorporate A.R into the Reading block. Actually we had 8 out of 9. February 7 out of 9 Actually we had 8 out of 9. March 9 out of 9 As of March 31, 100% All teachers are implementing Accelerated Reading into their Reading block.	
	Task Completed:	4/30/2014 12:00:00 AM	

	4. Leadership will provide additional support to teachers in need of assistance with implementation.
	Assigned to: Hazel Wallace
	Added date: 01/29/2014
	Target Completion Date: 05/29/2015
	Comments:
	5. The principal will provide additional support to teachers in need of assistance with individual teachers.
	Assigned to: Hazel Wallace
	Added date: 01/29/2014
	Target Completion Date: 05/29/2015
	Comments:
	6. Literacy teachers will provide each student with a reading log form so that students can keep track of the books they have read and assessments they have taken.
	Assigned to: Maribeth Chism
	Added date: 01/29/2014
	Target Completion Date: 05/31/2014
	Comments: All students have reading folders with logs that are evidenced with completed A.R. results.
	Task Completed: 4/30/2014 12:00:00 AM
	7. Literacy teachers will provide opportunities for students to check out books on their ZPD from the classroom and school libraries.
	Assigned to: Maribeth Chism
	Added date: 01/29/2014
	Target Completion Date: 05/31/2014
	Comments: Literacy teachers provide opportunities for students to check out books on their ZPD from the classroom and school library.
	Task Completed: 4/30/2014 12:00:00 AM
	8. Literacy teachers will provide opportunities for the students to take assessments each month.
	Assigned to: Erdell Revoner
	Added date: 01/29/2014
	Target Completion Date: 05/31/2014
	Comments: A.R. reports show that literacy teachers provide opportunities for the students to take assessments each month.
	Task Completed: 4/30/2014 12:00:00 AM
	9. Literacy teachers will use Accelerated Reading reports to monitor progress to decrease the number of students "at risk" through remediation and small groups. Reports will also be used to determine if students need to change book levels.
	Assigned to: Erdell Revoner
	Added date: 01/29/2014
	Target Completion Date: 05/29/2015

		Comments:	
		10. Peer observations will be conducted.	
		Assigned to:	Hazel Wallace
		Added date:	01/29/2014
		Target Completion Date:	05/31/2014
		Comments:	3rd and 4th grade literacy teachers met as a team, and discussed and decided what A.R. will look like in the classroom if A.R. is implemented with fidelity. Peer observations have not been needed.
		Task Completed:	4/30/2014 12:00:00 AM
		11. Accelerated Reading Reports and students' reading logs will be used to monitor the implementation.	
		Assigned to:	Erdell Revoner
		Added date:	01/29/2014
		Target Completion Date:	05/31/2014
		Comments:	Accelerated Reading Reports and students' reading logs are being used to monitor the implementation.
		Task Completed:	4/30/2014 12:00:00 AM
Implement	Percent Task Complete:		70%

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 05/27/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A lesson plan template has been provided for teachers to create plans. Pre-test are used to determine students' level of knowledge. Post test are used to determine students' mastery of objectives.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/05/2012	
	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:	Some teachers are using pre-test data and weekly assessments to monitor students' mastery of skills. Some teachers are keeping assessment notebooks. Post-test data is used to provide additional instruction as needed.	
Plan	Assigned to:	Kathy Ray	
	How it will look when fully met:	All Teachers will maintain a record of each student's mastery of specific learning objectives and use this data to monitor student progress toward mastery of standards and to address area of weakness. Teachers will provide interventions and support to students' based on their needs.	
	Target Date:	05/31/2016	
	Tasks:		
	1. Teachers will record each student's mastery of specific unit skills on a classroom profile sheet.		
	Assigned to:	Hazel Wallace	
	Added date:	04/04/2013	
	Target Completion Date:	05/31/2016	
	Frequency:	four times a year	
	Comments:		
	2. Students that are not proficient will be provided interventions based on the assessment data. In the classroom, small group interventions and individualized MobyMax assignments will be utilized based on individual student assessment data.		
	Assigned to:	Hazel Wallace	
	Added date:	04/04/2013	
	Target Completion Date:	05/31/2016	
	Comments:		
	3. Teachers will use an intervention cycle which consists of analyzing student data for student needs, providing interventions based on those needs, reassessing for progress and continuing the interventions or adding additional interventions as needed.		
	Assigned to:	Hazel Wallace	
	Added date:	04/04/2013	
	Target Completion Date:	05/31/2016	
	Frequency:	monthly	
	Comments:		
	4. Classroom interventions (small groups, individualized MobyMax) will be monitored as classroom walkthroughs are conducted by the leadership team.		
	Assigned to:	Hazel Wallace	
	Added date:	04/04/2013	
	Target Completion Date:	05/31/2016	
	Frequency:	weekly	

		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/24/2016	
	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:	Currently, some teachers are analyzing data to guide instruction.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Add a Task Tasks completed: 4 of 4 (100%)		
Assess	Level of Development:	Initial: Limited Development 11/28/2012	
	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:	Some students are engaged in group/partner work and discussion. In some classrooms teachers are facilitators of the learning. Instructional facilitators have the student engagement forms. However, they are not being consistently used.	
Plan	Assigned to:	Sharon Council	
	How it will look when fully met:	All Teachers are facilitators of the students' learning. Students are leading discussions and are actively engaged in the learning task/activity. They are so engaged that if the teacher steps out of the room or someone enters the room, they will continue to stay on task.	
	Target Date:	05/30/2015	
	Tasks:		
	1. The Principal, vice principal, instructional facilitators and the benchmark teacher with receive training on how to use the student engagement form.		
	Assigned to:	Pam England	
	Added date:	11/28/2012	
	Target Completion Date:	12/01/2012	

		Comments:	Pam England trained this core team and provided the tool to use. She also returned to the school on 12/10/12 to model how to use the engagement tool. The team participated in guided practice on using the tool. A debrief followed the modeling and practice.
		Task Completed:	11/29/2012 12:00:00 AM
		2. The principal, vice principal, instructional facilitators and the benchmark teacher will use the On Task and Off Task Student Behavior Form as a tool to collect baseline data on student engagement. Each person will be assigned classrooms to observe.	
		Assigned to:	Sharon Council
		Added date:	11/30/2012
		Target Completion Date:	01/15/2012
		Comments:	Students were scanned every 5 minutes during a class period. The results show that the students were engaged 74% of the time in math and literacy.
		Task Completed:	1/30/2013 12:00:00 AM
		3. The team will determine the school's student engagement goals. Interim Measurable Objectives will be determined. Student engagement will be monitored to assess the IMOs. After examining the student engagement data, it was determined that goals and IMO's would not be set.	
		Assigned to:	Kathy Ray
		Added date:	11/30/2012
		Target Completion Date:	01/31/2013
		Comments:	
		Task Completed:	1/31/2013 12:00:00 AM
		4. The core leadership team will collect additional data on student engagement using the student engagement tool. This data will be used to monitor student engagement and provide professional development or coaching support to teachers as needed.	
		Assigned to:	Sharon Council
		Added date:	02/26/2014
		Target Completion Date:	05/31/2015
		Comments:	Teachers needing assistance will be provided professional development, and individual coaching. Data will be collected using the student engagement tool. This data will be analyzed. All data collected will be kept for documentation. Facilitators will document all coaching cycles and support on student engagement.
		Task Completed:	5/27/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
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: 11 of 14 (79%)		
Assess	Level of Development:	Initial: Limited Development 02/06/2013	

	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:	Teachers communicate with parents during scheduled parent teacher conferences and community nights. Weekly behavior reports and newsletters are sent home to parents. Phone logs are kept in the office.	
Plan	Assigned to:	Hazel Wallace	
	How it will look when fully met:	Teachers will consistently communicate with parents and maintain a log of the communications.	
	Target Date:	05/31/2015	
	Tasks:		
	1. A communication log will be developed.		
	Assigned to:	Ollie Golatt	
	Added date:	02/06/2013	
	Target Completion Date:	02/08/2013	
	Comments:	A communication log form has been developed. It will be shared with all teachers during the professional development on the importance of parent communication.	
	Task Completed:	2/8/2013 12:00:00 AM	
	2. Teachers will be provided professional development on the importance of parent communication using the Wise Ways research and the section on Communicating with Families from Enhancing Professional Practices by Charlotte Danielson. They will also learn how to use the communication log. Expectations on using the log will be explained during the professional development.		
	Assigned to:	Carreather Coleman	
	Added date:	02/06/2013	
	Target Completion Date:	02/28/2013	
	Comments:	Please make sure to have the wise ways research for the staff.	
	Task Completed:	2/26/2013 12:00:00 AM	
	3. Leadership Team members will gather data on the weekly communication log from their assigned group of teachers and compile a monthly report to submit to the principal.		
	Assigned to:	Sharon Council	
	Added date:	02/06/2013	
	Target Completion Date:	03/31/2013	
	Comments:		
	Task Completed:	3/31/2013 12:00:00 AM	
	4. All teachers will communicate with at least three different parents each week and document that communication on the communication log.		
	Assigned to:	Sharon Council	
	Added date:	02/06/2013	

		Target Completion Date:	03/31/2013
		Frequency:	weekly
		Comments:	
		Task Completed:	3/31/2013 12:00:00 AM
	5. A form will be created for team members to record weekly data for the month to submit to the principal.		
		Assigned to:	Ollie Golatt
		Added date:	02/06/2013
		Target Completion Date:	02/08/2013
		Comments:	The communication log data collection form has been created. It will be share with the leadership members at the next team meeting. Members will learn how to use the form and when to turn the form in to the principal.
		Task Completed:	2/8/2013 12:00:00 AM
	6. All teachers will communicate with at least three different parents each week and document that communication on the communication log.		
		Assigned to:	Sharon Council
		Added date:	02/06/2013
		Target Completion Date:	04/30/2013
		Frequency:	weekly
		Comments:	
		Task Completed:	4/30/2013 12:00:00 AM
	7. Leadership Team members will gather data on the weekly communication log from their assigned group of teachers and compile a monthly report to submit to the principal.		
		Assigned to:	Sharon Council
		Added date:	02/06/2013
		Target Completion Date:	04/30/2013
		Comments:	
		Task Completed:	4/30/2013 12:00:00 AM
	8. The Principal will address any concerns from the communication data with the teachers.		
		Assigned to:	Hazel Wallace
		Added date:	02/06/2013
		Target Completion Date:	05/30/2014
		Comments:	
	9. All teachers will communicate with at least three different parents each week and document that communication on the communication log.		
		Assigned to:	Sharon Council
		Added date:	02/06/2013
		Target Completion Date:	05/31/2013
		Frequency:	weekly
		Comments:	

		Task Completed:	5/29/2013 12:00:00 AM
		10. Leadership Team members will gather data on the weekly communication log from their assigned group of teachers and compile a monthly report to submit to the principal.	
		Assigned to:	Sharon Council
		Added date:	02/06/2013
		Target Completion Date:	05/31/2013
		Comments:	
		Task Completed:	5/29/2013 12:00:00 AM
		11. A letter will be written and sent to parents to inform them of the school's effort to improve communication with parents. This letter will let parents know to expect communication from any Stewart staff member regarding their child.	
		Assigned to:	Maribeth Chism
		Added date:	03/01/2013
		Target Completion Date:	03/01/2013
		Comments:	
		Task Completed:	3/1/2013 12:00:00 AM
		12. Newsletters will be sent home every Monday informing parents of classroom activities, how skills are taught, strategies the students may use, field trips and any other information to keep parents informed.	
		Assigned to:	Doreen Johnson
		Added date:	10/22/2013
		Target Completion Date:	11/01/2013
		Comments:	Newsletters are being sent home every Monday informing parents of classroom activities, how skills are taught, strategies the students may use, field trips and any other information to keep parents informed.
		Task Completed:	5/1/2014 12:00:00 AM
		13. Becky McKissick will update our communication log form.	
		Assigned to:	Hazel Wallace
		Added date:	12/02/2015
		Target Completion Date:	11/30/2015
		Comments:	
		14. Inform the staff of expectations during faculty meeting.	
		Assigned to:	Becky McKissick
		Added date:	12/02/2015
		Target Completion Date:	12/01/2015
		Comments:	
Implement	Percent Task Complete:		79%
Indicator	IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial:	Limited Development 06/05/2014

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some teachers are assigning homework. Some teachers check to see if students return their homework and discuss the homework with the students.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator IIIB03 - All teachers check, mark, and return homework.(152)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 06/05/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some teachers check, mark and return homework.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator IIIC04 - Students raise hands or otherwise signal before speaking.(159)

Status **Add a Task** Tasks completed: 3 of 3 (100%)

Assess	Level of Development:	Initial: Limited Development 04/02/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, most of the classroom teachers have routines where the students are raising their hands before speaking. There are a few teachers that are consistently having problems.	
Plan	Assigned to:	Sharon Council	

	How it will look when fully met:	When this objective is fully met, all classroom teachers will have routines where the students are raising their hands or otherwise signaling before speaking. We will use the CWT's to document for routines of hand raising for routines and procedures.
	Target Date:	05/29/2015
	Tasks:	
	1. Bring awareness to the staff on April 15th during the staff meeting.	
	Assigned to:	Doreen Johnson
	Added date:	04/02/2014
	Target Completion Date:	04/15/2014
	Comments:	Mrs. Johnson, Mrs. Jumper and Ms. Chapple brought awareness to the staff about having school wide rules. 5 common rules were suggested. It was decided that the 5 school wide rules will be created and posted in every room and through out the building as well. Raising hands before speaking is one of the five school wide rules.
	Task Completed:	4/15/2014 12:00:00 AM
	2. Johnson, Jumper and Chapple will be responsible for updating the staff about the 5 school wide rules and the expectation that all classrooms will have the 5 rules posted. Not only posted but also a discussion about the rules. This update will take place in the next faculty meeting on May 6, 2014.	
	Assigned to:	Doreen Johnson
	Added date:	05/01/2014
	Target Completion Date:	05/06/2014
	Comments:	* We, as a school, created the 5 school wide rules that would be created and posted in all classrooms. For some reason, not all classrooms have them posted. If you don't have your school rules posted, please do that with your class first thing in the morning. Data will be collected, through CWTs, looking for the 5 school wide rules and to see if it is a routine in your classroom where the students are raising their hands before speaking.
	Task Completed:	5/6/2014 12:00:00 AM
	3. Focus walks will be conducted looking for the updated school-wide rules ("Mustang PRIDE") posted in the classrooms and students raising their hands and/or other signal indicators.	
	Assigned to:	Ollie Golatt
	Added date:	08/27/2014
	Target Completion Date:	10/01/2014
	Comments:	Focus walk will have a box for check off Mustang PRIDE is posted and if students are raising hands or other signals used.
	Task Completed:	10/20/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
Indicator	IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)	
Status	In Plan / No Tasks Created	

Assess	Level of Development:	Initial: Limited Development 12/02/2015	
	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:	Currently, the majority of our teachers are delivering whole group instruction.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIIC06 - All teachers maintain well-organized student learning materials in the classroom.(161)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/02/2015	
	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:	Currently, instructional time is lost due to ineffective classroom organization.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)		
Status	Tasks completed: 7 of 8 (88%)		
Assess	Level of Development:	Initial: Limited Development 04/02/2014	
	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:	Currently, some teachers are displaying classroom rules and procedures.	
Plan	Assigned to:	Hazel Wallace	
	How it will look when fully met:	All teachers will display classroom rules and procedures in the classrooms.	
	Target Date:	02/09/2016	
	Tasks:		
	1. Bring awareness to the staff.		
	Assigned to:	Alice Chapple	

		Added date:	04/02/2014
		Target Completion Date:	04/15/2014
		Comments:	Jumper sent out an email soliciting rules that are common through out the school. Johnson, Jumper and Chapple, with the staff, created 5 school wide rules that should be created with the children, rules and expectations taught and the posted in the classroom.
		Task Completed:	4/15/2014 12:00:00 AM
	2. Johnson, Jumper and Chapple will review teachers of IIIC08 (ALL teachers display classroom rules and procedures in the classroom.)		
		Assigned to:	Doreen Johnson
		Added date:	05/01/2014
		Target Completion Date:	05/06/2014
		Comments:	
		Task Completed:	5/6/2014 12:00:00 AM
	3. Teachers will be notified that focus walks will be conducted looking for the school wide rules displayed in classrooms.		
		Assigned to:	Doreen Johnson
		Added date:	05/01/2014
		Target Completion Date:	09/02/2014
		Comments:	
		Task Completed:	9/2/2014 12:00:00 AM
	4. Data will be collected with focus walks.		
		Assigned to:	Hazel Wallace
		Added date:	05/01/2014
		Target Completion Date:	10/01/2014
		Comments:	
		Task Completed:	12/15/2015 12:00:00 AM
	5. Bring awareness to the 2015-2016 staff in faculty meeting.		
		Assigned to:	Becky McKissick
		Added date:	01/13/2016
		Target Completion Date:	01/19/2016
		Comments:	Highlight the wiseways and inform the staff.
		Task Completed:	2/16/2016 12:00:00 AM
	6. Review IIIC08.		
		Assigned to:	Becky McKissick
		Added date:	01/13/2016
		Target Completion Date:	01/19/2016
		Comments:	
		Task Completed:	2/16/2016 12:00:00 AM
	7. Inform staff that focus walks will be conducted collecting data.		

		Assigned to:	Becky McKissick
		Added date:	01/13/2016
		Target Completion Date:	01/19/2016
		Comments:	
		Task Completed:	2/16/2016 12:00:00 AM
	8. Focus Walks will be conducted to collect data.		
		Assigned to:	Hazel Wallace
		Added date:	01/13/2016
		Target Completion Date:	02/09/2016
		Comments:	
Implement	Percent Task Complete:		88%
Indicator	IIIC09 - All teachers correct students who do not follow classroom rules and procedures.(164)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 12/02/2015
	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:		Currently, all teachers do not correct students who do not follow classroom rules and procedures.
Plan	Assigned to:		Hazel Wallace
	How it will look when fully met:		All teachers correct students who do not follow classroom rules and procedures.
	Target Date:		05/31/2016
		Added date:	
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 12/02/2015
	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:		Currently some of our teachers are not positively teaching classroom rules and procedures.
Plan	Assigned to:		Not yet assigned
		Added date:	

