

Comprehensive Plan Report

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

March 31, 2016

J.A. Fair High NCES - 50900001389

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 Tasks completed: 0 of 2 (0%)

Assess	Level of Development:	Initial: Limited Development 10/16/2015	
	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:	School Leadership Team, Campus Leadership Team, Professional Learning Communities, Parental Involvement Committee/School Community Council Collect agendas, minutes, feedback, collaboration notes and data from all meetings Each team has established by-laws/protocols We will continue to make sure all staff know the purpose of all teams, share facts about the teams and survey the staff about effectiveness.	
Plan	Assigned to:	Dionne Britton	
	How it will look when fully met:	All teams meet on regularly specified days. All teams have provided agendas and minutes. All teams are functioning according to their bylaws/protocols. Effectiveness will be measured by survey responses and next step implementation.	
	Target Date:	03/18/2016	
	Tasks:		
	1. Collect agendas, minutes, feedback, collaboration notes and data from all meetings		
	Assigned to:	Dionne Britton	
	Added date:	03/02/2016	
	Target Completion Date:	03/18/2016	
	Frequency:	monthly	
	Comments:	Collect agendas, minutes, feedback, collaboration notes and data from all meetings will be placed in binder for viewing	

		2. Ensure teams as established by-laws/protocols	
		Assigned to:	Fredrick Dickins
		Added date:	03/02/2016
		Target Completion Date:	03/18/2016
		Frequency:	monthly
		Comments:	Ensure each teams as established by-laws/protocols
Implement	Percent Task Complete:	0%	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/16/2015	
	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:	Agendas for all collaboration meetings are submitted via google forms or to Principal Biggs. Teachers and staff will continue to obtain professional development on submitting forms using Google Docs. Agendas and minutes are kept for the School Leadership Team Meetings, Department Meetings, Campus Leadership Meetings, School Community Council Meetings	
Plan	Assigned to:	Dionne Britton	
	How it will look when fully met:	All teams will have minutes and agendas for all documented meetings.	
	Target Date:	06/03/2016	
		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	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/16/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The School Leadership Team meets every 1st and 3rd Wednesday for 1 hour in duration in the school media center. The members includes the principal, assistant principals, instructional facilitators, school improvement specialist, district math specialist, and parent liaison. Agendas and minutes are kept for each meeting.	

Plan	Assigned to:	Christopher Johnson
	How it will look when fully met:	The School Leadership Team meets every 1st and 3rd Wednesday for 1 hour in duration in the school media center. The members includes the principal, assistant principals, instructional facilitators, teacher leaders, City Year representative, school improvement specialist, district math specialist, and parent liaison. Agendas and minutes are kept for each meeting.
	Target Date:	06/10/2016
	Tasks:	
	1. Continue a monthly meeting schedule	
	Assigned to:	Christopher Johnson
	Added date:	03/16/2016
	Target Completion Date:	06/10/2016
	Frequency:	twice monthly
	Comments:	The leadership team will meet twice a month on the 1st and 3rd Wednesday
	2. Select staff members to serve on the team	
	Assigned to:	Christopher Johnson
	Added date:	03/16/2016
	Target Completion Date:	08/14/2015
	Comments:	Select staff members to serve on the team which are representative of the diverse makeup of the staff. Include teacher leaders and representative from the math and literacy department
Implement	Percent Task Complete:	0%
Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	
Status	Objective Met 4/16/2014	
Assess	Level of Development:	Initial: Limited Development 09/19/2012
		Objective Met - 04/16/2014
	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:	We will create a proactive plan of action to address this indicator.
Plan	Assigned to:	Jeremy Owoh
	How it will look when fully met:	Collect and disaggregated data with team and faculty.
	Target Date:	08/20/2012
	Tasks:	

		1. collect CWT, discipline, and school/district data.
	Assigned to:	Jeremy Owoh
	Added date:	01/23/2013
	Target Completion Date:	08/20/2012
	Comments:	
	Task Completed:	4/1/2014 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	4/16/2014
	Experience:	4/16/2014 The team is highly functional and effective.
	Sustain:	4/16/2014 Leadership team will continue to monitor the instruction.
	Evidence:	4/16/2014 CWTs and formal observations
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	
Status	Objective Met 4/16/2014/16/2014	
Assess	Level of Development:	Initial: Limited Development 09/19/2012
		Objective Met - 04/16/2014 04/16/2014
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The 9th and 10th grade teachers are organized into academies. Career academies are being established. These teams along with the Algebra I teachers and the Geometry teachers have a common planning period.
Plan	Assigned to:	Jeremy Owoh
	How it will look when fully met:	Team will assess at next meeting
	Target Date:	06/15/2013
	Tasks:	
	0. Principal will continue with grade level teams and move forward in creating career academies.	
	Assigned to:	Jeremy Owoh
	Added date:	04/16/2014
	Target Completion Date:	04/30/2014
	Comments:	
	Task Completed:	8/30/2013 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	4/16/2014 4/16/2014
	Experience:	4/16/2014 WE continue to monitor teams. 4/16/2014 WE continue to monitor teams.

Sustain:	4/16/2014 continue to monitor the effectiveness of the teams
Evidence:	4/16/2014 Leadership team agendas; instructional teams are effective and functional

Indicator ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: No development or Implementation 09/19/2012
		Will include in plan
	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:	We will meet and discuss the plan of action.
Plan	Assigned to:	Jeremy Owoh
	How it will look when fully met:	Instructional teams are functional and effective.
	Target Date:	04/01/2014
	Added date:	

School Leadership and Decision Making

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

Indicator IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 09/19/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The administrative team , and instructional coaches do address unsound teaching practices. The administrative team can be more proactive with this process by providing professional development.We have two teachers on the awareness phase.
Plan	Assigned to:	Not yet assigned
	Added date:	

Indicator	IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) (Focus)		
Status	Add a Task Tasks completed: 1 of 1 (100%)		
Assess	Level of Development:	Initial: Limited Development 09/19/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal has started parent meetings so that the avenue to discuss the school's progress and improvement is established. The staff has the opportunity voice constructive critique during faculty meetings, Building Concerns committee, and the school survey that is given at the end of the school year.	
Plan	Assigned to:	Jeremy Owoh	
	How it will look when fully met:	Teachers are given the opportunity to voice constructive critique during PLCs and faculty meetings. Parents are able to voice concerns during parent teacher association meetings and direct meetings with the principal.	
	Target Date:	04/30/2014	
	Tasks:		
	1. Schedule opportunities in the school calendar.		
	Assigned to:	Jeremy Owoh	
	Added date:	03/03/2015	
	Target Completion Date:	03/10/2015	
	Frequency:	twice monthly	
	Comments:		
	Task Completed:	1/6/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: No development or Implementation 09/19/2012	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Peer CWTs have been discussed; the instructional leadership team will include this as a task to complete during the current school year.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: No development or Implementation 09/20/2012	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We will add to plan and provide professional development.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/20/2012	
	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:	We have school wide Professional development but not individual PD for effective teaching.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/20/2012	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The instructional team will provide the opportunity during faculty meetings.	
Plan	Assigned to:	Fredrick Dickins	
	How it will look when fully met:	Teachers will continue to receive meaningful PD that focuses on effective teaching strategies.	
	Target Date:	04/30/2014	
	Added date:		
Indicator	IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/19/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Opportunities for teachers to share with others are given during PLCs and faculty meetings.	
Plan	Assigned to:	Christopher Johnson	
	How it will look when fully met:	Teachers will continue to present at faculty meetings and PLCs.	
	Target Date:	05/30/2014	
	Added date:		
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/04/2015	
	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:	practice	
Plan	Assigned to:	Not yet assigned	
	Added date:		
School Leadership and Decision Making			

Expanded time for student learning and teacher collaboration

Indicator IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 3 (0%)

Assess	Level of Development:	Initial: Limited Development 01/06/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school currently offers Read 180, Summer School Credit Recovery, and Afterschool programs. There are monies available to accomplish this goal. We will work with the District level staff to fully implement this goal.	
Plan	Assigned to:	Marian Arnett	
	How it will look when fully met:	The school will provide additional instructional opportunities for students. Systems will be clearly aligned to identify students and meet their needs. The master schedule will accommodate extra opportunities, teachers will be trained to meet the needs of these students, a system will be in place to progress monitor growth. During the summer and throughout the school day additional opportunities will be available to meet needs not addressed during the school year.	
	Target Date:	08/15/2016	
	Tasks:		
	1. 1. Students will be offered opportunities to work on credit recovery during their study hall period.		
	Assigned to:	Marian Arnett	
	Added date:	02/03/2016	
	Target Completion Date:	06/03/2016	
	Frequency:	daily	
	Comments:	Student currently enrolled in study hall and who still need to recover credits will be identified. The study hall teacher will be given the class availability/opportunity for each class period. Students will be provided this opportunity based on their desire to recover the credit during the school day.	
	2. Ninth grade students will have the opportunity to extend the current school year by attending the Aspire Summer Credit Recovery.		
	Assigned to:	Marian Arnett	
	Added date:	02/03/2016	
	Target Completion Date:	07/01/2016	
	Frequency:	once a year	
	Comments:	Ninth graders who have failed Algebra I/Geometry and English I will attend a two week credit recovery.	

		3. Time spent in electives is reduced to allow students to receive more direct instruction via City Year
	Assigned to:	Christopher Johnson
	Added date:	02/03/2016
	Target Completion Date:	07/01/2016
	Comments:	Ninth grade students identified as basic or below basic will receive small group and individual interventions.
Implement	Percent Task Complete:	0%

Opportunity to Learn

Post-Secondary School Options

Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)
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Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 10/16/2015
	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:

We offer a Career/Transition Fair for all students. All seniors are paired with a caring mentor in the building that will assist the student with college or career decisions. City Year has added Adopt A Senior. Corp members meet with the students to discuss college and career options during lunch and assist with their needs. All math club students will qualify for a grant if they decide to work in the educational field upon college graduation. Incentive for students that are currently in the club. We offer three Career Academies: IT, Sports Medicine and Environmental Science All 9th grade students take the Kudor Assessment that will assist them with choosing a career academy. Financial Aid Workshop for all seniors and their parents. We have a Career Coach-offer the COMPASS test in house to our students

Plan	Assigned to:	Not yet assigned
	Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)
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Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 01/06/2016
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	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently collaborate with core teachers. During those collaboration we collaborate, align the curriculum, and analyze data based on pre/post test. The results are used to establish next steps for students.	
Plan	Assigned to:	LaGail Biggs	
	How it will look when fully met:	All subject areas will collaborate and align their units of studies to the curriculum. The will also collaborate, give pre/post test, and use this data to set next steps for student learning.	
	Target Date:	06/10/2016	
	Added date:		

Indicator **IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)**

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 09/26/2012	
	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:	Administration will require mastery criteria to be included in all lesson planning. The ILT will provide information to the full faculty on including criteria for mastery in lesson plans.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator **IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)**

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 09/26/2012	
	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 Instructional Leadership Team has begun addressing this issue. TLI will be used where possible to assist with pre / post test development. The ILT will also work with the Campus Leadership Team (department chairpersons) to fully implement this indicator.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/26/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Faculty was provided training on designing pre/post test. Teachers were also given training on how to disaggregate data. All pre/post test are uploaded and shared to Google Drive. Administration monitors the progress of the delivery of pre/post test via Google Docs and shared folders.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/26/2012	
	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 Instructional Leadership Team will review SOAR data. The ILT will discuss further how to work with the Campus Leadership Team and academic department chairs on the best way to institute the practice of unit pre/post test results being reviewed by the ILT.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/16/2015	
	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:	Currently all teachers have received professional development on pre/post test and data analysis. During collaboration team time, teachers are discussing pre/post test data and analysis and providing next steps and interventions that will address students needs. Teachers complete a 5-step data analysis for all student data discussed.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 04/15/2014	
	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:	Most teachers are completing this task; ongoing PD and observation will be conducted.	
Plan	Assigned to:	Fredrick Dickins	
	How it will look when fully met:	All teachers will be engaged in aligning their learning activities with the objectives.	
	Target Date:	05/01/2014	
	Tasks:		
	0. Provide teachers with ongoing PD and monitor development.		
	Assigned to:	Bill Pearson	
	Added date:	04/15/2014	
	Target Completion Date:	04/30/2014	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	0%	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/04/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school implements at least three or more assessments including Pre/post test, SMI/SRI, TLI (assess standards quarterly), summative and formative assessments. As a school we look at data, collaborate, and establish next steps. As a classroom teacher data is discussed with students. As a school we make sure IEPs are implemented. All assessments are based on the standards and differentiated. The school leadership teams meets twice monthly and discuss the data. This data is then shared with the Camps Leadership team and funnels to departments and individual teachers.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/18/2015	
	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:	We currently operate with a 45 day plan due to the lack of year to year assessment data (reliable). We've implemented pre and post test data within all subject areas. Teachers collaborate and analyze the data to determine next steps for academic improvement.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/26/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	With our ACSIP and Strategic Plan and goals, the ILT, under the direction of the Principal, will collect relevant data. Data will include Data Director, NORMES,CWT reports, SOAR data, attendance rates, quarterly grading summaries, and other appropriate school-level data. To ensure all ILT members have access to current data, the Principal will inquire about Data Director training for all ILT members.	
Plan	Assigned to:	LaGail Biggs	
	How it will look when fully met:	The team will assess and disaggregate the data on a monthly basis.	
	Target Date:	10/01/2013	
	Added date:		
Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/05/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In the process of training for pre and post tests by departments, and functioning in December 2014. Creating CFA's data will be available in January.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IID09 - Instructional Teams use student learning data to plan instruction.(107)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/19/2014	
	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:	Departments have received professional development on pre and post test; as well as Common Formative Assessments. The school has implemented the Scholastic Math Inventory and Scholastic Reading Inventory assessments to grades 9, 10, and 11. Implementation of district interim assessments to determine the fidelity of the curriculum for math and literacy.	

Plan	Assigned to:	Not yet assigned	
	Added date:		
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 09/19/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The teachers are expected to engage students in the instruction by including technology and project-based projects.	
Plan	Assigned to:	Jeremy Owoh	
	How it will look when fully met:	All studnet will be authentically engaged in their learning.	
	Target Date:	05/30/2014	
	Tasks:		
	1. Provide ongoing PD regarding reflective feedback sent to teacher		
	Assigned to:	LaGail Biggs	
	Added date:	04/15/2014	
	Target Completion Date:	06/19/2015	
	Frequency:	weekly	
	Comments:	District provided in-service for administration July 2014 and monthly professional thru December 2014. Instructional facilitators were trained August 2014. Teachers were in-serviced during the October 2014 faculty meeting regarding the feedback and reflections.	
	2. Use Classroom observation tool data to drive change in instruction.		
	Assigned to:	Tonjuna Iverson	
	Added date:	04/03/2015	
	Target Completion Date:	06/19/2015	
	Frequency:	weekly	
	Comments:	Teachers will receive the data weekly regarding the drop-ins for their classroom. In some cases teachers will receive a one on one feedback meeting with administrators. Teacher provide reflective feedback to administrator regarding the reflective questions that were asked from the administrator.	
	3. Monitor and evaluate outcomes from classroom observations		
	Assigned to:	Christopher Johnson	

		Added date:	04/03/2015
		Target Completion Date:	06/19/2015
		Frequency:	monthly
		Comments:	Informal/Formal observations Drop-ins, quarterly grade distributions, and Site Reporter to check student progress
Implement	Percent Task Complete:		0%

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator	IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/26/2012	
	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 Instructional Leadership Team will work with the faculty to first define homework and the purpose of homework and then to insure that all teachers will assign homework four or more days a week. Administrators will look for homework assignments during classroom observations and the PTAS teacher appraisal process. CWT data will also be collected regarding homework.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

Indicator	IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/19/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At this current time, we do report weekly on Edline; however, Edline does not report mastery. We will work with the district collaborative team to construct a method of communication to parents.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

Classroom Instruction**Expecting and monitoring sound classroom management****Indicator IIIC01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)****Status** Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 04/16/2014	
	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:	We have pockets of success in the school.	
Plan	Assigned to:	LaGail Biggs	
	How it will look when fully met:	Most students will be engaged in meaningful classroom activities at all times.	
	Target Date:	05/01/2014	

Tasks:

0. We will conduct CWTs and provide meaningful feedback to the faculty.

	Assigned to:	LaGail Biggs	
	Added date:	04/16/2014	
	Target Completion Date:	05/15/2014	
	Comments:		
Implement	Percent Task Complete:	0%	

Indicator IIIC04 - Students raise hands or otherwise signal before speaking.(159)**Status** [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 09/19/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is a rule and procedure in about 85% of our classes; we will work with our 15% of the teaching faculty to ensure that is school-wide.	
Plan	Assigned to:	Tonjuna Iverson	
	How it will look when fully met:	Teachers will be expected to add this wiseway to their classroom procedures	
	Target Date:	04/30/2014	
	Added date:		

Indicator	IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)		
Status	Objective Met 4/16/2014		
Assess	Level of Development:	Initial: Limited Development 09/19/2012	
		Objective Met - 04/16/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	75% of our teachers display rules; we will work with the other 25% of the teaching faculty to ensure that 100% of our faculty members are displaying rules and procedures.	
Plan	Assigned to:	Jeremy Owoh	
	How it will look when fully met:	Discuss with faculty and set a plan of action.	
	Target Date:	09/01/2012	
	Tasks:		
	0. Discuss with faculty and monitor.		
	Assigned to:	Jeremy Owoh	
	Added date:	04/16/2014	
	Target Completion Date:	04/15/2014	
	Comments:		
	Task Completed:	8/30/2013 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	4/16/2014	
	Experience:	4/16/2014 monitored all classrooms and provide feedback to teachers	
	Sustain:	4/16/2014 we will continue to monitor and provide feedback to the faculty.	
	Evidence:	4/16/2014 direct observation	
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/16/2015	
	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:	All teachers have developed rituals and routines and they're posted in each classroom. Teachers taught their rituals and routines to their classes. Campus Leadership team is in the process of reviewing school-wide rituals and routines that will be shared with all stakeholders and posted school-wide.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/16/2015	
	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:	We hold a Title I parent meeting during open house and we parent meeting throughout the year that reinforce activities that will support parental/student learning at home. English classes bring their students to media center and send an outside contract/parent agreement regarding the outside reading project. City Year hold the Math/Literacy Night (Road to Success) during the spring semester. Have math and literacy activities for parents to engage with the students. Assistant Principals speak about academics during all parent conferences. Teachers supply their class syllabus for parents. We have established social media accounts, teacher websites, and school website to involve parents and families. Curriculum maps are available on the school website. Parent teacher conferences are held twice a year. Teachers maintain parent contact logs.	
Plan	Assigned to:	Christopher Johnson	
	How it will look when fully met:	We will have a more active role in the curriculum from the parents. Evidence will be the parent contracts concerning their students, teacher phone logs, sign-in sheets for all meetings,	
	Target Date:	03/31/2016	
	Tasks:		
	1. 1. Set a date for a mandatory parent meeting for scheduling students for the upcoming school year		
	Assigned to:	Marquis Cooper	
	Added date:	01/20/2016	

		Target Completion Date:	04/01/2016
		Frequency:	once a year
		Comments:	Meeting is for all parents. Teachers of particular subject areas are required to participate. Parents will need to sign off on the schedule before the schedule is set.
	2. Parents will be notified via Parent link, flyers, signage, and Parking Lot Invites		
		Assigned to:	Marquis Cooper
		Added date:	01/20/2016
		Target Completion Date:	04/01/2016
		Frequency:	once a year
		Comments:	Create a toolkit for Parents
Implement	Percent Task Complete:		0%