

# 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 28, 2016

**Henderson Middle School** NCES - 50900000617

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** **Objective Met** 10/22/20132/8/2016

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/25/2012
		<b>Objective Met</b> - 10/22/2013 02/08/2016
	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:	A common team structure for a school consists of a Leadership Team (principal and teacher leaders), teacher Instructional Teams, and a School Community Council (majority of members are parents) we are Tasks for Leadership Team: 1. Provide assistance to help strengthen the School Community Council (PTA) a. Meeting space readily provided b. Sharing the need for documentation of the meetings through Agendas and Minutes . Each team has a specific purpose and scheduled time to meet.
<b>Plan</b>	Assigned to:	Jimmy Smith Jr.
	How it will look when fully met:	Leadership Team is comprised of the principal, special education and ESL chair, assistant principals, academic coaches, external providers and any member of the staff who could provide pertinent input. Agendas, minutes, and next steps will outline each meeting. Written statements of purpose and by-laws are established for each team. The purpose of the Leadership will be to drive the school improvement plan and make decisions based on data. Collaborative Teams (same subject/same grade) and Academic Teaming (interdisciplinary teams) will plan instruction based on student data (both formative and summative).
	Target Date:	12/14/2013
	<b>Tasks:</b>	

		1. Each team will open meetings by reflecting on the school's vision as well as the purpose and norms established by the team.	
		Assigned to:	team leaders
		Added date:	02/12/2013
		Target Completion Date:	10/30/2013
		Comments:	Each Leadership Team meeting opens by reflecting on the mission/vision that was developed at the beginning of the 13-14 school year with input from the entire staff.
		<b>Task Completed:</b>	10/15/2013 12:00:00 AM
		2. Agendas, sign-in sheets, and meeting minutes will be kept for each meeting. A designated location will be named for each team's documentation.	
		Assigned to:	Steve Geurin
		Added date:	02/12/2013
		Target Completion Date:	10/30/2013
		Comments:	Sign-in sheets, agendas and meeting minutes for each collaboration and team meeting are submitted by Thursday of each week to the building principal. Leadership meeting agendas are generated each week. Attendance and minutes are documented on Indistar. Sign-in sheets are collected by the building principal for each Leadership Meeting.
		<b>Task Completed:</b>	10/22/2013 12:00:00 AM
		3. Norms and written purposes will be established for each team.	
		Assigned to:	team leaders
		Added date:	02/12/2013
		Target Completion Date:	10/30/2013
		Comments:	Sign-in sheets, agendas and meeting minutes for each collaboration and team meeting are submitted by Thursday of each week to the building principal. Leadership meeting agendas are generated each week. Attendance and minutes are documented on Indistar. Sign-in sheets are collected by the building principal for each Leadership Meeting.
		<b>Task Completed:</b>	10/22/2013 12:00:00 AM
		4. Data and student needs drive each planning meeting.	
		Assigned to:	team chairs
		Added date:	02/12/2013
		Target Completion Date:	10/30/2013
		Comments:	Sign-in sheets, agendas and meeting minutes for each collaboration and team meeting are submitted by Thursday of each week to the building principal. Leadership meeting agendas are generated each week. Attendance and minutes are documented on Indistar. Sign-in sheets are collected by the building principal for each Leadership Meeting. Teachers continue to be challenged to make direct ties between data and a change in instructional practices, although efforts are being made.
		<b>Task Completed:</b>	10/22/2013 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%

	Objective Met:	10/22/2013 2/8/2016
	Experience:	10/22/2013 District wide norms for Middle School implementation were developed and communicated to teachers at the school level for collaboration and team meetings. Administrators and instructional coaches regularly attend collaboration and teaming meetings to support an ongoing, productive focus on learning, provide PD, etc..
	Sustain:	10/22/2013 Administrators and coaches will need to continue monitoring and actively participating in collaboration and teaming meetings including the collection and review of related documents (i.e. agendas, sign-in sheets, and meeting minutes). School wide and small group presentation and analysis of data and modeling of instructional decision-making informed by data will also need to continue to occur at the administrative and coaching levels to provide adequate reflective models for teachers to engage in like practice.
	Evidence:	10/22/2013 Sign-in sheets, agendas and meeting minutes for each collaboration and team meeting are submitted by Thursday of each week to the building principal. Leadership meeting agendas are generated each week. Attendance and minutes are documented on Indistar. Sign-in sheets are collected by the building principal for each Leadership Meeting.

**Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)**

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/15/2015	
	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:	Tasks for Leadership Team: 1. Roles (such as Timekeeper, Recorder, Process Manager, etc.) are assigned to team members for the meetings 2. Collaboration Agenda Templates are created by the Leadership Team for all for meetings 3. All administrators will be assigned to Collaboration Meetings to help ensure meeting focus. 4. System for Keeping and Posting Agendas for documentation in electronic format	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

**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** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/15/2015	
	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:	Tasks for Leadership Team: 1. Roles (such as Timekeeper, Recorder, Process Manager, etc.) are assigned to team members for the meetings 2. Time Allocations given to items on Leadership Team Agendas	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)</b>		
<b>Status</b>	<b>Objective Met</b> 11/5/2013		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/26/2012	
		<b>Objective Met</b> - 11/05/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(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:	The team is currently discussing agate to overcome such obstacles as time.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	An agenda will be developed for each Leadership Team meeting. One member of the Leadership Team will keep minutes of each weekly meeting. The principal will post a weekly email that includes a summary of the Leadership Team meeting minutes. A binder of leadership Team agendas and meeting minutes will be compiled and kept in one location (meeting/data room.)	
	Target Date:	06/03/2014	
	<b>Tasks:</b>		
	1. An agenda will be developed prior to each week's meeting.		
	Assigned to:	Sharon Johnson	
	Added date:	01/15/2013	
	Target Completion Date:	05/29/2013	
	Comments:	Agendas are developed prior to each week's Leadership meeting and distributed to team members.	
	<b>Task Completed:</b>	<b>10/15/2013 12:00:00 AM</b>	
	2. Meeting minutes will be kept during each meeting within the Indistar software.		
	Assigned to:	Vekissa Wilson	
	Added date:	01/15/2013	
	Target Completion Date:	05/29/2013	

		Comments:	Meeting agendas and minutes (action items) are submitted to Indistar. Minutes are currently submitted by Ms. Norwood (AP) for the 2013-14 school year.
		Task Completed:	10/22/2013 12:00:00 AM
		3. The principal will summarize and share the Leadership Team's work on a weekly basis in the form of an email.	
		Assigned to:	Steve Geurin
		Added date:	01/22/2013
		Target Completion Date:	05/29/2013
		Comments:	The principal generated weekly summaries that were shared with the staff via email.
		Task Completed:	10/15/2013 12:00:00 AM
		4. Each team will open meetings by reflecting on the school's vision as well as the purpose and norms established by the team.	
		Assigned to:	team chair
		Added date:	02/12/2013
		Target Completion Date:	10/30/2013
		Comments:	Leadership meetings begin each week with a reading/review of the school's mission and vision. Collaboration and team meetings are consistently monitored and supported by coaches and administration to ensure an ongoing focus is paid to the tenants included in the mission and vision statements.
		Task Completed:	11/5/2013 12:00:00 AM
<b>Implement</b>		Percent Task Complete:	100%
		Objective Met:	11/5/2013
		Experience:	11/5/2013 The school's mission and vision have been added to the school Leadership Team agenda. The principal also guides the team in reviewing the tenants of the mission and vision. The principal has assigned administrative staff to specific leadership and teaming meetings to provide support and monitor implementation of collaboration and teaming concepts. Coaches provide regular support at varying levels according to need to their subject specific collaboration groups. They also support teaming meetings through professional development, instructional feedback, etc. as needed.
		Sustain:	11/5/2013 Continued consistent monitoring and support by coaches and administrators is needed to improve and/or maintain current levels of effectiveness. Staffing shifts and the hiring of highly qualified professionals with a content area focus will further undergird these processes.
		Evidence:	11/5/2013 * Leadership Team agendas * Minutes from collaboration and teaming meetings * Professional Development agendas (AIP, Smart Objectives, etc.)
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	In Plan / No Tasks Created		

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/23/2013	
	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:	Time for leadership, collaboration and teaming are allotted. Teachers and coaches constantly look at the data.	
<b>Plan</b>	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 Full Implementation**

<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 04/23/2013	
	Evidence:	Grade and subject areas meet three times a week for 1 1/2 hours. They are planning using the units of instruction provided by the District.	
	Added date:		

### School Leadership and Decision Making

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

**Indicator IE05 - The principal participates actively with the school's teams. (56)**

**Status Objective Met** 10/22/2013

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/23/2012	
		<b>Objective Met</b> - 10/22/2013	
	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:	The principal provided time for teaming and collaboration. Currently the principal attends some meetings and the instructional facilitators attend the collaboration meetings.	
<b>Plan</b>	Assigned to:	Frank Williams	

	How it will look when fully met:	The principal assists in the creation of the master schedule which allows for both collaborative and interdisciplinary teaming three times each week. Agendas, minutes, and next steps will outline each meeting. Written statements of purpose and by-laws are established for each team. The purpose of the Leadership will be to drive the school improvement plan and make decisions based on data. Collaborative Teams (same subject/same grade) and Academic Teaming (interdisciplinary teams) will plan instruction based on student data (both formative and summative). The principal will create a weekly "list" or calendar that outlines his non-negotiable time set aside for attending a goal of one teaming and/or collaboration meeting each day.
	Target Date:	10/30/2013
	<b>Tasks:</b>	
	1. The principal will create a weekly "list" or calendar that outlines his non-negotiable time set aside for attending a goal of one teaming and/or collaboration meeting each day.	
	Assigned to:	Steve Geurin
	Added date:	02/12/2013
	Target Completion Date:	10/30/2013
	Comments:	Mr. Geurin attends at least one of each collaboration and teaming meetings each week, but usually more. He identifies meetings to attend from printed collaboration and teaming schedules.
	<b>Task Completed:</b>	<b>10/22/2013 12:00:00 AM</b>
	2. The principal will conduct a time audit survey for a two week period to determine the percentage of time he spends on instructional issues.	
	Assigned to:	Steve Geurin
	Added date:	02/12/2013
	Target Completion Date:	03/01/2013
	Comments:	Mr. Geurin completed a time audit during the 2012-2013 school year and submitted it to the SIS.
	<b>Task Completed:</b>	<b>10/22/2013 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	10/22/2013
	Experience:	10/22/2013 Mr. Geurin completed a two-week time audit during the 2012-13 school year to identify how his time was being spent each day. Mr. Geurin and the ADE SIS reviewed the documentation and noted that a greater percentage of time was spent on managerial tasks versus instructional tasks.
	Sustain:	10/22/2013 It will be necessary for Mr. Geurin to engage in periodic time audits to evaluate how time is currently being prioritized toward instructional tasks. Deliberate scheduling to ensure regular classroom visits may be necessary on a regular basis.
	Evidence:	10/22/2013 Team and Collaboration schedules with marked visits and/or agenda/sign-in sheets with principal's signature.

<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)</b>		
<b>Status</b>	<b>Objective Met</b> 4/22/2014		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/23/2012	
		<b>Objective Met - 04/22/2014</b>	
	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 provides optimism without ignoring the obstacles barring the way of the change process.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	The principal and assistant principals will increase their instructional visability by conducting CWTs/focus walks/observations, participating in collaborative and teaming meetings, and defining professional development needs.	
	Target Date:	06/03/2014	
	<b>Tasks:</b>		
	1. During CWTs, focus walks, and observations, principals and assistant principals will collect questions asked by teachers during their visits in order to use them during Collaborative and Teaming times. The purpose of collecting questions asked in classrooms across the school is to increase the awareness and eventually the level of questioning according to Bloom's taxonomy.		
	Assigned to:	principal and assistant principals	
	Added date:	01/10/2013	
	Target Completion Date:	05/29/2013	
	Comments:	During classroom observations for the month of February, the principal, assistant principals, and Pearson and school-based coaches recorded questions asked by teachers to students. The school-based coaches shared the questions with teachers during collaborative time, and teachers sorted them into the various levels of Bloom's to heighten awareness of and improve questioning practices.	
	<b>Task Completed:</b>	<b>10/15/2013 12:00:00 AM</b>	
	2. Lesson plans will be developed by subject and grade level in a collaborative setting each week. Daily Plans will be posted inside each classroom near the door.		
	Assigned to:	classroom teachers	
	Added date:	01/10/2013	
	Target Completion Date:	03/21/2014	
	Frequency:	daily	

		Comments:	Grade level content teams meet regularly to review content, identify and distribute templates, videos, powerpoints, manipulatives, and other instructional resources, and to develop lesson plans. Although team development of lesson plans occurs at varying levels (written plans, discussion of curriculum, distribution of resources, etc.), collaborative lesson planning has become a part of the school culture.
		Task Completed:	3/11/2014 12:00:00 AM
		3. A printed schedule of documented classroom walk-throughs/observations is developed to assure that every classroom is visited at least twice each week.	
		Assigned to:	instructional facilitators
		Added date:	01/10/2013
		Target Completion Date:	02/01/2013
		Comments:	A classroom walk-through/observation schedule was completed and posted in various administrative offices and meeting rooms during the month of March 2013.
		Task Completed:	10/15/2013 12:00:00 AM
		4. School-wide best practices training will be implemented on a weekly basis through collaborative and teaming meetings.	
		Assigned to:	instructional dacilitators
		Added date:	01/10/2013
		Target Completion Date:	05/29/2013
		Comments:	Coaches, external providers and assistant principal of instruction are providing job embedded professional development based on needs determined by instructional coaches and CWT data.
		Task Completed:	12/3/2013 12:00:00 AM
<b>Implement</b>		Percent Task Complete:	100%
		Objective Met:	4/22/2014
		Experience:	4/22/2014 The coaches designed a CWT calendar that divided staff amongst various CWT-trained personnel. The schedule allowed teachers to be observed at least twice and by different personnel. Teachers requested a consistent method/mechanism for posting lesson plans. Coaches participate with grade level collaboration and interdisciplinary teams to provide PD.
		Sustain:	4/22/2014 One consistent mechanism should be made available/posted for all teachers to ensure consistency of posting location.
		Evidence:	4/22/2014 CWT schedule PD agendas and handouts
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>		
<b>Status</b>	<b>Objective Met</b> 4/22/2014		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/23/2012	
		<b>Objective Met</b> - 04/22/2014	
	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:	The principal currently spends 15% of his time doing classroom walkthroughs. Each of the three assistant principals spend approximately 25% of their day both observing and CWT. Each of the three instructional facilitators spend about 50% of their time in the classroom observing and modeling best practices.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	The Principal, Instructional facilitators, and the assistant principals will spend half of each day in the classrooms doing cwt and/or observations (focus walks), collaborative and teaming meetings, development of professional improvement plans (including growth plan) for both individual and subject/grade level.	
	Target Date:	06/03/2014	
<b>Tasks:</b>			
	1. School-wide best practices training will be implemented on a weekly basis through collaborative and teaming meetings.		
	Assigned to:	Instructional facilitators	
	Added date:	01/10/2013	
	Target Completion Date:	05/29/2013	
	Comments:	School-based and Pearson coaches met with teachers weekly to collaborate on the curriculum and lesson plan design, analyze student data, etc.	
	<b>Task Completed:</b>	<b>10/15/2013 12:00:00 AM</b>	
	2. A printed schedule of documented classroom walk-throughs/observations is developed to assure that every classroom is visited at least twice each week.		
	Assigned to:	Instructional facilitators	
	Added date:	01/10/2013	
	Target Completion Date:	05/29/2013	
	Comments:	A printed schedule of documented classroom walk-throughs/observations was developed to assure that every classroom is visited at least twice each week.	
	<b>Task Completed:</b>	<b>10/15/2013 12:00:00 AM</b>	
	3. Lesson plans will be developed by subject and grade level in a collaborative setting each week. Updated Plans will be posted inside each classroom.		
	Assigned to:	classroom teachers	
	Added date:	01/10/2013	
	Target Completion Date:	03/21/2014	
	Comments:	Grade level content teams meet regularly to review content, identify and distribute templates, videos, powerpoints, manipulatives, and other instructional resources, and to develop lesson plans. Although team development of lesson plans occurs at varying levels (written plans, discussion of curriculum, distribution of resources, etc.), collaborative lesson planning has become a part of the school culture.	

		<b>Task Completed:</b>	3/11/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		4/22/2014
	Experience:		4/22/2014 The Leadership Team developed a matrix of teacher needs. As well, focus walk and PTAS observation data and student achievement data was collected and analyzed over the course of the school year to identify PD needs for teachers. Coaches provided PD in teaming and collaboration meetings. Administrators also provided PD during faculty meetings. Coaches developed a CWT schedule during the 2012-13 school year to guide CWT walks. The API and/or coaches design focus walks, assigning specific personnel to perform observations.
	Sustain:		4/22/2014 Some teams need continued support and accountability measures (or reconfiguration) to ensure that tangible work products are generated during collaboration meetings. Leadership Team should place PD needs for the upcoming month as a focus area on the Leadership Agenda.
	Evidence:		4/22/2014 Collaboration meeting minutes Teacher lesson plans PD agendas and handouts
<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 10/23/2012
	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 observes in the classroom as well as completing 250 classroom walkthroughs each quarter. He attends some teaming and collaboration meetings. He also meets with teachers on an individual basis based on teacher needs. By having an open door policy, he enables teachers to attend PD and meets their needs for materials.
<b>Plan</b>	Assigned to:		Frank Williams
	How it will look when fully met:		The principal and his leadership team will provide support in every aspect of teacher's needs from encouragement to direct instructional needs. Agnedas and meeting minutes will provide documentation of job-embedded professional development. Emails will reflect support and feedback as well. Professional growth plans for fall 2013 will be established based on identified needs of individual teachers from a list of best practices.
	Target Date:		06/11/2014
	<b>Tasks:</b>		
	1. Job-embedded ongoing Professional development will be provided centering on a single best practice at one time. Instructional facilitators and Pearson external providers (specialists) will provide initial training (example:modeling) and continuing support for each best practice.		

		Assigned to:	Steve Geurin
		Added date:	01/15/2013
		Target Completion Date:	05/29/2013
		Comments:	Job-embedded PD is an ongoing practice that takes place during collaboration, teaming, and faculty meetings as well as in classes. PD has been (and will continue to be) provided by school-based coaches, Pearson coaches, building administrators, and teachers focusing on a single best practice at a time. Some PD that has already occurred includes training on: rigor, SMART objectives, differentiated instruction, classroom management, 4-square writing to open response prompts, etc.
		<b>Task Completed:</b>	<b>11/19/2013 12:00:00 AM</b>
		2. We will maintain consistent visibility of the Leadership Team throughout each quarter by dividing required CWTs per quarter (250) into two segments- 125 by interim and another 125 by the end of quarter. Classroom walk-throughs, including carbon-copied teacher feedback notes will be completed by trained personnel as evidenced by Teachscape reports and copies of the feedback notes.	
		Assigned to:	Leadership Team
		Added date:	01/15/2013
		Target Completion Date:	06/11/2014
		Frequency:	four times a year
		Comments:	
<b>Implement</b>	Percent Task Complete:	50%	
<b>Indicator</b>	<b>IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/23/2012	
	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 teacher evaluation system is place to get teacher the help they need (PTAS). Teachers have been place in both the awareness and the assistance stages fo this program.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	The principal and his leadership team will provide support in every aspect of teacher's needs from encouragement to direct instructional needs. Agendas and meeting minutes will provide documentation of job-embedded professional development. Emails will reflect support and feedback as well. Professional growth plans for fall 2013 will be established based on identified needs of individual teachers from a list of best practices.	
	Target Date:	06/11/2014	

		<b>Tasks:</b>	
		1. Job-embedded ongoing Professional development will be provided centering on a single best practice at one time. Instructional facilitators and Pearson external providers (specialists) will provide initial training (example:modeling) and continuing support for each best practice.	
		Assigned to:	Steve Geurin
		Added date:	01/22/2013
		Target Completion Date:	05/29/2013
		Comments:	Job-embedded PD is an ongoing practice that takes place during collaboration, teaming, and faculty meetings as well as in classes. PD has been (and will continue to be) provided by school-based coaches, Pearson coaches, building administrators, and teachers focusing on a single best practice at a time. Some PD that has already occurred includes training on: rigor, SMART objectives, differentiated instruction, classroom management, 4-square writing to open response prompts, etc.
		<b>Task Completed:</b>	<b>11/19/2013 12:00:00 AM</b>
		2. We will maintain consistent visibility of the Leadership Team throughout each quarter by dividing required CWTs per quarter (250) into two segments- 125 by interim and another 125 by the end of quarter. Classroom walk-throughs, including carbon-copied teacher feedback notes will be completed by trained personnel as evidenced by Teachscape reports and copies of the feedback notes.	
		Assigned to:	leadership team
		Added date:	01/22/2013
		Target Completion Date:	06/03/2014
		Frequency:	four times a year
		Comments:	
		3. The use of the Little Rock School District teacher evaluation system (PTAS/TESS) to place teacher's on an awareness status in order to give them assistance in the areas of weakness identified by the evaluators. The administrators develop an improvement plan with those teachers in need. Timelines are established in this plan.	
		Assigned to:	Steve Geurin
		Added date:	01/22/2013
		Target Completion Date:	02/01/2013
		Comments:	The process of PTAS evaluation is ongoing. Currently, one teacher has been placed on Awareness, a second teacher is scheduled for Awareness placement in January, and a third is scheduled for Assistance placement in January as well. Limitations in the number of available administrators (3 instead of 5 at other higher performing schools with lower ADMs) have limited the efficiency of Improvement Plan implementation.
		<b>Task Completed:</b>	<b>1/7/2014 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:	67%	
<b>School Leadership and Decision Making</b>			
<b>Aligning classroom observations with evaluation criteria and professional development</b>			

<b>Indicator</b>	<b>IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)</b>		
<b>Status</b>	<b>Objective Met</b> 3/11/2014		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/06/2012	
		<b>Objective Met</b> - 03/11/2014	
	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:	Classroom walkthrough data is collected and uploaded into a data base system to generate a monthly report. Monthly reports are shared with the three assistant principals. As a result of the data, an effort is made to communicate with instructional coaches the obvious needs of individual teachers.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	At the end of each quarter, the principal will use CWT data from Teachscape to compile a quarterly report. Whole school as well as grade level reports will be generated. The results of these reports will be discussed in the Leadership Team meeting then distributed to the faculty via email. A reflection guide will accompany the data reports in order for each grade level team to become aware of the strengths and weaknesses of their grade level and the entire school. Completed reflection guides will be returned to the Leadership Team so that professional development needs can be determined according to teacher's needs.	
	Target Date:	04/01/2014	
	<b>Tasks:</b>		
	1. Principal will use Teachscape software to generate whole school CWT reports.		
	Assigned to:	Steve Geurin	
	Added date:	12/11/2012	
	Target Completion Date:	01/17/2013	
	Comments:	Principal generates whole school and grade level reports from Teachscape software.	
	<b>Task Completed:</b>	<b>11/12/2013 12:00:00 AM</b>	
	2. A form will be developed by the Leadership Team in order for each grade level team to determine strengths and weaknesses of individual teachers. The guide will include recommendations for professional development needs.		
	Assigned to:	leadership team	
	Added date:	12/11/2012	
	Target Completion Date:	01/24/2014	

		Comments:	An Area of Teacher Growth Form was developed collaboratively by the API and curriculum coaches with organizational feedback provided by Pearson support personnel. Areas for Growth were organized according to PTAS evaluation indicators.
		Task Completed:	1/21/2014 12:00:00 AM
		3. Leadership will analyze the form and schedule the appropriate school-wide and/or grade-level professional development.	
		Assigned to:	Leadership Team
		Added date:	12/11/2012
		Target Completion Date:	02/14/2014
		Frequency:	once a year
		Comments:	Upon the completion of the Areas of Teacher Growth Matrix, the literacy and math coach tallied overall needs and identified three major focal areas for upcoming school-wide professional development. As a result of identifying "model writing" as a need area, the coaches developed a PD on Open Response construction, teaching, and writing to present to teams as needed on March 12-13.
		Task Completed:	3/11/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		3/11/2014
	Experience:		3/11/2014 The math coach and API worked to develop 1st and 2nd drafts of the document that were brought to the leadership team for review. Administrators and coaches all completed the matrix for the teachers they served and/or evaluated. After the results were tallied and major areas identified, the leadership team discussed the results and collaborated to identify the most relevant "next step" PD that would support testing.
	Sustain:		3/11/2014 Continue to revisit the matrix high need areas to address continued PD needs for both individuals and small groups. Update the matrix in the upcoming year to support continued data-based decision making.
	Evidence:		3/11/2014 * copy of the completed matrix * copy of the data summary * PD powerpoint
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 4/22/2014		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 11/06/2012
			<b>Objective Met</b> - 04/22/2014
	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:	Classroom walkthourgh data is collected and uploaded into a data base system to generate a monthly report. Monthly reports are shared with the three assistant principals. As a result of the data, an effort is made to communicate with instructional coaches the obvious needs of individual teachers.
<b>Plan</b>	Assigned to:	Frank Williams
	How it will look when fully met:	Principals, Assistant Principals, Instructional Coaches, District support team and External Provider field specialists provide input and data on classroom instructional needs. Professional Development is provided based on the findings from these sources. CWT and focus walks reflect that professional development has improved the use of best practices in each classroom.
	Target Date:	03/21/2014
	<b>Tasks:</b>	
	1. Classroom Walkthrough data is compiled, analyzed, and reported on a quarterly basis.	
	Assigned to:	Leadership Team
	Added date:	03/05/2013
	Target Completion Date:	12/13/2013
	Comments:	Classroom walkthroughs are completed quarterly and at above and beyond the 250 required quarterly. Data is collected by the principal and reportedly to the staff in various means: via email as a graphic report and as a part of a PD professional development (December 2013) on questioning and student engagement techniques.
	<b>Task Completed:</b>	<b>1/7/2014 12:00:00 AM</b>
	2. Teacher observations used in the evaluation process (PTAS) will be used to determine professional development for individual teachers in determining their professional growth plan.	
	Assigned to:	Administrative team
	Added date:	03/05/2013
	Target Completion Date:	06/05/2014
	Comments:	PTAS evaluation data has been used to identify teachers in need of awareness and assistance planning. Individual professional growth plans are an intricate part of this process.
	<b>Task Completed:</b>	<b>4/22/2014 12:00:00 AM</b>
	3. Instructional Coaches provide job-embedded professional development during teaming (same grades, all subjects) and collaboration (same grade/same subject) meetings as needed. Professional development provided during these times is a reflection of teacher's needs based on observations in the classroom.	
	Assigned to:	instructional coaches
	Added date:	03/05/2013
	Target Completion Date:	12/13/2013
	Comments:	Coaches are providing job embedded professional development such as modeling, instructional strategies, and data analysis during class time, collaboration and teaming times.
	<b>Task Completed:</b>	<b>11/12/2013 12:00:00 AM</b>

<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	4/22/2014
	Experience:	4/22/2014 Professional development needs for teachers have been identified based on compiled CWT, focus walk, teacher needs data, and PTAS observation data. Coaches and administrators provide PD for teachers in the classroom (model lessons) and during collaboration, team, and faculty meetings. PTAS data also has informed teacher improvement plans (Awareness and Assistance) with coaches acting as primary professional development providers in this process.
	Sustain:	4/22/2014 Administrators will need to explicitly address professional growth plan needs for teachers for the upcoming school year during end-of-year summative evaluation conferences. As well, PGP training needs to be provided to teachers to support more informed professional growth planning.
	Evidence:	4/22/2014 Awareness plans samples (w/ names removed) Teacher needs matrix PD agendas and sign-in sheets Collaboration/teaming meeting minutes Faculty meeting agendas
<b>Indicator</b>	<b>IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)</b>	
<b>Status</b>	Tasks completed: 4 of 5 (80%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2013
	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:	Principals and assistant principals conduct classroom walk-throughs and observation for evaluation purposes. Each teacher is required to have a professional growth plan, but is not necessarily linked to past classroom observations.
<b>Plan</b>	Assigned to:	Frank Williams
	How it will look when fully met:	The principal and assistant principals at Henderson Middle School will use evaluation and observation data from the summative end-of-the year evaluation reports to assist in designing each teacher's professional development plan. Each teacher will complete a self-evaluation based on the new Arkansas Teacher Evaluation System (TESS.) Professional Development needs will be identified based on areas of improvement and plans will be developed that will include steps toward improvement. Monitoring the implementation of each growth plan will occur through continuous examination of documentation for professional development and classroom observations.
	Target Date:	05/30/2014
	<b>Tasks:</b>	
	1. Develop a form that reflects each teacher's main needs improvement area.	

		Assigned to:	Steve Geurin
		Added date:	03/28/2013
		Target Completion Date:	12/20/2013
		Comments:	An Area of Teacher Growth Form was developed collaboratively by the API and curriculum coaches with organizational feedback provided by Pearson support personnel. Areas for Growth were organized according to PTAS evaluation indicators. Each grade level administrator and curriculum coach will complete the form on teachers they are "responsible for", allowing for a cross-section/comparison of perceptual data . Mrs. Williams and Mrs. Woods will aggregate the final data collected to inform next steps.
		<b>Task Completed:</b>	<b>1/21/2014 12:00:00 AM</b>
	2. The Leadership Team uses the compiled data from the needs improvement report to determine professional plans for the building for the following school year.		
		Assigned to:	The Leadership Team
		Added date:	03/28/2013
		Target Completion Date:	06/13/2014
		Comments:	A summary of prioritized teacher PD needs was identified from the Teacher Needs Improvement Report. PD has been administered to staff during teaming and collaboration meetings in response to identified needs (Ex: Open Response training provided to teams in response to high levels of need in "model writing".)
		<b>Task Completed:</b>	<b>4/22/2014 12:00:00 AM</b>
	3. Teachers develop their professional growth plan based on the identified area of growth in May of the previous year.		
		Assigned to:	classroom teachers
		Added date:	03/28/2013
		Target Completion Date:	09/19/2014
		Comments:	
	4. Documentation will be collected from each teacher as the professional development has been completed.		
		Assigned to:	principal and assistant principals
		Added date:	03/28/2013
		Target Completion Date:	05/23/2014
		Comments:	Sign-in sheets (including collaboration and teaming minutes) serve as documentation of PD. Focus walks serve as follow-up to prescribed PD to assess level of implementation. PTAS drop-ins and formal observations also serve as documentation of PD provided in conjunction with Awareness/Assistance planning.
		<b>Task Completed:</b>	<b>4/22/2014 12:00:00 AM</b>
	5. Classroom observations will verify that professional development has impacted classroom practice.		
		Assigned to:	principal and assistant principals
		Added date:	03/28/2013

		Target Completion Date:	05/23/2014
		Comments:	PTAS drop-ins and formal/informal observations serve as measures of success of PD implementation. Focus walks and to a much lesser degree, CWTs also inform administration of levels of implementation.
		<b>Task Completed:</b>	4/22/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		80%
<b>Indicator</b>	<b>IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)</b>		
<b>Status</b>	Tasks completed: 3 of 3 (100%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/28/2013	
	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:	Literacy and Math instructional coaches observe and provide feedback for teachers in those specific content areas. New teachers are assigned a mentor that will observe their teaching and provide feedback as well.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	During regularly scheduled teaming periods (three times per week) grade level teams will conduct peer observations during one of these teaming periods (once per week.)	
	Target Date:	05/16/2014	
	<b>Tasks:</b>		
	1. Create a peer observation calendar.		
	Assigned to:	Leadership Team	
	Added date:	03/28/2013	
	Target Completion Date:	04/16/2014	
	Comments:	A formalized calendar has not been developed, but teachers are encouraged to engage in peer observation on an informal basis as well as formally as a part of Awareness/Assistance plans. Upon recommendations from administrators regarding "best practices", teachers engage in peer observations and debrief informally during collaboration and/or teaming meetings as appropriate.	
	<b>Task Completed:</b>	4/22/2014 12:00:00 AM	
	2. Teams will create a peer observation form with identified areas of focus along with before and after observation discussion questions.		
	Assigned to:	Leadership Team	
	Added date:	03/28/2013	
	Target Completion Date:	04/16/2014	

		Comments:	The coaches designed a peer observation form that was presented to the Leadership Team in February. The form is, however, used more often during formalized peer observations as a part of Awareness and Assistance Plans.
		Task Completed:	4/22/2014 12:00:00 AM
	3. Teams will reflect/debrief after each observation.		
		Assigned to:	grade level teams
		Added date:	03/28/2013
		Target Completion Date:	04/16/2014
		Comments:	Reflections and debriefings occur between teacher and coach and between teacher and peer observation mostly as a part of the coaching cycle and Awareness and Assistance plan implementation.
		Task Completed:	4/22/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
<b>Indicator</b>	<b>IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>		
<b>Status</b>	Tasks completed: 3 of 4 (75%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/02/2013	
	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:	Use of technology training with teachers and students. Opportunities for collaboration and teaming time that allows for professional development. The external provider is hired to assist with professional development for content areas. Also, three coaches are in place to assist with professional development.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	One best practice will be stressed per quarter for the overall staff, but individual professional growth plans will be our guide to providing individualized support to teachers based on their individual needs.	
	Target Date:	09/19/2014	
	<b>Tasks:</b>		
	1. Job-embedded, ongoing professional development will be provided centering on a single best practice at one time. Instructional facilitators and Pearson external providers (specialists) will provide initial training (example: modeling) and continued support for each best practice.		
		Assigned to:	Steve Geurin
		Added date:	04/02/2013
		Target Completion Date:	05/30/2014

		Comments:	Job-embedded PD is an ongoing practice that takes place during collaboration, teaming, and faculty meetings as well as in classes. PD has been (and will continue to be) provided by school-based coaches, Pearson coaches, building administrators, and teachers focusing on a single best practice at a time. Some PD that has already occurred includes training on: rigor, SMART objectives, differentiated instruction, classroom management, 4-square writing to open response prompts, etc.
		Task Completed:	11/19/2013 12:00:00 AM
		2. Teachers will develop their professional growth plan based on the area of growth identified in May of the previous year.	
		Assigned to:	prinicipal and assistant principals
		Added date:	04/02/2013
		Target Completion Date:	09/19/2014
		Comments:	
		3. The leadership team uses the compiled data from the areas of growth report to determine professional development plans for the building for the following school year.	
		Assigned to:	leadership team
		Added date:	04/02/2013
		Target Completion Date:	06/13/2014
		Comments:	A summary of prioritized teacher PD needs was identified from the Teacher Needs Improvement Report. PD has been administered to staff during teaming and collaboration meetings in response to identified needs (Ex: Open Response training provided to teams in response to high levels of need in "model writing".)
		Task Completed:	4/22/2014 12:00:00 AM
		4. Develop a form that will reflect each teacher's main growth area.	
		Assigned to:	Steve Geurin
		Added date:	04/02/2013
		Target Completion Date:	05/24/2013
		Comments:	An Areas of Growth Report form was developed by the math coach and Assistant Principal of Instruction. Growth areas are organized in accordance with PTAS indicators. Individual administrators and coaches will complete the form for those they "service"/evaluate. The lists will be combined to formulate the final document.
		Task Completed:	1/7/2014 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	75%	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in assessing and monitoring student mastery</b>			
<b>Indicator</b>	<b>IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)</b>		
<b>Status</b>	<b>Objective Met</b> 11/12/2013		

<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/06/2012
		<b>Objective Met - 11/12/2013</b>
		<a href="#">Will include in plan</a>
	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:	See later...
<b>Plan</b>	Assigned to:	Frank Williams
	How it will look when fully met:	In Math, common assessments developed by the math coach will be administered for each unit for each teacher in that grade level. Teachers analyze the results of common assessments in order to guide instruction for re-teach and/or extension. In literacy, common assessments teachers develop by each grade level team for each unit (skills identified for each nine week period.) Teachers analyze the results of these assessments in order to guide instruction for re-teach/remediation/small grouping.
	Target Date:	03/21/2014
	<a href="#">Tasks:</a>	
	1. Teachers will disaggregate data for each class at the beginning of the school year.	
	Assigned to:	classroom teacher
	Added date:	03/12/2013
	Target Completion Date:	08/30/2013
	Comments:	Teachers and coaches examine Benchmark and TLI (SOAR) data in order to create data walls in both the meeting room (teachers and administrators have access) and in each classroom (teachers and students have access.)
	<b>Task Completed:</b>	<b>11/12/2013 12:00:00 AM</b>
	3. Data walls will be created in each classroom for each class in order for students to chart their progress on each common assessment throughout the school year.	
	Assigned to:	classroom teachers
	Added date:	03/12/2013
	Target Completion Date:	05/23/2014
	Comments:	Data walls have been created in all content area classrooms.
	<b>Task Completed:</b>	<b>11/12/2013 12:00:00 AM</b>
	5. Formative assessments (TLI/SOAR) will be given each nine weeks in both literacy and math. Results of these assessments will determine instructional decisions. Students will chart progress using classroom data walls.	
	Assigned to:	classroom meetings
	Added date:	03/12/2013
	Target Completion Date:	05/24/2013

		Comments:	95% of the math teachers and literacy teachers used the result of SOAR assessments to drive instruction. 80% of the math teachers and literacy teachers are using student data walls in each classroom in order for students to monitor their progress.
		Task Completed:	5/21/2013 12:00:00 AM
		6. Chunk tests are developed by grade level math teams and the math coach. These tests are given every two/three weeks for the purpose of guiding instruction and adhering to the curriculum map.	
		Assigned to:	classroom teachers
		Added date:	03/12/2013
		Target Completion Date:	05/23/2014
		Comments:	Chunk tests have been developed by grade level math teams in collaboration with the math coach and the external provider math field specialist.
		Task Completed:	11/12/2013 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		11/12/2013
	Experience:		11/12/2013 Literacy and math coaches collaborate at varying levels with content area collaboration teams to develop and review common formative assessment pre- and post assessments. Scantrons are used to facilitate expedient collection of data. Assessment results are analyzed to inform teachers' instructional concentration areas within the unit.
	Sustain:		11/12/2013 As curriculum maps are amended yearly, CFAs must be reviewed and amended to ensure that they are assessing the skills appropriate to the associated lesson. Coaches and administrators need to continue to monitor the process, including tracking students' performance on classroom and whole school data walls.
	Evidence:		11/12/2013 Documentation includes: * sample CFAs * CFA group data charts
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:		Initial: <b>No development or Implementation</b> 11/06/2012
			<b>Objective Met</b> - 11/12/2013
			<a href="#">Will include in plan</a>
	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:	Units of Instruction are developed on a continual basis as various departments collaborate to create rigorous instructional units. Tasks for Leadership Team: 1. Develop Non-negotiable list of system-wide protocols for developing pre/post tests and reporting data on the pre/post tests 2. Spreading Pre/Post Test process school wide by incorporating other core subjects and elective classes
<b>Plan</b>	Assigned to:	Frank Williams
	How it will look when fully met:	Units of Instruction are being developed on a continual basis as various departments collaborate to create rigorous instructional units. The cyclical process then moves forward to analyze data of the current and previous units to plan, monitor, adjust instruction, and finally developing future units of instruction.
	Target Date:	10/01/2015
	<b>Tasks:</b>	
	1. Collaboration teams will meet twice a week to group standards, develop pre and post test, analyze pre and post test data, and create rigorous Units of instructions.	
	Assigned to:	Jimmy Smith Jr.
	Added date:	03/12/2013
	Target Completion Date:	10/01/2015
	Frequency:	twice weekly
	Comments:	
	2. Formative assessments (TLI/SOAR) will be given quarterly in both Literacy and Math. Results of these assessments will determine instructional decisions.	
	Assigned to:	Jimmy Smith Jr.
	Added date:	03/12/2013
	Target Completion Date:	10/01/2015
	Frequency:	four times a year
	Comments:	The Little Rock School District will administer quarterly assessments (SOAR) which analyzes school wide teaching and learning. Henderson Middle School will also utilize the data to analyze school wide teaching and learning to monitor classroom instructional practices.
<b>Implement</b>	Percent Task Complete:	0%
	Objective Met:	11/12/2013
	Experience:	11/12/2013 Literacy and math coaches collaborate at varying levels with content area collaboration teams to develop and review common formative assessment pre- and post assessments. Scantrons are used to facilitate expedient collection of data. Assessment results are analyzed to inform teachers' instructional concentration areas within the unit.
	Sustain:	11/12/2013 Common formative assessments are administered to students as pre- and post-assessments for each literacy unit and math module. Assessment results from post-assessments are entered on data cards that are rearranged based on students' demonstrated level of proficiency.
	Evidence:	11/12/2013 Documentation: * class CFA data results

<b>Indicator</b>	<b>IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)</b>		
<b>Status</b>	<b>Objective Met</b> 4/22/2014		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/16/2013	
		<b>Objective Met</b> - 04/22/2014	
	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:	Literacy does a pre/post test in grammar. Math classes have common assessment every three weeks. Teams determine objectives to be tested and analyze the data. The analysis drives the instruction for teaching the standards.	
<b>Plan</b>	Assigned to:	Tamara Rowe	
	How it will look when fully met:	In Literacy and math the most appropriate elements for mastery will be used. Each team will develop pre/post-test items that are clear and specific and would provide evidence of mastery. Literacy will continue the use of pre/post-test items already in place for grammar.	
	Target Date:	05/23/2014	
	<b>Tasks:</b>		
	1. During collaborative meetings, teams will review the curriculum map. Based on the curriculum map review they will identify the most appropriate elements for mastery. Pre-tests will be developed to reflect these elements.		
	Assigned to:	Classroom Teachers	
	Added date:	04/16/2013	
	Target Completion Date:	04/25/2014	
	Frequency:	monthly	
	Comments:	Collaboration teams meet weekly to review the curriculum map and design lessons related to the map. Teams design pre-assessments to inform instructional needs related to the modules.	
	<b>Task Completed:</b>	<b>4/22/2014 12:00:00 AM</b>	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	4/22/2014	
	Experience:	4/22/2014 A schedule of collaboration times was agreed upon by each team. Administrators monitor the collaborations to encourage fidelity of implementation. Coaches work with grade level teams (esp. in math and literacy) to assist in lesson planning and in the development of pre and post tests.	
	Sustain:	4/22/2014 Some collaboration teams still do not plan lesson sequences as a unit and plans still lack components of differentiation as needed.	
	Evidence:	4/22/2014 Pre- and post assessment samples collaboration sign-in sheets/minutes	

<b>Indicator</b>	<b>IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 10/16/2015		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/16/2013	
		<b>Objective Met</b> - 10/16/2015	
	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:	Presently, teachers are utilizing IXL The pre-test is a quick formative assessment at the beginning of a lesson or unit to determine each student's mastery of standards-aligned objectives prior to teaching the lesson or unit	
<b>Plan</b>	Assigned to:	Vekissa Wilson	
	How it will look when fully met:	In math and literacy, the Pre-test will be derived from the standards that are on the curriculum map. The results of the pre-test will be used to individualize instruction. Assignments will be leveled based on the results of the pre-test.	
	Target Date:	04/25/2014	
	<b>Tasks:</b>		
	1. Collaboration teams will develop the leveled assignments and activities based on the results for targeted instruction.		
	Assigned to:	Classroom Teacher	
	Added date:	04/16/2013	
	Target Completion Date:	04/25/2014	
	Frequency:	monthly	
	Comments:	The literacy coach provided data summaries from SOAR assessments outlining the greatest deficit areas. Both coaches met with content area teams to analyze student data and assist teachers in planning lessons to address areas of deficit.	
	<b>Task Completed:</b>	<b>4/22/2014 12:00:00 AM</b>	
	2. During collaborative meetings, teams will review the curriculum map. Based on the curriculum map review they will identify the most appropriate elements for mastery. Pre-tests will be developed based on these elements.		
	Assigned to:	classroom teachers	
	Added date:	04/16/2013	
	Target Completion Date:	04/26/2013	
	Frequency:	monthly	
	Comments:	Collaboration teams meet three times each week. Leading up to the beginning of each module or unit of study, collaboration teams meet (with or without the related coach) to develop pre-assessments to inform instructional needs of students.	

		<b>Task Completed:</b>	<b>1/7/2014 12:00:00 AM</b>
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		10/16/2015
	Experience:		10/16/2015 Evidence is provided in the Henderson Middle School Dropbox.
	Sustain:		10/16/2015 Evidence is provided in the Henderson Middle School Dropbox.
	Evidence:		10/16/2015 Evidence is provided in the Henderson Middle School Dropbox.
<b>Indicator</b>	<b>IIB05 - All teachers re-teach based on post-test results.(95)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/16/2013	
	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:	Every three weeks teachers have a common assessment to monitor student progress in the core instruction to help teachers focus on teaching standards.	
<b>Plan</b>	Assigned to:	Tamara Rowe	
	How it will look when fully met:	Every three weeks students will be given a common assessment. Teachers will analyze the results of the common assessment and provide corrective feedback. Reteaching will take place based on the results with explicit instruction reflected on the data walls, which should indicate growth.	
	Target Date:	04/25/2014	
	<b>Tasks:</b>		
	1. Create a common assessment based on each module/unit.		
	Assigned to:	Classroom Teacher	
	Added date:	04/16/2013	
	Target Completion Date:	04/25/2014	
	Frequency:	monthly	
	Comments:		
	2. Professional development will be job embedded(during collaboration time) to analyze the assessment and look at the distractors.		
	Assigned to:	Instructional Facilitators and Outside Consultants	
	Added date:	04/16/2013	
	Target Completion Date:	04/25/2014	
	Frequency:	weekly	
	Comments:		
	3. Ongoing professional development will be job embedded (during collaboration time) to provide corrective feedback training.		

	Assigned to:	Instructional Facilitators and Outside Consultants
	Added date:	04/16/2013
	Target Completion Date:	04/25/2014
	Frequency:	weekly
	Comments:	
	4. Students are encouraged in increased their self-awareness of their own progress and reallocate time for their weak points.	
	Assigned to:	Classroom Teacher
	Added date:	04/16/2013
	Target Completion Date:	04/25/2014
	Frequency:	weekly
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/23/2013	
	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:	All teachers look at the data. Implementation and monitoring is the missing link.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

<b>Indicator</b>	<b>IID09 - Instructional Teams use student learning data to plan instruction.(107)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/23/2013	
	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:	Teachers use student learning data to plan instruction, however implementation and monitoring is the missing link.	

<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/16/2013	
	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:	Literacy-on-going professional development has been provided for the planning process of best instructional practices. Unit plans that are developed by the District outline standards and objectives addressed within the unit.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	Teachers will share successful instructional strategies for meeting each objective within the unit.	
	Target Date:	05/26/2014	
	<b>Tasks:</b>		
	1. Instruction will align to the District provided curriculum.		
	Assigned to:	Classroom Teacher	
	Added date:	04/16/2013	
	Target Completion Date:	05/27/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 04/16/2013	
	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:	Math-Every three weeks a common assessment is administered to all students based on the curriculum map and state standards. Teachers analyze the post-test data to drive classroom instruction. Intervention teachers plan and analyze the test for their intervention classes. Intervention teachers set targets and plan for instruction to meet the needs of students assessed.
<b>Plan</b>	Assigned to:	Tamara Rowe
	How it will look when fully met:	Math-During collaboration time teachers will develop a pre-test for the up-coming unit. The pre-test will become the post-test for the unit. Every three weeks a pre-test will be given to assess student mastery of the unit. Literacy teachers will use the Arkansas Writing Rubric to identify students in need of tiered intervention.
	Target Date:	04/25/2014
	<b>Tasks:</b>	
	1. (Assessments) The pre and post assessments will be developed during collaboration to reflect the skills within each unit.	
	Assigned to:	Classroom Teacher
	Added date:	04/16/2013
	Target Completion Date:	04/25/2014
	Frequency:	four times a year
	Comments:	
	2. Teams will analyze the results from the assessments to identify the students that need differentiated instruction, or enhancement.	
	Assigned to:	Classroom Teacher
	Added date:	04/16/2013
	Target Completion Date:	04/25/2014
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Classroom Instruction</b>		
<b>Expecting and monitoring sound instruction in a variety of modes</b>		
<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Objective Met</b> 4/22/2014	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2012
		<b>Objective Met</b> - 04/22/2014
	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:	The District has created a curriculum map that is in alignment with the standards. Teachers at the school level utilize the curriculum map in developing units and daily lesson plan that will address the learning of all students. The implementation is left in the hands of the teacher therefore there is an infidelity in the consistency of teaching between classes.
<b>Plan</b>	Assigned to:	Frank Williams
	How it will look when fully met:	Lesson plans will be developed by subject and grade level in a collaborative setting each week. Daily plans will be posted inside each classroom by the door.
	Target Date:	05/23/2014
	<b>Tasks:</b>	
	1. Lesson plans will be developed by subject and grade level in a collaborative setting each week. Updated Plans will be posted inside each classroom and submitted to the principal upon request.	
	Assigned to:	instructional facilitators
	Added date:	01/22/2013
	Target Completion Date:	12/20/2013
	Frequency:	weekly
	Comments:	Lesson planning takes place in weekly collaboration meetings; however, some teams are considerably more functional than others. The December Focus Walk on lesson planning will identify areas of greatest need for administrative monitoring to ensure that quality lesson planning is occurring consistently throughout the building.
	<b>Task Completed:</b>	<b>12/9/2013 12:00:00 AM</b>
	2. Create pre-post tests for each literacy unit of instruction.	
	Assigned to:	classroom teachers/literacy coach
	Added date:	02/05/2013
	Target Completion Date:	05/23/2014
	Frequency:	four times a year
	Comments:	Common formative assessments are developed during collaboration team meetings at each grade level in literacy. The literacy coach maintains copies of these assessments.
	<b>Task Completed:</b>	<b>12/9/2013 12:00:00 AM</b>
	3. Collaborative teaming (teachers who teach the same grade level and/or subject) will meet three times each week in order to: develop assessments plan instruction develop differentiated activities develop pre-post tests items	
	Assigned to:	classroom teachers and instructional coaches
	Added date:	02/05/2013
	Target Completion Date:	01/10/2013
	Comments:	The math coach develops a common formative assessment, using curriculum map and collaborative teaming to determine skills assessed. The results are analyzed in collaborative meetings.
	<b>Task Completed:</b>	<b>5/21/2013 12:00:00 AM</b>

<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	4/22/2014
	Experience:	4/22/2014 The expectation for posting lesson plans has been communicated to the teaching staff. Specific administrative focus walks as well as coaches'/outside provider walks. Coaches work closely with grade level collaboration teams to develop and/or review teacher-made CFAs related to curriculum models.
	Sustain:	4/22/2014 We need to have a singular method/location for posting plans. Coaches need to continue regular attendance/participation in collaboration and teaming meetings along with administrators to monitor the fidelity of planning processes.
	Evidence:	4/22/2014 Focus Walk Summary Reports Letters of discipline for failure to have/post plans (w/ names blackened out)
<b>Indicator</b>	<b>IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)</b>	
<b>Status</b>	Tasks completed: 1 of 2 (50%)	
<b>Assess</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/13/2012 <b>Will include in plan</b>
	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:	Henderson Middle School currently uses the SOAR data to determine areas to pre-teach as well as areas to re-teach. SIOP (sheltered instruction for ESL students) and resource classes lend themselves to more individualized instruction.
<b>Plan</b>	Assigned to:	Frank Williams
	How it will look when fully met:	Lesson plans will be developed by subject and grade level in a collaborative setting each week. Updated Plans will be posted inside each classroom as well as submitted to the principal each week.
	Target Date:	03/21/2014
	<b>Tasks:</b>	
	1. Lesson plans will be developed by subject and grade level in a collaborative setting each week. Updated Plans will be posted inside each classroom as well as submitted to the principal each week.	
	Assigned to:	instructional facilitators
	Added date:	01/22/2013
	Target Completion Date:	03/21/2014
	Comments:	
	2. Collaborative teaming (teachers who teach the same grade level and/or subject) will meet three times each week in order to: develop assessments plan instruction develop differentiated activities develop pre-post tests items	

		Assigned to:	classroom teachers and instructional coaches
		Added date:	02/05/2013
		Target Completion Date:	01/10/2013
		Comments:	80% of the math teachers and of 60% literacy teachers used the result of SOAR assessments to drive instruction as well as using student data walls in each classroom in order for students to monitor their progress.
		<b>Task Completed:</b>	5/21/2013 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		50%
<b>Indicator</b>	<b>IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)</b>		
<b>Status</b>	Tasks completed: 1 of 2 (50%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/27/2012	
	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 math department currently uses pre-post tests at the beginning and end of each module using quiz builder software through The Learning Institute. Embedded assessments include individual and group student work as well as student presentation of their problem solving. The Learning Institute provides quarterly periodic assessments called SOAR that are used to help teachers to modify their lessons based on need. Annual standardized assessments are given in April, returned in June and the data is used for placement in AP or regular classes and drives the decisions regarding intervention needs. Annual tests are also examined for individual student growth and to determine strengths and weaknesses in each standard's strand. The Literacy department also utilizes periodic assessments Quarterly (SOAR) in order to modify lessons based on need. Annual standardized tests are also used for determining placement, intervention, growth, and strengths and weaknesses..	
<b>Plan</b>	Assigned to:	Frank Williams	

	How it will look when fully met:	Diagnostic-Prescriptive Assessments: The literacy curriculum has embedded common assessments such as: essays, project-based assignments, newsletters, multi-media projects, open-response prompts, graphic organizers, journals, research papers, and teacher made tests and rubrics developed by grade level teams Embedded Assessments: The math coach and math specialist has developed an common assessment for all math classes. This will be used as an embedded assessment to help drive classroom instructions and intervention before the next district SOAR test. Periodic Assessments: The literacy department uses chunk SOAR assessments data to drive/ inform instruction Annual Assessments: The ACTAAP exam is administered annually to monitor acquisition of grade level skills. Special Education instructors utilize common assessment for math and literacy to align standards with the IEP goals. A student profile for each IEP student is comprised of classroom assessment, Soar assessment, and ACTAAP assessments to focus on specific needs of the student to develop IEP goals and objectives.
	Target Date:	03/21/2014
	<b>Tasks:</b>	
	1. The leadership team will attend grade level collaborations to review agendas, minutes and to support the planning process.	
	Assigned to:	leadership team
	Added date:	01/29/2013
	Target Completion Date:	06/04/2013
	Frequency:	weekly
	Comments:	Principals and Assistant Principals attend both collaborative and teaming meetings each week as is evidenced by sign-in sheets and meeting minutes. The level of involvement varies according to need. Instructional coaches support these meetings by providing job-embedded professional development.
	<b>Task Completed:</b>	<b>11/19/2013 12:00:00 AM</b>
	2. The leadership team will conduct classroom focus walks to observe the use of the workshop model, lesson plans, word walls, and student use of technology.	
	Assigned to:	leadership team
	Added date:	01/29/2013
	Target Completion Date:	03/21/2014
	Frequency:	weekly
	Comments:	
<b>Implement</b>	Percent Task Complete:	50%
<b>Indicator</b>	<b>IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/27/2012
	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:	Currently both literacy and math teachers maintain evaluation records through Edline software and The Learning Institute software. EDline records reflect daily and weekly assessments while TLI generates a variety of reports using the periodic assessment data. Instructional Coaches summarize annual assessment data and provide teachers with a report to use for planning purposes..	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	<p>Diagnostic-Prescriptive Assessments: The literacy curriculum has embedded common assessments such as: essays, project-based assignments, newsletters, multi-media projects, open-response prompts, graphic organizers, journals, research papers, and teacher made tests and rubrics developed by grade level teams</p> <p>Embedded Assessments: The math coach and math specialist has developed an common assessment for all math classes. This will be used as an embedded assessment to help drive classroom instructions and intervention before the next district SOAR test.</p> <p>Periodic Assessments: The literacy department uses chunk SOAR assessments data to drive/ inform instruction</p> <p>Annual Assessments: The ACTAAP exam is administered annually to monitor acquisition of grade level skills. Special Education instructors utilize common assessment for math and literacy to align standards with the IEP goals. A student profile for each IEP student is comprised of classroom assessment, Soar assessment, and ACTAAP assessments to focus on specific needs of the student to develop IEP goals and objectives. Instructors for English Language Learner utilize assessment to determine language needs of students as well as content needs.</p> <p>Classroom assessment, Soar Testing, ACTAAP test, and ELDA testing are utilized for placement and drives the instruction in Language and Academic skills.</p>	
	Target Date:	06/03/2014	
	<b>Tasks:</b>		
	1. The leadership team will conduct classroom focus walks to observe the use of the workshop model, lesson plans, word walls, and student use of technology.		
	Assigned to:	leadership team	
	Added date:	01/29/2013	
	Target Completion Date:	06/03/2014	
	Frequency:	weekly	
	Comments:		
	2. The leadership team will attend grade level collaborations to review agendas, minutes, and writing /math portfolios.		
	Assigned to:	leadership team	
	Added date:	01/29/2013	

		Target Completion Date:	06/03/2014
		Frequency:	weekly
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (Focus,Priority)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 04/23/2013
	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:		Time and structure are in place. Literacy and math teachers are looking at the data with the coaches. Some differentiation is taking place. Implementation and monitoring is the missing link.
<b>Plan</b>	Assigned to:		Not yet assigned
		Added date:	
<b>Indicator</b>	<b>IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives.(118)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 01/08/2015
	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:		Every classroom has an objective posted and most teachers read the objective to students and students read it. Students don't always understand the objective. Objectives need to be in kid friendly language.
<b>Plan</b>	Assigned to:		Not yet assigned
		Added date:	
<b>Indicator</b>	<b>IIIA35 - Students are engaged and on task.(144)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 11/27/2012
	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 cuing is observed through classroom walk-through reporting, however engagement levels are reportedly low. professional development is needed in the areas of corrective feedback and reinforcement.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	Rituals and Routines would be evident in every classroom because they are established and adhered to. There will be a reduction in the number of student discipline referrals. Best practices and strategies (example: workshop model, higher level of questioning, Bloom's taxonomy, etc.) are used consistently. Classroom instruction is student centered.	
	Target Date:	06/03/2014	
<b>Tasks:</b>			
	1. Job-embedded, ongoing professional development will be centering on a single best practice at one time. Instructional facilitators and Pearson External Providers (specialists) will provide initial training (example: modeling) and continued support for each best practice.		
	Assigned to:	leadership team	
	Added date:	01/22/2013	
	Target Completion Date:	05/29/2013	
	Comments:	Job-embedded PD is an ongoing practice that takes place during collaboration, teaming, and faculty meetings as well as in classes. PD has been (and will continue to be) provided by school-based coaches, Pearson coaches, building administrators, and teachers focusing on a single best practice at a time. Some PD that has already occurred includes training on: rigor, SMART objectives, differentiated instruction, classroom management, 4-square writing to open response prompts, etc.	
	<b>Task Completed:</b>	<b>11/19/2013 12:00:00 AM</b>	
	2. Professional Development will be provided in the areas of cultural sensitivity, classroom management, and developing behavior contracts with students.		
	Assigned to:	Steve Geurin	
	Added date:	01/22/2013	
	Target Completion Date:	05/29/2014	
	Comments:		
	3. The members of the leadership team (with the assistance of teacher volunteers) will develop a list of students who are not forecasted to score proficient on the upcoming Benchmark exam and will mentor them using the TLI student accountability report.		
	Assigned to:	leadership team	
	Added date:	01/22/2013	
	Target Completion Date:	04/01/2014	
	Comments:		
<b>Implement</b>	Percent Task Complete:	33%	

## 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: 1 of 3 (33%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/27/2012	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Teachers enter weekly grades into EDline. Parents are given a password for the EDline system. Parents and teachers can communicate via email through this system. Teachers can post upcoming tests and lessons through this system however it is not required. Two Academic teams send home quarterly newsletters about special events and areas of focus. Some teachers choose to communicate with parents through a student contract that needs to be signed daily. Henderson Middle School uses a system called PLASCO that immediately telephones a parent if a student is tardy to class. Parent Link (another phone system) is also a way to communicate with parents about behavior and academic issues.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	Teachers enter weekly grades into EDline. Parents are given a password for the EDline system. Parents and teachers can communicate via email through this system. Teachers post upcoming tests and lessons through this system. Academic teams send home quarterly newsletters about special events and areas of focus. Teachers choose to communicate with parents through student contracts that need to be signed daily. Henderson Middle School uses a system called PLASCO that immediately telephones a parent if a student is tardy to class. Parent Link (another phone system) is also a way to communicate with parents about behavior and academic issues. Family nights are held twice each year to include parents in learning activities related to Math and Literacy. AVID classes prepare students with study skills needed to be successful in school and include a parent communication component. After-school program includes both an academic and enrichment component for at-risk students. Parent Conferences are held twice each year. A parent-teacher conference form is used for documentation of any parent-teacher meeting. Each teacher keeps a phone log when communicating with parents by phone.	
	Target Date:	06/03/2014	
	<b>Tasks:</b>		
		1. Parents are given a password for the ED-line system by the technology specialists in the building during registration and Open House. Counselors also have this information.	
		Assigned to:	technology specialist

		Added date:	03/12/2013
		Target Completion Date:	08/30/2013
		Comments:	Parents have been given an Ed-line password during either registration or Open House.
		<b>Task Completed:</b>	<b>11/19/2013 12:00:00 AM</b>
	2. PLASCO and Parent Link will continue to be used to communicate with parents about behavior and academic issues.		
		Assigned to:	Steve Geurin
		Added date:	03/12/2013
		Target Completion Date:	05/23/2014
		Comments:	
	3. Two Family Nights and two Parent-Teacher conferences will be held each year in order to provide parents an opportunity to work with teachers on academic issues.		
		Assigned to:	Steve Geurin
		Added date:	03/12/2013
		Target Completion Date:	05/23/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:		33%
<b>Indicator</b>	<b>IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/27/2012	
	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:	Current district policy states homework will be given four days a week. All teachers do not always give homework each day. Professional development on the purpose and use of homework needs to be repeated and monitored often.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	Coordinated effort among departments, disciplines, and grade levels to assign the appropriate amount, type, and quality of homework assignments.	
	Target Date:	03/21/2014	
	<b>Tasks:</b>		
	1. Convene a committee made up of representatives from each department and grade level to establish a homework policy specific to Henderson Middle School needs.		
		Assigned to:	Steve Geurin
		Added date:	02/05/2013
		Target Completion Date:	02/04/2014

		Comments:	The Homework Committee is comprised of representative department chairs, academic coaches, administrators, and a counselor. The Committee convened initially on 1/16/14 to review research/articles on homework and to draft an initial document for review by the Leadership Team and grade level teams and/or faculty. The committee will convene again to address H/W grading procedures and to complete the final document.
		Task Completed:	1/21/2014 12:00:00 AM
		2. The homework committee will present recommendations and hear feedback from the staff during department meetings at the February faculty meeting.	
		Assigned to:	homework committee
		Added date:	02/05/2013
		Target Completion Date:	02/04/2014
		Comments:	The Homework Committee presented recommendations to the faculty at the February faculty meeting. The committee also fielded questions and concerns from various content areas to be considered/addressed prior to the final draft.
		Task Completed:	3/11/2014 12:00:00 AM
		3. Homework committee will revise and submit a final draft of Henderson's homework policy.	
		Assigned to:	homework committee
		Added date:	02/05/2013
		Target Completion Date:	03/21/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:		67%
<b>Indicator</b>	<b>IIIB03 - All teachers check, mark, and return homework.(152)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/27/2012	
	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:	The checking, marking, and returning of homework is not currently monitored. Current district policy states homework will be given four days a week. All teachers do not always give homework each day. Professional development on the purpose and use of homework needs to be repeated and monitored often.	
<b>Plan</b>	Assigned to:	Frank Williams	

	How it will look when fully met:	The homework committee established a policy specific to Henderson Middle School by June of 2013. Teachers will be informed of the final draft of this policy before the 2013/14 school year. The policy will include the role of teachers, parents, and students in the assignment and completion of homework, provide guidelines for the frequency of homework, establish the weight of homework, and establish guidelines for prompt return of graded homework to the student.
	Target Date:	05/23/2014
	<b>Tasks:</b>	
	2. Convene a committee made up of representatives from each department and grade level to establish a homework policy specific to Henderson Middle School needs.	
	Assigned to:	Steve Geurin
	Added date:	02/05/2013
	Target Completion Date:	02/04/2014
	Comments:	The Homework Committee is comprised of representative department chairs, academic coaches, administrators, and a counselor. The Committee convened initially on 1/16/14 to review research/articles on homework and to draft an initial document for review by the Leadership Team and grade level teams and/or faculty. The committee will convene again to address H/W grading procedures and to complete the final document.
	<b>Task Completed:</b>	<b>1/21/2014 12:00:00 AM</b>
	3. The homework committee will present recommendations and hear feedback from each department as well as during the February faculty meeting.	
	Assigned to:	homework committee
	Added date:	02/05/2013
	Target Completion Date:	02/04/2014
	Comments:	The Homework Committee presented recommendations to the faculty at the February faculty meeting. The committee also fielded questions and concerns from various content areas to be considered/addressed prior to the final draft.
	<b>Task Completed:</b>	<b>3/11/2014 12:00:00 AM</b>
	4. Homework committee will revise and submit a final draft of Henderson's homework policy after receiving feedback in February.	
	Assigned to:	homework committee
	Added date:	02/05/2013
	Target Completion Date:	03/21/2014
	Comments:	
<b>Implement</b>	Percent Task Complete:	67%
<b>Indicator</b>	<b>IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012
	Index:	3 (Priority Score x Opportunity Score)

	Priority Score:	3	(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:	Parent teacher conferences are held twice each year or on an individual basis according to need. The Parent Center houses a computer so that parents can check their child's grades and progress in each class. Some teachers post upcoming assignments within the EDline software. A parent liaison is available for non-english speaking parents to inquire about their child's progress as well.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	Parent Teacher conferences are held twice each year. Parent Center houses a computer in order for parents to check progress. A Parent Bulletin board is located at the main entrance and maintained by the parent liaison. Each student is issued an assignment/agenda notebook in order to assist with home to school and school to home communication. ED-line software is available for two way communication between school and parent. Refrigerator curriculum will be distributed to parents in order communicate the Common Core standards.	
	Target Date:	03/14/2014	
	Added date:		

### Classroom Instruction

#### Expecting and monitoring sound classroom management

<b>Indicator</b>	<b>IIIC04 - Students raise hands or otherwise signal before speaking.(159)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	There is a need for a clearer district policy relating to excusing students from the classroom due to minor infractions. Teacher accountability for classroom management is limited because of the Little Rock School District professional negotiations agreement.	
<b>Plan</b>	Assigned to:	Frank Williams	

	How it will look when fully met:	Teachers will model this strategy with students and establish a hand raising policy. Students will participate by being allowed to ask questions and share their thoughts. If a student answers a question without raising their hand, first ignore them, but the teacher will use proximity or a predetermine system to communicate a consequence or classroom management plan. the policy must constantly be reinforced on a daily basis.	
	Target Date:	06/06/2014	
	Added date:		
<b>Indicator</b>	<b>IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/06/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(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:	Although teachers are required to post classroom rules,, implementation of the classroom rules is limited rather than school-wide. There is a need for a clearer district policy relating to excusing students from the classroom due to minor infractions. Teacher accountability for classroom mangagement is limited because of the Little Rock School District professional negotiations agreement.	
<b>Plan</b>	Assigned to:	Frank Williams	
	How it will look when fully met:	A cross section of teachers, support staff, and administrators met across 3 days during the summer to establish school-wide rituals and routines for all common spaces (classrooms, halls, cafeteria, bathroom, etc.). This group then in-serviced the teachers during pre-service training and provided posters of the rituals and routines to be posted in classrooms. The teachers then instructed the students on the school wide rituals and routines as well.	
	Target Date:	06/06/2014	
	<b>Tasks:</b>		
	2. Teachers will turn in a list of rituals and routines they have established in their classroom to the principal.		
	Assigned to:	Steve Geurin	
	Added date:	02/26/2013	
	Target Completion Date:	08/30/2013	
	Comments:	A cross section of teachers and administrators met prior to school beginning to establish school wide rituals and routines that were approved by the building principal. This was done instead of individual rules to promote school wide consistency of expectations.	
	<b>Task Completed:</b>	<b>12/9/2013 12:00:00 AM</b>	

		3. Rituals and routines will be established within grade level and/or subject level teams.	
		Assigned to:	Steve Geurin
		Added date:	02/26/2013
		Target Completion Date:	08/30/2013
		Comments:	A cross section of teachers and administrators met prior to school beginning to establish school wide rituals and routines that were approved by the building principal. This was done instead of individual rules to promote school wide consistency of expectations.
		<b>Task Completed:</b>	12/9/2013 12:00:00 AM
		4. Classroom Walk-through data will reflect an increase in the use of rituals and routines each quarter.	
		Assigned to:	Steve Geurin
		Added date:	02/26/2013
		Target Completion Date:	06/06/2014
		Frequency:	three times a year
		Comments:	
<b>Implement</b>	Percent Task Complete:		67%
<b>Family Community Engagement</b>			
<b>Defining the purpose, policies, and practices of a school community</b>			
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/16/2015	
	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:	See later...	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		