

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.

March 31, 2016

Cloverdale Aerospace Technology Conversion Charter NCES - 50900001387

Little Rock School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

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

Indicator **ID01 - A team structure is officially incorporated into the school governance policy.(36)**
(All Schools,Focus,Priority)

Status **No decision has been made** Tasks completed: 1 of 1 (100%)

Assess	Level of Development:	Initial: Limited Development 10/24/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The School Leadership Team, which consists of teachers, administrators, specialists and classified staff, meets each Monday at 2:15 for an hour when school is in session. The agenda is emailed to team members in advance along with minutes from the previous meeting. Next steps from each meeting dictates agenda items for weekly meetings. Leadership minutes are shared with the staff via an online staff folder. Staff members are encouraged to ask questions, comment, make suggestions, etc. to the leadership team. Collaboration groups meet each Monday, Wednesday and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning period. The student team (Principal's Cabinet) will meet once a month, beginning in the second quarter. The management team meets each Friday at 1:30. The School Community Council meets each Friday at 10:30. Agendas and minutes from all meetings are kept on file. Data is looked at, but needs to be used more effectively by all teams to plan lessons, differentiate, design intervention strategies and guide professional development.</p>	
Plan	Assigned to:	Mike Anthony	

	How it will look when fully met:	District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents).	
	Target Date:	12/18/2015	
	Tasks:		
	2. Establish groups in the master schedule for teaming and collaboration.		
	Assigned to:	Wanda Ruffins	
	Added date:	11/12/2015	
	Target Completion Date:	09/21/2015	
	Comments:		
	Task Completed:	9/18/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	No decision has been made Tasks completed: 1 of 1 (100%)		
Assess	Level of Development:	Initial: Limited Development 11/12/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The School Leadership Team, which consists of teachers, administrators, specialists and classified staff, meets each Monday at 2:15 for an hour when school is in session. The agenda is emailed to team members in advance along with minutes from the previous meeting. Next steps from each meeting dictates agenda items for weekly meetings. Leadership minutes are shared with the staff via an online staff folder. Staff members are encouraged to ask questions, comment, make suggestions, etc. to the leadership team. Collaboration groups meet each Monday, Wednesday and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning period. The student team (Principal's Cabinet) will meet once a month, beginning in the second quarter. The management team meets each Friday at 1:30. The School Community Council meets each Friday at 10:30. Agendas and minutes from all meetings are kept on file. Data is looked at, but needs to be used more effectively by all teams to plan lessons, differentiate, design intervention strategies and guide professional development.	

Plan	Assigned to:	Mike Anthony
	How it will look when fully met:	Each team has a specific purpose and scheduled time to meet and works from agendas and minutes.
	Target Date:	12/18/2015
	Tasks:	
	4. Design a template to include standing agenda items for teaming and collaboration so that meetings can be planned according to the goals of the school and to ensure that data and assessments are discussed at these meetings as well as the planning of instructional units and strategies for differentiation.	
	Assigned to:	Mike Anthony
	Added date:	11/12/2015
	Target Completion Date:	09/28/2015
	Comments:	
	Task Completed:	9/22/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
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	Tasks completed: 3 of 5 (60%)	
Assess	Level of Development:	Initial: Limited Development 02/08/2013
	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 School Leadership Team, which consists of teachers, administrators, specialists and classified staff, meets each Monday at 2:15 for an hour when school is in session. The agenda is emailed to team members in advance along with minutes from the previous meeting. Next steps from each meeting dictates agenda items for weekly meetings. Leadership minutes are shared with the staff via an online staff folder. Staff members are encouraged to ask questions, comment, make suggestions, etc. to the leadership team. Collaboration groups meet each Monday, Wednesday and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning period. The student team (Principal's Cabinet) will meet once a month, beginning in the second quarter. The management team meets each Friday at 1:30. The School Community Council meets each Friday at 10:30. Agendas and minutes from all meetings are kept on file. Data is looked at, but needs to be used more effectively by all teams to plan lessons, differentiate, design intervention strategies and guide professional development.
Plan	Assigned to:	Mike Anthony

	How it will look when fully met:	The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour. They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff.
	Target Date:	12/18/2015
	Tasks:	
	1. Establish schedules for school leadership team, teacher instructional teams, student team, management team, and school community council meetings.	
	Assigned to:	Wanda Ruffins
	Added date:	11/13/2015
	Target Completion Date:	09/01/2015
	Comments:	
	Task Completed:	8/17/2015 12:00:00 AM
	2. Update the leadership team by-laws.	
	Assigned to:	Mike Anthony
	Added date:	11/13/2015
	Target Completion Date:	10/15/2015
	Comments:	
	Task Completed:	10/5/2015 12:00:00 AM
	3. Classroom teachers will actively participate in school leadership team meetings.	
	Assigned to:	Wanda Ruffins
	Added date:	11/13/2015
	Target Completion Date:	03/14/2016
	Comments:	
	4. Send email encouraging teachers who are off 7th and/or 8th period to participate in leadership team meetings.	
	Assigned to:	Kathy Daneshmandi
	Added date:	03/10/2016
	Target Completion Date:	02/26/2016
	Comments:	
	Task Completed:	2/26/2016 12:00:00 AM
	5. All instructional teams and grade level clusters (teaming) at Cloverdale will develop by-laws outlining their purpose for functioning instructionally.	
	Assigned to:	Mike Anthony
	Added date:	03/11/2016
	Target Completion Date:	03/18/2016
	Comments:	
Implement	Percent Task Complete:	60%
Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	

Status	No decision has been made Tasks completed: 6 of 6 (100%)		
Assess	Level of Development:	Initial: Limited Development 02/12/2013	
	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:	Leadership team reviews data from student assessments. Data drives most decision-making.	
Plan	Assigned to:	Mike Anthony	
	How it will look when fully met:	Data will drive decisions about professional development and school performance efforts.	
	Target Date:	06/01/2015	
	Tasks:		
	1. Compiled data from multiple assessments, surveys, classroom walkthroughs and focus walks will be delivered to the leadership team.		
	Assigned to:	Wanda Ruffins	
	Added date:	03/13/2013	
	Target Completion Date:	08/01/2013	
	Frequency:	weekly	
	Comments:	This is an ongoing process.	
	Task Completed:	8/1/2013 12:00:00 AM	
	2. Professional development decisions will be made by the leadership team based on collected data.		
	Assigned to:	Wanda Ruffins	
	Added date:	03/13/2013	
	Target Completion Date:	11/01/2013	
	Frequency:	monthly	
	Comments:	Ongoing	
	Task Completed:	9/30/2013 12:00:00 AM	
	3. Student achievement data will be utilized by the leadership team to make decisions regarding school improvement needs.		
	Assigned to:	Nell Weaver, Sondra Strong	
	Added date:	03/13/2013	
	Target Completion Date:	09/20/2013	
	Frequency:	four times a year	
	Comments:	Ongoing Benchmark Blitz during 3rd quarter PD with inclusion teachers 3rd and 4th quarters Individual student conferences Made sure all nonproficient students were in an intervention class	
	Task Completed:	8/1/2013 12:00:00 AM	

		4. The school leadership team will look at data from the 1st quarter SOAR and make decisions regarding needed support for teachers using an instructional analysis tool to determine if the deficits are curricular or instructional.	
		Assigned to:	Mike Anthony
		Added date:	11/18/2015
		Target Completion Date:	11/30/2015
		Comments:	
		Task Completed:	11/30/2015 12:00:00 AM
		5. The Leadership Team will host an incentive for students who scored 70% or better on the language, reading, or math Module II SOAR.	
		Assigned to:	Mike Anthony
		Added date:	03/10/2016
		Target Completion Date:	02/05/2016
		Comments:	
		Task Completed:	2/5/2016 12:00:00 AM
		6. The school leadership team will look at data from the 3rd quarter SOAR and make decisions regarding support for teachers using the instructional analysis tool to determine if deficits are curricular or instructional.	
		Assigned to:	Mike Anthony
		Added date:	03/10/2016
		Target Completion Date:	02/08/2016
		Comments:	
		Task Completed:	2/8/2016 12:00:00 AM
Implement	Percent Task Complete:	100%	
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/12/2013	
	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:	Meetings are scheduled, but attendance is sporadic. Some subject areas meet regularly and some do not. Administrators are not always available.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)		
Status	In Plan / No Tasks Created		

Assess	Level of Development:	Initial: Limited Development 09/16/2015	
	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:	Collaboration and teaming schedules have been developed. Standing agenda items was developed and revised to guide teams in efficiently and effectively analyzing and measuring the goals outlined by the data.	
Plan	Assigned to:	Mike Anthony	
	How it will look when fully met:	Once this is fully met ,collaborative and teaming members of the team will be able to analyze the data, develop and analyze Common Formative Assessments, plan instructional units of lesson aligned with the curriculum, and conduct professional development with technical assistance to faculty and staff in support of the school objectives and goals.	
	Target Date:	10/05/2015	
	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: 3 of 3 (100%)		
Assess	Level of Development:	Initial: Limited Development 02/08/2013	
	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:	Too many mandatory meetings and administrative duties 35-40% implementation	
Plan	Assigned to:	Wanda Ruffins	
	How it will look when fully met:	Principal, assistant principals and instructional specialists will spend at least 50% of their time devoted to instructional practices.	
	Target Date:	06/01/2015	
	Tasks:		
	2. Leadership will attend Leadership Team meetings, Core Team meetings, collaboration sessions and team meetings.		
	Assigned to:	Wanda Ruffins	
	Added date:	03/13/2013	

		Target Completion Date:	09/01/2012
		Frequency:	weekly
		Comments:	
		Task Completed:	8/20/2012 12:00:00 AM
	3. Leadership will share time log with external provider(s) and investigate strategies for increasing the amount of time spent working directly with teachers to improve instruction on a monthly basis. Monitoring of percentage will be conducted monthly through evidence of logs and sign in sheets.		
		Assigned to:	Wanda Ruffins
		Added date:	05/17/2013
		Target Completion Date:	04/01/2013
		Frequency:	four times a year
		Comments:	
		Task Completed:	4/1/2013 12:00:00 AM
	4. Leadership will conduct Classroom Walkthroughs and Focus Walks to collect data for informing student achievement efforts and professional development needs. CWTs and Focus Walks will be monitored to determine if meeting District goals on a monthly basis and evidenced by collection data.		
		Assigned to:	Wanda Ruffins
		Added date:	05/17/2013
		Target Completion Date:	08/20/2012
		Frequency:	monthly
		Comments:	Ongoing process
		Task Completed:	8/20/2012 12:00:00 AM
Implement	Percent Task Complete:		100%
Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 02/08/2013
	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:		Too many mandatory meetings and administrative duties 35-40% implementation Supports correction as needed
Plan	Assigned to:		Not yet assigned
		Added date:	
Indicator	IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)		
Status	Tasks completed: 1 of 2 (50%)		

Assess	Level of Development:	Initial: Limited Development 02/12/2013	
	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:	Staff attendance incentives are in place. Academic achievements are recognized in staff meetings.	
Plan	Assigned to:	Karen Greenlee	
	How it will look when fully met:	Quarterly celebrations will be scheduled to celebrate student successes.	
	Target Date:	11/01/2013	
	Tasks:		
		1. Coaches will report quarterly to the leadership team successes based on SOAR assessments (i.e. 70%/above or 10% growth).	
		Assigned to:	Nell Weaver
		Added date:	04/16/2013
		Target Completion Date:	11/01/2013
		Frequency:	four times a year
		Comments:	The math and literacy coaches provided updates on student achievement processes in place to meet AMO's. In addition, they also reported on the SOAR and CFA results in both math and literacy after each assessment.
		Task Completed:	10/25/2013 12:00:00 AM
		2. Successful students will be showcased on the wall of recognition.	
		Assigned to:	Nell Weaver
		Added date:	04/16/2013
		Target Completion Date:	11/01/2013
		Frequency:	four times a year
		Comments:	This task has been completed each of the first three quarters of the 2013-14 school year. At some point, the wall was taken down and not updated for the 4th quarter. This task will need to continue for the following year.
Implement	Percent Task Complete:	50%	
School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			
Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)		
Status	Tasks completed: 3 of 4 (75%)		
Assess	Level of Development:	Initial: Limited Development 02/12/2013	
	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:	A needs assessment has been conducted. Some areas of need have been determined. CWT data is used to determine professional development topics. We have not conducted a follow-up to date.	
Plan	Assigned to:	Wanda Ruffins	
	How it will look when fully met:	Leadership will plan and attend all professional development sessions, and will follow through to make sure all strategies are implemented.	
	Target Date:	12/20/2013	
	Tasks:		
	1. Leadership will conduct CWTs and focus walks to monitor implementation of professional development.		
	Assigned to:	Wanda Ruffins	
	Added date:	05/17/2013	
	Target Completion Date:	08/20/2012	
	Frequency:	four times a year	
	Comments:		
	Task Completed:	8/20/2012 12:00:00 AM	
	2. Leadership will provide additional support to teachers in need of assistance with professional development efforts.		
	Assigned to:	Wanda Ruffins	
	Added date:	05/17/2013	
	Target Completion Date:	08/20/2012	
	Comments:		
	Task Completed:	8/20/2012 12:00:00 AM	
	3. The principal will address any concerns of professional development implementation with individual teachers.		
	Assigned to:	Wanda Ruffins	
	Added date:	05/17/2013	
	Target Completion Date:	08/20/2012	
	Comments:		
	Task Completed:	8/20/2012 12:00:00 AM	
	4. All professional development will follow a systematic process that includes training, observation of implementation, collaborative discussion of implementation evidence and evaluation.		
	Assigned to:	Wanda Ruffins	
	Added date:	05/17/2013	
	Target Completion Date:	08/01/2013	
	Comments:		

Implement	Percent Task Complete:	75%
Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)	
Status	In Plan / No Tasks Created	
Assess	Level of Development:	Initial: No development or Implementation 02/12/2013
		Will include in plan
	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:	No peer observations occur at this time. Teachers are required to substitute for other teachers when needed. This is very difficult to schedule.
Plan	Assigned to:	Not yet assigned
	Added date:	
Indicator	IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)	
Status	Tasks completed: 5 of 7 (71%)	
Assess	Level of Development:	Initial: Limited Development 02/12/2013
	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:	A needs assessment has been conducted. Some professional development has been conducted. Follow-up is needed.
Plan	Assigned to:	Wanda Ruffins
	How it will look when fully met:	Leadership will monitor professional development efforts designed to emphasize indicators of effective teaching and classroom management.
	Target Date:	12/20/2013
	Tasks:	
	1. Leadership will monitor professional development efforts designed to emphasize indicators of effective teaching and classroom management	
	Assigned to:	Wanda Ruffins
	Added date:	05/17/2013
	Target Completion Date:	11/09/2012
	Frequency:	four times a year
	Comments:	Monitoring is in place. This is an ongoing process.
	Task Completed:	11/9/2012 12:00:00 AM

	2. Professional development will be provided to teachers on the two domains of Charlotte Danielson's Framework for Teaching: Instruction and Classroom Environment.
	Assigned to: Wanda Ruffins
	Added date: 05/17/2013
	Target Completion Date: 10/03/2012
	Comments:
	Task Completed: 10/3/2012 12:00:00 AM
	3. The administrative team will be trained on the use of the state evaluation system (TESS).
	Assigned to: Wanda Ruffins
	Added date: 05/17/2013
	Target Completion Date: 07/23/2012
	Comments: Training is complete. All but one has passed the assessment.
	Task Completed: 7/23/2012 12:00:00 AM
	4. Professional development will be provided for identifying teacher learning styles and reflecting on instructional practices.
	Assigned to: Wanda Ruffins
	Added date: 05/17/2013
	Target Completion Date: 11/30/2013
	Comments: Professional development will be provided for identifying teacher learning styles and reflecting on instructional practices.
	5. Teachers will participate in school-wide effort of determining student learning styles and designing instruction to meet student needs.
	Assigned to: Wanda Ruffins
	Added date: 05/17/2013
	Target Completion Date: 11/30/2013
	Comments:
	6. External Providers will be utilized to provide classroom-embedded professional development of effective instructional strategies based on individual teacher needs.
	Assigned to: Wanda Ruffins
	Added date: 05/17/2013
	Target Completion Date: 11/01/2012
	Frequency: once a year
	Comments: Process began in November. Several sessions conducted.
	Task Completed: 11/1/2012 12:00:00 AM
	7. Micro Mondays will provide opportunities for teachers to receive training in using technology integration in the classroom.
	Assigned to: Betty Larry
	Added date: 05/17/2013
	Target Completion Date: 11/15/2012
	Frequency: twice monthly
	Comments:

		Task Completed:	11/15/2012 12:00:00 AM
Implement	Percent Task Complete:		71%
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	No decision has been made Tasks completed: 4 of 4 (100%)		
Assess	Level of Development:	Initial: Limited Development 10/05/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has a guidance plan that includes options for planning college and career opportunities. As a middle school, we do not currently track graduates as they pursue their college and career goals. For the past several years, Cloverdale has sponsored a monthly college and career Friday. Students and staff are encouraged to wear college paraphernalia and lessons include college awareness information, etc.	
Plan	Assigned to:	Wanda Ruffins	
	How it will look when fully met:	The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals. ADE will monitor the following: • The guidance plan • The process of tracking recent graduates	
	Target Date:	05/30/2016	
	Tasks:		
	1. Smart Core Curriculum forms will be completed for each seventh grade student. This curriculum prepares students for college and career readiness.		
	Assigned to:	Demetria McCollum	
	Added date:	11/13/2015	
	Target Completion Date:	09/10/2015	
	Comments:		
	Task Completed:	9/15/2015 12:00:00 AM	
	2. An AVID college preparedness track will be chosen for seventh and eighth grade. The curriculum is designed to increase the number of students who enroll and persist in four-year colleges and universities. It also accelerates students' academic language acquisition and puts EL students on a pathway to high school AVID and college readiness.		
	Assigned to:	Hiram Sumlin	
	Added date:	11/13/2015	

		Target Completion Date:	08/17/2015
		Comments:	
		Task Completed:	8/17/2015 12:00:00 AM
		3. A Family Night focusing on transitioning to high school will be scheduled. Counselors from McClellan High School will be invited to talk with the parents and 8th grade students. Topics will include: • How to calculate a grade point average (GPA) • The emotional and academic aspects of transitioning to high school • The importance of a Four-Year Plan in helping students focus on high school graduation and college admission • How parents can help their students at home	
		Assigned to:	Hiram Sumlin
		Added date:	03/10/2016
		Target Completion Date:	03/15/2016
		Comments:	
		Task Completed:	3/15/2016 12:00:00 AM
		4. A meeting will be held with the instructional facilitators from Cloverdale and Baseline Elem. (one of our feeder schools) to review SRI and SMI data. Discussion will center around how 5th grade teachers can better prepare students for the transition from elementary to middle school.	
		Assigned to:	Crystal Braswell
		Added date:	03/11/2016
		Target Completion Date:	02/17/2016
		Comments:	
		Task Completed:	2/17/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
Curriculum, Assessment, and Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)		
Status	Add a Task Tasks completed: 1 of 2 (50%)		
Assess	Level of Development:	Initial: Limited Development 02/08/2013	
		Objective Met - 06/17/2013	
	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 district provides curriculum maps and guides for content areas. Full implementation is needed.	
Plan	Assigned to:	Karen Greenlee	
	How it will look when fully met:	All lesson plans will be aligned to standards-based objectives and will include criteria for mastery.	

	Target Date:	08/31/2013
	Tasks:	
	1. Teachers will meet in collaborative groups to develop in-house common formative assessments that will be used to evaluate mastery of standards-based objectives.	
	Assigned to:	Karen Greenlee
	Added date:	04/16/2013
	Target Completion Date:	09/16/2013
	Frequency:	monthly
	Comments:	Teachers meet collaboratively three times a week to develop lessons, units and CFA's to evaluate mastery of standards based objectives.
	2. Teachers will meet in collaboration to organize units of instruction which include standards-based objectives and criteria for mastery.	
	Assigned to:	Karen Greenlee
	Added date:	04/16/2013
	Target Completion Date:	08/20/2012
	Frequency:	monthly
	Comments:	
	Task Completed:	8/20/2012 12:00:00 AM
Implement	Percent Task Complete:	50%
	Objective Met:	6/17/2013
	Experience:	6/17/2013 Collaboration meetings have been built in to the master schedule. Units are developed and monitored by the administrative team.
	Sustain:	6/17/2013 Scheduling time for these meetings must continue. This effort must be monitored by the instructional coaches and administrators.
	Evidence:	6/17/2013 Meeting agendas and minutes

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)		
Status	Tasks completed: 3 of 4 (75%)		
Assess	Level of Development:	Initial: Limited Development 02/08/2013	
	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:	Instructional units and pre-/post tests are used in the majority of curricular areas. Results are used in English and math classes to guide instruction, but not as much in other curricular areas. Individual student results are not studied as much as trend data and group results. More time needs to be spent planning instructional units. We are trying to refine the process of what to do with the data.
Plan	Assigned to:	Mike Anthony
	How it will look when fully met:	The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit. The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.
	Target Date:	05/30/2016
	Tasks:	
	1. Conduct professional development on developing pre-/post assessments.	
	Assigned to:	Mike Anthony
	Added date:	11/18/2015
	Target Completion Date:	09/15/2015
	Comments:	
	Task Completed:	8/11/2015 12:00:00 AM
	2. Pre-/post assessments will be developed in all content areas.	
	Assigned to:	Mike Anthony
	Added date:	11/18/2015
	Target Completion Date:	03/15/2016
	Comments:	
	3. Professional development on testing formats will be available as needed to assist with the development of pre-/post assessments.	
	Assigned to:	Crystal Braswell
	Added date:	11/18/2015
	Target Completion Date:	12/18/2015
	Comments:	
	Task Completed:	11/16/2015 12:00:00 AM
	4. Forms for reflection and remediation will be developed in order to guide instruction.	
	Assigned to:	Crystal Braswell
	Added date:	11/18/2015
	Target Completion Date:	11/10/2015
	Comments:	
	Task Completed:	11/9/2015 12:00:00 AM
Implement	Percent Task Complete:	75%

Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 02/08/2013	
	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:	Consistency is lacking. Some results are reviewed.	
Plan	Assigned to:	Sondra Strong	
	How it will look when fully met:	Cloverdale Leadership Team has established a process for creating, disseminating and analyzing pre and post test data results. The leadership team currently analyzes the teacher-made common formative assessments through its literacy and math instructional facilitator at least three cycles within each nine weeks among collaborative team as monitored by the Literacy and math Facilitators. Interim assessments (TLI) is used a predictor of students performance every nine weeks for the upcoming ACT Aspire Exam. The Scholastic Reading Inventory, Scholastic Phonics Inventory and Scholastic Mathematics Inventory data reports are pulled a minimum of three times through out the school year to support programming decisions and student placement.	
	Target Date:	08/17/2015	
	Tasks:		
		1. *Literacy, Mathematics and Science Teachers will create and administer Common Formative Assessments. Data results will be shared among instructional teams to determine instructional decisions. *Interim assessments reports will be pulled by the both the Literacy and Math Facilitators and reflected upon during Leadership and Instructional Team Meetings quarterly to identify student instructional gaps and growth in student learning. Scholastic Inventory Assessment data will be monitored and analyzed periodically throughout the year, a minimum of three cycles to assist the leadership team with gauging student performance and placement as well as measure the effectiveness of various programs systemically implemented for student achievement.	
		Assigned to:	Crystal Braswell
		Added date:	10/05/2015
		Target Completion Date:	08/17/2015
		Frequency:	monthly
		Comments:	The School Improvement Specialist will describe in its weekly report how student level data is being analyzed by the Administrative, Leadership, Instructional and District Leadership Teams
Implement	Percent Task Complete:	0%	
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)		
Status	Tasks completed: 9 of 11 (82%)		

Assess	Level of Development:	Initial: Limited Development 02/12/2013	
	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:	Instructional units and pre-/post tests are used in the majority of curricular areas. Results are used in English and math classes to guide instruction, but not as much in other curricular areas. Individual student results are not studied as much as trend data and group results. More time needs to be spent planning instructional units. We are trying to refine the process of what to do with the data.	
Plan	Assigned to:	Crystal Braswell	
	How it will look when fully met:	The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.	
	Target Date:	05/30/2016	
	Tasks:		
	1. Reflection forms will be completed by all English and math teachers following each pre-test in order to outline a differentiation plan.		
	Assigned to:	Crystal Braswell	
	Added date:	11/18/2015	
	Target Completion Date:	12/01/2015	
	Comments:		
	Task Completed:	11/11/2015 12:00:00 AM	
	2. Remediation plans will be developed by all English and math teachers following each post-test.		
	Assigned to:	Crystal Braswell	
	Added date:	11/18/2015	
	Target Completion Date:	11/17/2015	
	Comments:		
	Task Completed:	11/11/2015 12:00:00 AM	
	3. A reporting form for analyzing data from pre-post tests (i.e. number tested, number scoring a D or F, averages, etc.) to keep consistent with the 45-day plan.		
	Assigned to:	Sondra Strong	
	Added date:	11/18/2015	
	Target Completion Date:	12/18/2015	
	Comments:		

		Task Completed:	11/11/2015 12:00:00 AM
		4. Professional development will be conducted on Criterion Writing.	
		Assigned to:	Crystal Braswell
		Added date:	11/18/2015
		Target Completion Date:	11/18/2015
		Comments:	
		Task Completed:	11/17/2015 12:00:00 AM
		5. Using the TLI analysis form, English teachers will analyze items from the Module II SOAR for high distracters and short/long term instructional next steps for standards not mastered by 70% of students.	
		Assigned to:	Crystal Braswell
		Added date:	03/10/2016
		Target Completion Date:	01/15/2016
		Comments:	
		Task Completed:	1/15/2016 12:00:00 AM
		6. Using the results of Module II SOAR (IAT), sixth grade English teachers will meet with the Literacy Instructional Facilitator for a full day to explore and analyze unit and lesson plans for use of high yield instructional strategies.	
		Assigned to:	Crystal Braswell
		Added date:	03/10/2016
		Target Completion Date:	02/09/2016
		Comments:	
		Task Completed:	2/9/2016 12:00:00 AM
		7. Using the results of Module II SOAR (IAT), seventh and eighth grade English teachers will meet with the Literacy Instructional Facilitator to revisit alignment of curriculum and pre/post tests, and identify high yield instructional strategies for future unit and lesson plans.	
		Assigned to:	Crystal Braswell
		Added date:	03/10/2016
		Target Completion Date:	02/11/2016
		Comments:	
		Task Completed:	2/11/2016 12:00:00 AM
		8. Utilizing the Instructional Analysis Tool (IAT), sixth, seventh and eighth grade math teachers will analyze the data from the Module II SOAR to determine which standards need to be remediated.	
		Assigned to:	Sondra Strong
		Added date:	03/10/2016
		Target Completion Date:	02/10/2016
		Comments:	
		Task Completed:	2/10/2016 12:00:00 AM
		9. Using the data from Module II SOAR and the 3rd quarter curriculum, sixth, seventh and eighth grade math teachers will meet with the Math Instructional Facilitator a full day to plan, pace, and create effective units of instruction and to develop pre and post assessments.	
		Assigned to:	Sondra Strong

		Added date:	03/10/2016
		Target Completion Date:	01/27/2016
		Comments:	
		Task Completed:	1/27/2016 12:00:00 AM
	10. Using Criterion Writing, English, science, and social studies teachers will assess student writing for grammar, style, mechanics, and usage while providing immediate feedback to students.		
		Assigned to:	Crystal Braswell
		Added date:	03/10/2016
		Target Completion Date:	03/17/2016
		Comments:	
	11. Using third quarter post-test data, teachers will remediate/enrich students (flexible groups) during extended class periods. Extended class periods will be a direct result of administration of the ACT Aspire Interim assessments.		
		Assigned to:	Mike Anthony
		Added date:	03/10/2016
		Target Completion Date:	03/15/2016
		Comments:	
Implement	Percent Task Complete:		82%
Indicator	IIB05 - All teachers re-teach based on post-test results.(95)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: No development or Implementation 02/12/2013	
		Will include in plan	
	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:	Few teachers re-teach based on post-test results.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Curriculum, Assessment, and Instructional Planning			
Engaging teachers in differentiating and aligning learning activities			
Indicator	IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: No development or Implementation 02/12/2013	
		Will include in plan	
	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:	Majority of instruction at this time is lecture.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)		
Status	Objective Met 6/3/2014		
Assess	Level of Development:	Initial: Limited Development 02/08/2013	
		Objective Met - 06/03/2014	
	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:	ACSIP Benchmark statements established In process of implementing the plan	
Plan	Assigned to:	Kathy Daneshmandi	
	How it will look when fully met:	The leadership team will set achievement goals for student performance and professional development efforts based on learning data (i.e. observational data, common assessments, action plans, PIP).	
	Target Date:	06/01/2015	
	Tasks:		
	1. Leadership Team will discuss state assessment results and set goals for achieving AMO for All Students, Students with Disabilities, and English Language Learners.		
	Assigned to:	Kathy Daneshmandi	
	Added date:	03/13/2013	
	Target Completion Date:	09/02/2013	
	Frequency:	once a year	
	Comments:	The very first core team meeting includes setting the student achievement goals for the three TAGG population groups based on Benchmark results and annual AMO's.	
	Task Completed:	8/30/2013 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	6/3/2014	

	Experience:	6/3/2014 Looked at the Benchmark then the AMO and developed IMO's using a regression (Rate of Change) formula with the support of Pearson's lead consultant.	
	Sustain:	6/3/2014 This task will need to continue each year at the beginning of the academic school year.	
	Evidence:	6/3/2014 Leadership minutes and agendas, list of IMO's, ACSIP and PIP, Spreadsheet with quarterly updates, ADE ESEA Quarterly Report, Pearson weekly reports and etc.	
Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)		
Status	Objective Met 6/3/2014		
Assess	Level of Development:	Initial: Limited Development 02/08/2013	
		Objective Met - 06/03/2014	
	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:	Method for collecting student learning data in place Next step is linkages	
Plan	Assigned to:	Sondra Strong, Crystal Braswell	
	How it will look when fully met:	The literacy and math coaches will provide quarterly assessment data to the leadership team, staff and students.	
	Target Date:	08/31/2013	
	Tasks:		
	1. Instructional coaches will advise the leadership team and staff of Benchmark data at the beginning of the year.		
	Assigned to:	Nell Weaver, Sondra Strong	
	Added date:	04/16/2013	
	Target Completion Date:	08/31/2012	
	Frequency:	once a year	
	Comments:	Beginning of the school year at the first faculty meeting, Benchmark data results were shared with the entire staff. PLC's were held with grade level teams to discuss specific grade level data in math and literacy.	
	Task Completed:	8/31/2012 12:00:00 AM	
	2. Instructional coaches will conduct data analysis PLCs with staff at the beginning of the year and continue on a quarterly basis.		
	Assigned to:	Nell Weaver, Sondra Strong	
	Added date:	04/16/2013	
	Target Completion Date:	08/31/2012	
	Frequency:	four times a year	
	Comments:		
	Task Completed:	8/31/2012 12:00:00 AM	

		3. Teachers and students will be able to articulate student quarterly performance levels and individual learning goals.
	Assigned to:	Nell Weaver, Sondra Strong
	Added date:	04/16/2013
	Target Completion Date:	08/31/2012
	Frequency:	four times a year
	Comments:	Culminating activity in test prep called "Do You Know Your Score?"
	Task Completed:	8/31/2012 12:00:00 AM
		4. The leadership team will have conversations with teams concerning student data.
	Assigned to:	Assistant Principals
	Added date:	05/16/2013
	Target Completion Date:	08/31/2012
	Frequency:	four times a year
	Comments:	
	Task Completed:	8/31/2012 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	6/3/2014
	Experience:	6/3/2014 Understanding how to present data to the staff and making certain specific strengths and weaknesses were communicated during the presentation without pointing out individual teachers. This was done in an effort to make the information less threatening to teachers.
	Sustain:	6/3/2014 Continue focus on data analysis at the beginning of the school year. Empowering all teachers to understand their data implementing to drive instruction.
	Evidence:	6/3/2014 Sign in sheets, agenas and Presentation handouts from PD and collaboration team meetings.
Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	
Status	Tasks completed: 20 of 22 (91%)	
Assess	Level of Development:	Initial: Limited Development 02/12/2013
	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:	Math and literacy data is being reviewed. Instruction is not being individualized on a consistent basis.
Plan	Assigned to:	Sondra Strong, Crystal Braswell
	How it will look when fully met:	Instructional teams will monitor student learning data quarterly and create common formative assessments.
	Target Date:	11/01/2013

Tasks:	
	1. Literacy and math instructional teams will meet at the beginning of the year and after each SOAR assessment in half-day collaboration sessions to analyze data, determine next steps for remediation/enhancements and plan for upcoming TLI modules. Substitutes will be utilized.
	Assigned to: Nell Weaver, Sondra Strong
	Added date: 04/16/2013
	Target Completion Date: 11/01/2012
	Frequency: four times a year
	Comments:
	Task Completed: 11/1/2012 12:00:00 AM
	2. Multiple forms of data will be utilized to personalize reading practice, differentiate instruction, monitor progress, and make data driven decisions to guide each student's reading.
	Assigned to: Nell Weaver
	Added date: 04/16/2013
	Target Completion Date: 11/01/2013
	Frequency: four times a year
	Comments:
	Task Completed: 9/9/2013 12:00:00 AM
	3. Students will be remediated and enhanced through instructional differentiation. e.g. test prep classes, intervention classes, Tier 1 interventions that include appropriate use of technology, ELL strategies, and after-school tutoring. Intervention class enrollments will be based on data, and reevaluated each semester.
	Assigned to: Wanda Ruffins
	Added date: 04/16/2013
	Target Completion Date: 11/01/2012
	Frequency: once a year
	Comments:
	Task Completed: 11/1/2012 12:00:00 AM
	4. The regular school day will continue to include an Extended-Day Test Prep of intervention and enhancement classes. After the 1st semester, current assessment data will be used to adjust enrollment of students as needed.
	Assigned to: Wanda Ruffins
	Added date: 04/16/2013
	Target Completion Date: 08/31/2012
	Frequency: twice a year
	Comments:
	Task Completed: 8/20/2012 12:00:00 AM
	5. Instructional coaches and teachers will design a data wall at the beginning of the year. The wall will be updated quarterly.
	Assigned to: Nell Weaver, Sondra Strong
	Added date: 05/16/2013
	Target Completion Date: 08/31/2012

		Frequency:	four times a year
		Comments:	
		Task Completed:	8/31/2012 12:00:00 AM
		6. Math and Literacy Instructional Teams will create and maintain data notebooks to compile information about student performances. The notebooks will be utilized when making decisions about interventions, remediation, and enhancements.	
		Assigned to:	Nell Weaver, Sondra Strong
		Added date:	05/16/2013
		Target Completion Date:	08/31/2012
		Frequency:	four times a year
		Comments:	
		Task Completed:	8/31/2012 12:00:00 AM
		7. The school schedule will provide teachers with opportunities to collaborate with same-discipline colleagues in order to look at student data to inform instructional decisions.	
		Assigned to:	Wanda Ruffins
		Added date:	05/16/2013
		Target Completion Date:	08/31/2012
		Frequency:	once a year
		Comments:	Mandatory 5 days a week during the first semester and 3 days a week during the second semester.
		Task Completed:	8/20/2012 12:00:00 AM
		8. Instructional coaches will use PLCs to facilitate data analysis and reflections around data wall information at beginning of year and continue on a quarterly basis. Data wall reflection reports will be generated and shared with the leadership team.	
		Assigned to:	Nell Weaver, Sondra Strong
		Added date:	05/16/2013
		Target Completion Date:	08/31/2012
		Frequency:	four times a year
		Comments:	
		Task Completed:	8/30/2012 12:00:00 AM
		9. An Aerospace Investigations Course will be offered during the regular school day and is mandatory for all students.	
		Assigned to:	Wanda Ruffins
		Added date:	05/16/2013
		Target Completion Date:	08/20/2013
		Frequency:	once a year
		Comments:	
		Task Completed:	8/20/2012 12:00:00 AM
		10. The school year will be extended for incoming sixth graders through an Early Start Program. The program will focus on creating a smooth transition into the middle school environment. (School Improvement Grant)	
		Assigned to:	Angela Seay

		Added date:	05/16/2013
		Target Completion Date:	08/01/2012
		Comments:	
		Task Completed:	8/1/2012 12:00:00 AM
	11. The school day will be extended to provide opportunities for before and after-school tutoring. Saturday tutoring will also be offered to students. (School Improvement Grant)		
		Assigned to:	Angela Seay
		Added date:	05/16/2013
		Target Completion Date:	08/20/2012
		Frequency:	once a year
		Comments:	
		Task Completed:	8/20/2012 12:00:00 AM
	12. ELD classes will be provided as an intervention as appropriate. An English Language Proficiency Assessment will be used to select students for ELD classes.		
		Assigned to:	Wanda Ruffins
		Added date:	05/16/2013
		Target Completion Date:	08/20/2012
		Frequency:	once a year
		Comments:	
		Task Completed:	8/20/2012 12:00:00 AM
	13. SIOP trained teachers will be required to implement SIOP techniques, post language objectives and facilitate professional development for their peers.		
		Assigned to:	Angela Seay
		Added date:	05/16/2013
		Target Completion Date:	01/01/2013
		Frequency:	daily
		Comments:	
		Task Completed:	12/21/2012 12:00:00 AM
	14. Based on our student population, the extensive workload of our stipend position, current Benchmark/SOAR data and suggestions from our external provider, the principal will investigate the employment of a full-time ESL specialist.		
		Assigned to:	Wanda Ruffins
		Added date:	05/16/2013
		Target Completion Date:	09/02/2013
		Comments:	The request was made in June of 2013 and denied by the district.
		Task Completed:	8/16/2013 12:00:00 AM
	15. An additional consultant from Easter Seals will be utilized to provide technical assistance to CBI teachers for increasing student achievement and meeting portfolio proficiency. (School Improvement Grant)		
		Assigned to:	Wanda Ruffins
		Added date:	05/16/2013

		Target Completion Date:	12/03/2012
		Comments:	
		Task Completed:	12/3/2012 12:00:00 AM
	16. Data will be disaggregated separately to determine the strengths and weaknesses of students in the ESL and SWD subpopulations.		
		Assigned to:	Nell Weaver, Sondra Strong
		Added date:	05/16/2013
		Target Completion Date:	08/31/2012
		Frequency:	four times a year
		Comments:	
		Task Completed:	8/30/2012 12:00:00 AM
	17. Literacy instructional teams will conduct portfolio reviews to analyze student writing performance.		
		Assigned to:	Nell Weaver
		Added date:	05/16/2013
		Target Completion Date:	10/01/2013
		Frequency:	twice a year
		Comments:	
		Task Completed:	12/2/2013 12:00:00 AM
	18. Instructional coaches and department chairs will design intervention lessons for the Test Prep period to support weak SLEs identified by analyzed data.		
		Assigned to:	Nell Weaver, Sondra Strong
		Added date:	05/16/2013
		Target Completion Date:	08/20/2012
		Frequency:	daily
		Comments:	
		Task Completed:	8/20/2012 12:00:00 AM
	19. Instructional teams will create common assessments and analyze data to improve instruction. Coaches will facilitate these actions with instructional teams.		
		Assigned to:	Nell Weaver, Sondra Strong
		Added date:	05/16/2013
		Target Completion Date:	10/31/2014
		Frequency:	four times a year
		Comments:	Literacy is embedded into the curriculum. The literacy teachers follow the curriculum, according to the Literacy Coach (June 2, 2014) All teachers are not consistently implementing across grade levels. Math - Analyzing and using data to improve instruction is not occurring consistently or effectively towards making future decisions. Pearson Math Consultant (June 2, 2014)
	20. Instructional coaches will develop pre and post tests to provide additional common data to determine interventions, remediation, and enhancement needs of students.		
		Assigned to:	Nell Weaver, Sondra Strong

		Added date:	05/16/2013
		Target Completion Date:	08/20/2012
		Frequency:	four times a year
		Comments:	
		Task Completed:	8/20/2012 12:00:00 AM
	21. External Providers will be utilized to assist coaches with efforts to increase student achievement.		
		Assigned to:	Wanda Ruffins
		Added date:	05/16/2013
		Target Completion Date:	12/03/2012
		Frequency:	once a year
		Comments:	
		Task Completed:	11/26/2012 12:00:00 AM
	22. Instructional teams will plan and provide celebrations for the students scoring 70% or above OR students who improve by 10% on quarterly assessments.		
		Assigned to:	Karen Greenlee
		Added date:	05/16/2013
		Target Completion Date:	12/19/2014
		Frequency:	twice a year
		Comments:	It's been "hit or miss." At the end of the second quarter, a student celebration occurred. However, none have occurred since then. (June 2, 2014)
Implement	Percent Task Complete:		91%
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)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/12/2013	
	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:	Currently being implemented in focus areas only.	
Plan	Assigned to:	Not yet assigned	
		Added date:	
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/08/2013	
	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:	Collaborative teams meet for 45 minutes 3 times a week The literacy and math departments are doing a good job with this A plan is in place to include science and social studies	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)		
Status	Tasks completed: 1 of 2 (50%)		
Assess	Level of Development:	Initial: Limited Development 02/08/2013	
	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, but not all PLC's conducted to address this Emphasis on individual student learning	
Plan	Assigned to:	Wanda Ruffins	
	How it will look when fully met:	All teachers will have lesson plans aligned to units of instruction.	
	Target Date:	08/31/2013	
	Tasks:		
	1. The administrative team will develop a systematic process for monitoring lesson plans.		
	Assigned to:	Wanda Ruffins	
	Added date:	04/16/2013	
	Target Completion Date:	08/31/2013	
	Frequency:	weekly	
	Comments:		
	3. Teachers will use the district lesson plan template to design lessons.		
	Assigned to:	Karen Greenlee	
	Added date:	04/16/2013	
	Target Completion Date:	08/31/2013	

		Frequency:	daily
		Comments:	
		Task Completed:	8/30/2013 12:00:00 AM
Implement	Percent Task Complete:		50%
Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 02/08/2013
	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:		Working on teacher data notebooks
Plan	Assigned to:		Not yet assigned
		Added date:	
Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 02/08/2013
	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 use embedded, periodic... assessments
Plan	Assigned to:		Not yet assigned
		Added date:	
Indicator	IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)		
Status	Tasks completed: 1 of 2 (50%)		
Assess	Level of Development:		Initial: Limited Development 02/12/2013
	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 interact instructionally with students.
Plan	Assigned to:	Assistant Principals
	How it will look when fully met:	Teachers will provide students with detailed feedback in a timely manner.
	Target Date:	11/01/2013
	Tasks:	
	1. Teachers will receive professional development on providing constructive feedback to students.	
	Assigned to:	Nell Weaver, Sondra Strong
	Added date:	04/16/2013
	Target Completion Date:	11/01/2013
	Comments:	
	Task Completed:	10/18/2013 12:00:00 AM
	2. Teachers will use collaborative meetings to discuss evidence of professional development implementation and determine next steps for monitoring and adjustments.	
	Assigned to:	Assistant Principals
	Added date:	04/16/2013
	Target Completion Date:	01/01/2014
	Frequency:	twice a year
	Comments:	
Implement	Percent Task Complete:	50%
Indicator	IIIA35 - Students are engaged and on task.(144)	
Status	In Plan / No Tasks Created	
Assess	Level of Development:	Initial: Limited Development 02/08/2013
	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:	Professional development on classroom engagement is in the planning process
Plan	Assigned to:	Not yet assigned
	Added date:	
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: 6 of 7 (86%)	
Assess	Level of Development:	Initial: Limited Development 02/07/2013

	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 maintain a log as required by PTAS Certain departments require parent logs	
Plan	Assigned to:	Angela Dallas	
	How it will look when fully met:	All teachers will maintain a log documenting consistent communication with parents of all students. Individual logs and team summary reports will be submitted to the principal on a monthly basis.	
	Target Date:	12/15/2013	
	Tasks:		
	1. Communication log(s) and summary documents will be developed for use by all teachers.		
	Assigned to:	Angela Seay	
	Added date:	02/07/2013	
	Target Completion Date:	02/28/2013	
	Comments:		
	Task Completed:	2/28/2013 12:00:00 AM	
	2. Teachers will be provided Professional Development on the importance of parent communication and using the communication log to document positive parental contacts.		
	Assigned to:	Angela Seay	
	Added date:	05/17/2013	
	Target Completion Date:	04/30/2013	
	Frequency:	once a year	
	Comments:		
	Task Completed:	3/10/2013 12:00:00 AM	
	3. Weekly data will be collected and used to create a monthly summary report. The monthly reports will be delivered to principal for review and shared with staff.		
	Assigned to:	Angela Seay	
	Added date:	05/17/2013	
	Target Completion Date:	05/31/2013	
	Frequency:	monthly	
	Comments:		
	Task Completed:	5/31/2013 12:00:00 AM	
	4. Principal will address any communication log(s) and/or summary report concerns with individual teachers.		
	Assigned to:	Wanda Ruffins	
	Added date:	05/17/2013	
	Target Completion Date:	05/31/2013	
	Comments:		

		Task Completed:	5/31/2013 12:00:00 AM
		5. In order to evaluate effectiveness of communication log efforts to improve school culture, a survey that depicts expected outcomes will be generated and conducted during school year. Analyzed data will be shared with staff.	
		Assigned to:	Angela Seay
		Added date:	05/17/2013
		Target Completion Date:	12/20/2013
		Frequency:	once a year
		Comments:	
		6. Principal, Parent Facilitator and Parent Coordinator will maintain consistent communication with community stakeholders as evidenced by a communication log.	
		Assigned to:	Wanda Ruffins, Angela Seay, Jade Salzman
		Added date:	05/17/2013
		Target Completion Date:	06/06/2013
		Comments:	
		Task Completed:	6/3/2013 12:00:00 AM
		7. An ELL parental communication plan to include an ELL parent night will be developed.	
		Assigned to:	Angela Seay, Jade Salzman
		Added date:	05/17/2013
		Target Completion Date:	11/15/2013
		Comments:	
		Task Completed:	11/15/2013 12:00:00 AM
Implement	Percent Task Complete:		86%
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 02/08/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Few assign homework 4 nights a week Some assign homework	
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 02/08/2013	
	Index:	3	(Priority Score x Opportunity Score)

	Priority Score:	1	(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 check for return of homework Few check and provide feedback	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 02/08/2013	
	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:	No evidence	
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	Tasks completed: 8 of 9 (89%)		
Assess	Level of Development:	Initial: Limited Development 01/25/2013	
	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:	In some classrooms, rituals and routines are in place to address this issue Some more effective teachers do this, but others do not	
Plan	Assigned to:	Kathy Daneshmandi	
	How it will look when fully met:	All teachers will have a consistent, systematic approach for managing student responses and requests for assistance.	
	Target Date:	05/31/2013	
	Tasks:		

		1. Focus walks will be conducted to gather baseline data concerning the classroom management indicator of students using cues to signal before speaking.
	Assigned to:	Kathy Daneshmandi
	Added date:	01/25/2013
	Target Completion Date:	01/17/2013
	Comments:	Survey generation and tabulation of results
	Task Completed:	1/17/2013 12:00:00 AM
		2. Professional development will be provided to teachers on the Wise Ways indicator through a PLC.
	Assigned to:	Pam England
	Added date:	01/25/2013
	Target Completion Date:	01/22/2013
	Comments:	PD will be conducted as a PLC for all staff to attend at their convenience.
	Task Completed:	1/22/2013 12:00:00 AM
		3. School personnel will attend the Fosten Institute Holistic Mentoring School Health Conference provided by CSH to acquire and redeliver information for exploring strategies to assist with student safety and wellness. (ADE Recommendation)
	Assigned to:	Angela Seay
	Added date:	01/25/2013
	Target Completion Date:	02/28/2013
	Comments:	Create survey and tabulate data
	Task Completed:	2/28/2013 12:00:00 AM
		4. Leadership team will conduct a follow-up focus walk to gather implementation data on the classroom management indicator of students using cues to signal before speaking.
	Assigned to:	Kathy Daneshmandi
	Added date:	01/25/2013
	Target Completion Date:	03/31/2013
	Comments:	Create survey and tabulate data
	Task Completed:	2/14/2013 12:00:00 AM
		5. Leadership will explore professional development opportunities available from Dr. Howard Knoff for "Implementing Response to Intervention" professional development. (ADE recommendation)
	Assigned to:	Angela Seay
	Added date:	01/25/2013
	Target Completion Date:	04/12/2013
	Comments:	Create survey and tabulate data
	Task Completed:	1/24/2013 12:00:00 AM
		6. The principal will address any classroom management concerns with individual teachers and provide additional assistance as needed.
	Assigned to:	Wanda Ruffins
	Added date:	01/25/2013
	Target Completion Date:	06/06/2013

		Comments:	
		Task Completed:	6/6/2013 12:00:00 AM
	7. Scheduled focus walks will be conducted to gather classroom management implementation data and shared with staff.		
		Assigned to:	Kathy Daneshmandi
		Added date:	01/25/2013
		Target Completion Date:	02/14/2013
		Comments:	
		Task Completed:	2/14/2013 12:00:00 AM
	8. Student Council and Principal's Cabinet members will serve as a student advisory cabinet. They will offer suggestions to leadership for improving the school culture, such as ways to reduce discipline referrals and tardies...		
		Assigned to:	David Bernard, Wanda Ruffins
		Added date:	05/17/2013
		Target Completion Date:	11/30/2013
		Comments:	
		Task Completed:	10/18/2013 12:00:00 AM
	9. The strategy of using cues to signal before speaking in the classroom as an indicator of classroom management will be reviewed with new teachers. All teachers will periodically be reminded of the importance of implementing this strategy.		
		Assigned to:	Karen Greenlee
		Added date:	02/19/2014
		Target Completion Date:	01/31/2014
		Frequency:	twice a year
		Comments:	
Implement	Percent Task Complete:		89%
Indicator	IIIC05 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)		
Status	Tasks completed: 7 of 9 (78%)		
Assess	Level of Development:	Initial: Limited Development 02/12/2013	
	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 use of a variety of instructional modes needs to be increased and consistent.	
Plan	Assigned to:	Wanda Ruffins	
	How it will look when fully met:	Classroom walk-through data will reveal teachers are using a variety of instructional modes.	
	Target Date:	06/01/2015	
	Tasks:		

	1. Teachers will use learning styles professional development to determine instructional modes to meet student needs. Students will analyze data and identify personal strategies to assist in their learning.
	Assigned to: Karen Greenlee, Nell Weaver
	Added date: 04/16/2013
	Target Completion Date: 10/31/2013
	Comments:
	Task Completed: 9/30/2013 12:00:00 AM
	2. All professional development will follow a systematic process that includes training, implementation, collaborative discussion of implementation evidence and evaluation.
	Assigned to: Karen Greenlee, Focus Walk Cohort Groups
	Added date: 04/16/2013
	Target Completion Date: 08/31/2013
	Comments:
	3. Leadership team will investigate using Gateway to Technology to increase the use of technology. (ADE Recommendation)
	Assigned to: Wanda Ruffins
	Added date: 04/16/2013
	Target Completion Date: 08/01/2013
	Comments:
	Task Completed: 5/31/2013 12:00:00 AM
	4. Professional development on the turn and talk instructional strategy will be conducted for teachers.
	Assigned to: Karen Greenlee
	Added date: 02/19/2014
	Target Completion Date: 10/15/2013
	Comments:
	Task Completed: 1/6/2014 12:00:00 AM
	5. Focus walk cohort groups will be created in order to provide support and feedback for teachers.
	Assigned to: Kathy Daneshmandi
	Added date: 02/19/2014
	Target Completion Date: 10/15/2013
	Comments:
	Task Completed: 10/14/2013 12:00:00 AM
	6. Monthly focus walks will be conducted to determine implementation of designated instructional strategies.
	Assigned to: Kathy Daneshmandi
	Added date: 02/19/2014
	Target Completion Date: 11/01/2013
	Comments:
	7. Focus walk results will be reported on and discussed at leadership and faculty meetings.

		Assigned to:	Karen Greenlee
		Added date:	02/19/2014
		Target Completion Date:	11/30/2013
		Comments:	
		Task Completed:	10/31/2013 12:00:00 AM
8. Professional development on higher order questioning will be conducted for teachers.			
		Assigned to:	Karen Greenlee
		Added date:	02/19/2014
		Target Completion Date:	01/31/2014
		Comments:	
		Task Completed:	1/6/2014 12:00:00 AM
9. Professional development on student led closings will be conducted for teachers.			
		Assigned to:	Karen Greenlee
		Added date:	02/19/2014
		Target Completion Date:	04/30/2014
		Comments:	
		Task Completed:	4/23/2014 12:00:00 AM
Implement	Percent Task Complete:		78%
Indicator IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)			
Status	Tasks completed: 8 of 14 (57%)		
Assess	Level of Development:	Initial: Limited Development 02/07/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some classrooms have rules and rituals/routines posted	
Plan	Assigned to:	Wanda Ruffins	
	How it will look when fully met:	Posters will be displayed in each classroom. Evidence will include photographs... Review will occur on a regular basis. Evidence will be in lesson plans.	
	Target Date:	03/31/2013	
	Tasks:		
	1. In an effort to increase classroom management, teachers will display classroom rules with evidence of implementation apparent.		
		Assigned to:	Robin Baylark
		Added date:	02/08/2013
		Target Completion Date:	06/06/2013
		Frequency:	once a year

		Comments:	
		Task Completed:	4/18/2013 12:00:00 AM
	2. A plan will be developed to reduce discipline referrals for the 2013-14 school year.		
		Assigned to:	Assistant Principals
		Added date:	02/08/2013
		Target Completion Date:	08/30/2013
		Comments:	
	3. Discipline referral reports will be generated from the AS400 at the end of each quarter. Discipline reports from the same quarter of the previous year will be requested from the LRSD Student Hearing Office in order to compare data.		
		Assigned to:	Mike Anthony
		Added date:	02/08/2013
		Target Completion Date:	05/30/2013
		Frequency:	four times a year
		Comments:	
		Task Completed:	5/23/2013 12:00:00 AM
	4. Focus walks will be conducted on a scheduled basis and data regarding the displayed classroom rules will be shared with staff.		
		Assigned to:	Kathy Daneshmandi
		Added date:	02/08/2013
		Target Completion Date:	03/31/2013
		Frequency:	twice a year
		Comments:	
		Task Completed:	3/28/2013 12:00:00 AM
	5. Baseline data for implementation of posted rules will be gathered and shared with staff.		
		Assigned to:	Robin Baylark
		Added date:	02/08/2013
		Target Completion Date:	02/28/2013
		Comments:	
		Task Completed:	2/28/2013 12:00:00 AM
	6. The principal will address any concerns with individual teachers and provide additional assistance if needed.		
		Assigned to:	Wanda Ruffins
		Added date:	05/17/2013
		Target Completion Date:	06/06/2013
		Comments:	
		Task Completed:	6/6/2013 12:00:00 AM
	7. The CIC will revise the universal rules and share them with the leadership team.		
		Assigned to:	Robin Baylark
		Added date:	02/19/2014

		Target Completion Date:	03/31/2014
		Comments:	
	8. The universal rules will be reviewed and finalized by the staff for schoolwide implementation during the 2014-2015 school year.		
		Assigned to:	Robin Baylark
		Added date:	02/19/2014
		Target Completion Date:	05/31/2014
		Comments:	
		Task Completed:	6/3/2014 12:00:00 AM
	9. Students who do not serve their D-Hall sanctions will be consistently sanctioned in an effort to reduce the number of repeat offenders and show that Cloverdale is serious about discipline.		
		Assigned to:	Robin Baylark, Mike Anthony, David Bernard
		Added date:	02/19/2014
		Target Completion Date:	10/01/2013
		Frequency:	four times a year
		Comments:	
	10. Tracking data for student tardies from the Plasco system will be reviewed on a monthly basis. The data will be shared with the leadership team and at monthly faculty meetings.		
		Assigned to:	Robin Baylark
		Added date:	02/19/2014
		Target Completion Date:	11/30/2013
		Frequency:	monthly
		Comments:	
	11. Announcements will be made over the intercom during transitions to remind students that they have less than one minute to get to class in order to avoid being tardy.		
		Assigned to:	Robin Baylark
		Added date:	02/19/2014
		Target Completion Date:	09/30/2013
		Frequency:	daily
		Comments:	
		Task Completed:	9/30/2013 12:00:00 AM
	12. Incentives will be put in place for students with the least number of tardies (i.e. fast pass to lunch...)		
		Assigned to:	Karen Greenlee
		Added date:	02/19/2014
		Target Completion Date:	01/31/2014
		Comments:	
	13. The youth development specialist will meet with repeat tardy offenders on a regular basis in order to establish goals for addressing this issue.		
		Assigned to:	Tonia Weems
		Added date:	02/19/2014

		Target Completion Date:	01/31/2014
		Frequency:	twice monthly
		Comments:	
	14. A Student Leadership Conference will be conducted. The conference will be open to student council and principal's cabinet members. Topics will include conflict resolution, problem solving, school pride, etc.		
		Assigned to:	Wanda Ruffins, Karen Greenlee, David Bernard, Ange
		Added date:	02/19/2014
		Target Completion Date:	04/30/2014
		Comments:	
		Task Completed:	11/29/2013 12:00:00 AM
Implement	Percent Task Complete:		57%
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)		
Status	Tasks completed: 8 of 11 (73%)		
Assess	Level of Development:	Initial: Limited Development 10/05/2015	
	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:	Teachers taught the schoolwide and individual classroom rituals/routines and rules at the beginning of the school year. Most teachers follow the due process form for category I offenses. Rituals/routines and rules need to be reviewed on a regular basis and followed consistently throughout the building.	
Plan	Assigned to:	Karen Greenlee	
	How it will look when fully met:	The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations.	
	Target Date:	05/30/2016	
	Tasks:		
	1. Establish schoolwide rules and rituals/routines		
		Assigned to:	Karen Greenlee
		Added date:	11/13/2015
		Target Completion Date:	08/17/2015
		Comments:	
		Task Completed:	8/13/2015 12:00:00 AM

	2. Establish classroom rules and rituals/routines
	Assigned to: Karen Greenlee
	Added date: 11/13/2015
	Target Completion Date: 08/17/2015
	Comments:
	Task Completed: 8/17/2015 12:00:00 AM
	3. Update the student due process form and explain details to the staff
	Assigned to: David Bernard
	Added date: 11/13/2015
	Target Completion Date: 08/17/2015
	Comments:
	Task Completed: 8/13/2015 12:00:00 AM
	4. A positive character trait will be introduced to students each week over the intercom
	Assigned to: LaVerne Goldsby
	Added date: 11/13/2015
	Target Completion Date: 10/01/2015
	Comments:
	Task Completed: 9/28/2015 12:00:00 AM
	5. Bully-proof Mondays will be observed with weekly lessons in social studies classes
	Assigned to: Garrick Moore
	Added date: 11/13/2015
	Target Completion Date: 08/24/2015
	Comments:
	Task Completed: 8/24/2015 12:00:00 AM
	6. Administrators will make announcements during class transitions to encourage students to get to class on time.
	Assigned to: Robin Baylark
	Added date: 12/09/2015
	Target Completion Date: 12/18/2015
	Comments:
	Task Completed: 12/8/2015 12:00:00 AM
	7. A group of students with 65-85% attendance will be targeted based on their first semester attendance.
	Assigned to: Demetria McCollum
	Added date: 03/10/2016
	Target Completion Date: 02/26/2016
	Comments:
	8. Each City Year corps member will provide attendance coaching for 3 students weekly in order to establish goals and incentives to improve attendance.
	Assigned to: Demetria McCollum

		Added date:	03/10/2016
		Target Completion Date:	02/26/2016
		Comments:	
	9. The targeted attendance group and their attendance coaches will meet together once a month with a counselor providing workshops on the importance of good attendance.		
		Assigned to:	Demetria McCollum
		Added date:	03/10/2016
		Target Completion Date:	03/18/2016
		Comments:	
	10. Request technical assistance/professional development from the district student services department regarding the SBIT process to improve tier 1, 2 and 3 discipline interventions.		
		Assigned to:	David Bernard
		Added date:	03/10/2016
		Target Completion Date:	03/15/2016
		Comments:	
		Task Completed:	3/7/2016 12:00:00 AM
	11. A student mentoring program titled Each One Reach One will pair at-risk students with Cloverdale staff mentors. Mentors will encourage students in the areas of attendance, discipline, academics and social interaction. Mentors and mentees will also meet as a group on occasion.		
		Assigned to:	Mike Anthony
		Added date:	03/11/2016
		Target Completion Date:	02/19/2016
		Comments:	
		Task Completed:	2/1/2016 12:00:00 AM
Implement	Percent Task Complete:		73%

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	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 10/05/2015	
	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:	The compact has been developed and Cloverdale has moved to distribution specifically meeting the language needs of the parents being served.
Plan	Assigned to:	Wanda Ruffins
	How it will look when fully met:	No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.
	Target Date:	05/30/2016
	Tasks:	
	1. Create a packet with forms in both English and Spanish, to include the compact, that require parent signatures to send home with each student	
	Assigned to:	Kathy Daneshmandi
	Added date:	11/13/2015
	Target Completion Date:	09/15/2015
	Comments:	
	Task Completed:	9/15/2015 12:00:00 AM
	2. Plan a celebration activity to reward all students who return the completed parent packet	
	Assigned to:	Karen Greenlee
	Added date:	11/13/2015
	Target Completion Date:	09/18/2015
	Comments:	
	Task Completed:	9/18/2015 12:00:00 AM
	3. Update the home/school compact utilizing teams of parents, students, teachers, and administrators.	
	Assigned to:	David Bernard
	Added date:	03/10/2016
	Target Completion Date:	03/17/2016
	Comments:	
Implement	Percent Task Complete:	67%