

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

M.L. KING MAGNET ELEM SCHOOL NCES - 50900000176

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 In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 07/25/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Calendar of meetings	
Plan	Assigned to:	Not yet assigned	
	Added date:		

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

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 10/31/2015	
	Evidence:	Agendas are used and in all types of team meetings and planning sessions. Mrs. Morgan, the Instructional Facilitator (IF) prepares agendas for sessions that are for Professional Development (PD) which are related to the teacher's Professional Growth Plan (PGP). The IF has grade level meeting sign in sheet, to verify that the meetings took place. For all meetings, teachers are required to sign in. Everyone in attendance has to initial under their name to verify that they were in attendance. Mrs. Griggs the Assistant Principal and School Improvement Specialist prepares the agendas and take minutes for grade level planning meetings. The SIS left a recorder for the IF to record the minutes during a meeting. Later, the SIS typed the minutes and placed the minutes in the folder in the IF Room # 216. The SIS plans to continue to create agendas for grade level meetings during the 2015-2016 school year. The SIS makes the agenda for the leadership team. Ms. Carter makes agendas for the professional development she is implementing and leading.	

		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 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/02/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Leadership Team will meet as needed to address concerns involving student achievement. Once the calendar is developed and aligned with all the activities we engage in at Martin Luther King, we will meet twice monthly. However, if a concern arises concerning student achievement, the team will meet. The Leadership Team met twice during the month of October.	
Plan	Assigned to:	Karen Carter	
	How it will look when fully met:	The Leadership Team will meet twice a month based on a calendar and agenda.	
	Target Date:	11/30/2015	
	Tasks:		
	1. Create calendar.		
	Assigned to:	Karen Carter	
	Added date:	11/02/2015	
	Target Completion Date:	11/01/2015	
	Comments:	Ms. Carter will create a calendar for the Leadership Team detailing the meeting dates.	
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 07/25/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Review a variety of data, determine needs and pd	
Plan	Assigned to:	Not yet assigned	

		Added date:	
School Leadership and Decision Making			
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
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	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 03/29/2016	
	Evidence:	<p>King has established and will continue using numerous formal mechanisms for professional exchange through the following:</p> <ol style="list-style-type: none"> 1. Check-in (10am-7pm on August 3 & 4)-Parent and students check in and register their students for our school. During this time, the principal set up a station with the school's data and on an individual basis, shares data with each parent about their child's progress on the benchmark exam. 2. One-to-one meetings with staff and parents school provide numerous opportunities for them to voice constructive critique of the school's progress and suggestions for improvement. The principal and SIS/AP greets parents every morning while we open car doors for students. Parents are able to share concerns, ask questions, and schedule meetings. 3. Curriculum-Students learn at home with their parents to reinforce the school's curriculum. Through the use of homework assignments, parents are engaging in and supporting learning activities sent home by teachers. Parents are able to give feedback and share concerns with the curriculum. 4. Parent Teacher Conferences (PTC)-Instructional issues are shared during the parent teacher's conference by both teachers and parents. Data drives the conversation during the conference and documents such as AIP, Interim Reports, and student's reading level can be shared. PTC is held twice a year and is expected to be face to face. Also, teachers and parents may request additional conference to address their concerns about students and the instructional program. 5. PTA Meetings provide an opportunity for parents and staff to share concerns or make suggestions for improvement. PTA meets once a month. 6. Scheduled grade level collaboration- the principal, instructional facilitator, instructional team, and SIS meet weekly to discuss the instructional program and concerns. An agenda, sign in sheet, and minutes are provided during this collaboration time. 7. Leadership Team- During this time, we assess the 	

			<p>indicators and through this process people are allowed to voice their constructive observations or recommendations.</p> <p>8. Family Night- The PLC plan two nights to engage the parents and students in activities in math and literacy. During this time, the principal and assistant principal share goals, data, plans related to the instructional program.</p> <p>9. Staff Meeting - is an opportunity utilized by the principal to engage the staff in collaboration activities and to discuss instructional issues through informal exchange. Staff members are able to freely voice constructive critique.</p> <p>10. Professional Development- is another opportunity employed by the principal to engage the staff in collaboration activities and to discuss instructional issues through informal exchange. Staff members are able to freely voice constructive critique.</p> <p>11. Annual Review- this is an opportunity utilized through Special Education that offers parents, teachers, Resource Teachers, and specialists the opportunity to engage in dialogue concerning student's data and the instructional program. Parents have the chance to make suggestions about improvement in their child's academic progress.</p>
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		Added date:	
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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 Full Implementation

Assess Level of Development: Initial: Full Implementation 01/25/2016

Evidence:

Our Summer School Program addresses the following:

- * Offer the program to all students basic or below basic
- * Literacy and Math
- * Pre/Post Assessments
- * Curriculum
- * Schedule
- * HQT
- * Special Education Program based on regression

Our Afterschool Program addresses the following:

- * HQT
- * Offer the program to all students basic, below basic, and enrichment
- * Progress Monitoring through Star Math
- * Flexible grouping
- * Data driven for instructional decisions

		Added date:	
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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)**

Status **Full Implementation**

Assess Level of Development: Initial: **Full Implementation** 01/25/2016

Evidence:

We have the following in place:

- * Unit Plans
- * CFAs
- * Unit Plan Template
- * Sign in sheets
- * Agendas
- * Minutes
- * Schedule
- * Weekly lesson plans

Added date:

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

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 **Objective Met** 1/5/2016

Assess Level of Development: Initial: **Limited Development** 10/20/2015

Objective Met - 01/05/2016

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:

Martin Luther King's current level of development for teachers individualizing instruction based on pre test results to provide support and enhance students' learning at this time; teachers have given a post test for Unit 2. We have given our pre test for Unit 3 and we are planning Unit 3 based on the results. We hope to see growth on our post test. We will develop the Unit 4 pre test within the next two weeks so we can give it before we began planning Unit 4. We've created a calendar that outlined when we will create the next test, when we will plan, when we will give the test, and when we are going to plan our next unit based on the data. We have everything covered up to Christmas break.

Plan Assigned to: Deeann Morgan

	How it will look when fully met:	When the objective is fully met at Martin Luther King, we will have 100% buy in being exhibited by all teachers. Teacher will analyze data to plan for whole group and small group instruction. Based on that data, the teacher will create small flexible groups for differentiated instruction that will enrich and enhance students' learning. Teachers will have a management system visible in the classroom for students to refer to as students are engaged in small group and independent work. The information needed to provide evidence that this objective is fully met at Martin Luther King is as follow: Pre tests and post test, data sheet, grouping sheet, whole group plans, small group plans and lesson plans. Teachers will have lesson plans that shows individualized instruction and groups.
	Target Date:	05/31/2016
	Tasks:	
	1. 1. Professional Development- Provides professional development on creating a management system for small flexible group.	
	Assigned to:	Connie Pesek
	Added date:	10/20/2015
	Target Completion Date:	12/18/2015

		Comments:	<p>Mrs. Pesek volunteered to be responsible for overseeing Task 1 and explaining this process to teachers. We need to get a management system in place on how we are going to manage small groups. Mrs. Pesek will seek out resources in the building to help her with this task. Pre-K teachers, Kindergarten teachers, and others have already created and implemented a management system for small flexible group that has proven to be successful. These teachers will be asked to take the lead in facilitating a professional development that will help teachers establish a visible manage system in their classroom. Students should automatically be able to refer to that system and know the group they are assigned to for that day. They should know what assignments to complete during independent work. The goal is to have a management system with 100% buy in. On Thursday, October 22, 2015, Ms. Morgan the Instructional Facilitator (IF) and Ms. Pesek (4th Grade Teacher) worked together to develop a PowerPoint (PP) for the staff Professional Development (PD) on November 2. The PP, focused on the following: Wise Ways Documentation of assessing indicators- Indicator: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others and Creating Management System for Small Flexible Groups. Pictures were added to the PP with various teachers' management system. On October 28, 2015, during the Leadership Team (LT) meeting, we selected the slides each person would be responsible for discussing on November 2. On November 2, 2015, the LT conducted the PD and the teachers explained their management system. During the week of November 16-20, 2015, the principal and the SIS/AP monitored the Management System for small flexible groups and gave the teachers feedback. On December 3, 2015, the principal and SIS/AP monitored the Management System for small flexible groups and gave the teachers feedback. On December 4, 2015, the principal & SIS/AP monitored the Management System for small flexible groups and gave the teachers feedback. On December 8, 2015, the principal & SIS/AP monitored the Management System for small flexible groups and gave the teachers feedback. During the week of December 9-13, the principal and SIS/AP monitored the Management System for small flexible groups and gave feedback to teachers. During the week of December 14-17, the principal and SIS/AP monitored the Management System for small flexible groups.</p>
		Task Completed:	12/17/2015 12:00:00 AM
	2. 2. Provide professional development on analyzing data to create small flexible groups, which will take place during grade level meeting. This professional development will be grade specific in analyzing data and creating those small groups.		
		Assigned to:	Deeann Morgan
		Added date:	10/20/2015
		Target Completion Date:	12/18/2015
		Comments:	<p>Mrs. Morgan, the principal, and AP/SIS will facilitate and assist in the implementation of professional development on utilizing data to continue the process of creating small flexible groups. The IT will plan lessons based on that data and modify or enhance the lesson for students. The teachers</p>

will create flexible grouping for differentiation and differentiate assignments. This professional development will be grade specific and will take place during grade level meeting. The principal, AP/SIS, and IF met to gain clarity regarding our role for Monday, August 10, 2015 Professional Development (PD) for teachers. During this time, the principal shared her vision which focused on informing teachers in how to Martin Luther King would engage students in the areas of small group, assignments, and assessment. Our PD would focus on the following:

- o The staff will implement focused assessments and CFAs, under testing conditions, to determine instructional needs of students.
- o All students will participate in differentiated focused small group instruction, in both literacy and math, at least 4 times a week.
- o The staff will use weekly lesson plans as evidence of creating rigorous, meaningful assignments while providing small group differentiated instruction throughout the year.

During the week of August 24-28, Ms. Morgan (IF) engaged teachers in PD which was geared toward small group guided instruction. The text utilized during this PD is grades K-8, *The Next Step in Guided Reading* by Jan Richardson. The text focused on assessments and targeted lessons for helping every student become a better reader. The IF developed five guided reading lesson plans for reading groups. For example, teachers received an example of how the lesson looks at each reading level. Each section included detailed information on what teachers can focus on. The other half of the lesson had a template for the teachers to plan their lesson.

- o Pre-A Lesson Plan addressed: work with letters, work with sounds, work with books, and interactive writing.
- o Guided Reading-Emergent Reading A-C/1-4 Levels: word work, introduction, preview, strategies reminder, purpose, 1st reading, discussion, teaching points, 2nd reading, and response to reading assignment.
- o Guided Reading-Early Reading D-I/6-16 Levels: word work, introduction, discuss vocabulary, strategies reminder, purpose, 1st reading, discussion, teaching point, and response to reading assignment.
- o Transitional Reading J-P/18-38 Levels: introduction of text, while reading text, and after reading text.
- o Fluent Reading N/30 & Above: introduction of text, while reading text, and after reading text.

AP/SIS met with a teacher to explain and clarify the implementation of differentiated guided reading instruction and shared reading instructions. The SIS emailed teachers a copy of the Differentiated Small Group (DSG) daily planning sheet, created by the IF, so teachers could share their guided reading groups with Administration. The principal and the RT met with the resource teachers to make sure reading groups are scheduled and occurring during the same time as the classroom teacher's reading time. On 9/14-16/15, Vanessa Hendrix, Reading Teacher (RT) and the principal conducted PD for the staff over the following:

- o Assessment – understanding the Three Tiered approach to RTI
- Identify what RTI means
- Complete the RTI process
- Complete SBIT paperwork
- Understand the teacher's role in RTI
- o Deeper Knowledge of small groups
- Main purpose of small groups
- Holding students accountable

On October 20-21, 2015, the IF and with the assistance of the SIS facilitated a planning session PD with the IT that focused on them

			<p>examining Unit 2 CFA post test data in math and literacy. They also analyzed Unit 3 pre test in math and reading. The IF pulled up the reading module 1 on TLI and showed the comparison between the district, the school, and the teacher summary. They looked at the standard in reading and recorded their percentage. After that, the IT looked at the test to view how the questions were formed to address the standard. They discussed the open response items was like reading a scientific article. On November 6, the SIS provided a 6 hour PD for grade level teachers regarding data driven instruction by using pretest and post test common formative assessments (CFA). The IF created the PP and with the help of the principal, they modified the Pre-Post Test Items Analysis/Action Plan. The teacher brought their Unit 3 pre test in both math and reading to analyze. On September 12, October 14, November 10, & December 14, the IF facilitated a PD related to the IT PGP called Small Group Instruction (using data to plan).</p>
		Task Completed:	12/14/2015 12:00:00 AM
		<p>3. 3. We will plan lessons based on data for whole and small group instruction during grade level meetings. We will create meaningful assignments. We will look at what skills those small groups have to focus on.</p>	
		Assigned to:	Deeann Morgan
		Added date:	10/20/2015
		Target Completion Date:	12/18/2015
		Comments:	<p>Mrs. Morgan (IF) will continue to facilitate the instructional team by helping teachers analyze pre and post test data for whole and small group instruction. They will unlock and align the standards as they plan lessons and create assignments based on students' need. The teachers will create flexible grouping for differentiation and differentiate assignments. On 8/24-26/15, the IF engaged the IT and SIS in a Professional Development titled "Differentiated Small Group Instruction-Guided Reading." This specific PD was designed to align with teacher's PGP. During the PD, the IF addressed scheduling small group instruction and managing students with workstations/team tasks board. The text utilized during this PD is grades K-8, The Next Step in Guided Reading by Jan Richardson. The text focused on assessments and targeted lessons for helping every student become a better reader. The IF developed five guided reading lesson plans for reading groups. For example, teachers received an example of how the lesson looks at each reading level. Each section included detailed information on what teachers can focus on. The other half of the lesson had a template for the teachers to plan their lesson.</p> <ul style="list-style-type: none"> o Pre-A Lesson Plan addressed: work with letters, work with sounds, work with books, and interactive writing. o Guided Reading-Emergent Reading A-C/1-4 Levels: word work, introduction, preview, strategies reminder, purpose, 1st reading, discussion, teaching points, 2nd reading, and response to reading assignment. o Guided Reading-Early Reading D-I/6-16 Levels: word work, introduction, discuss vocabulary, strategies reminder, purpose, 1st reading, discussion, teaching point, and response to reading assignment. o Transitional Reading J-P/18-38 Levels: introduction of text, while reading text, and after reading text. o Fluent Reading N/30 & Above:

			<p>introduction of text, while reading text, and after reading text. After the meeting, the IT finished their small group instruction schedule and sent a copy to the SIS/AP. On September 14, 2015, the Assistant Principal (AP)/School Improvement Specialist (SIS), Instructional Facilitator (IF), and the Reading Teacher met with teachers for a PD on Assignments Matter. The PD addressed that the staff will use weekly lesson plans as evidence of creating rigorous, meaningful assignments while providing small group differentiated instruction throughout the year. On September 22-23, 2015, the IF & the SIS facilitated a lesson planning session with the IT based on concepts and standards from the LRSD curriculum map for unit 3 & 4. On 10/20-21/2015, the instructional facilitator assisted teachers in analyzing their data before they engaged in planning their lesson. The teachers brought the unit 2 post test data in reading, language, and math to grade level planning. They also brought unit 3 pre test data in reading and math to grade level planning. On November 10-11, 2015, the IF & SIS facilitated a data disaggregation session with the IT. They discussed how to complete Pre-Post Test Item Analysis & Action Plan form: *calculated percentage of students proficient on Unit 4 Reading and Math CFAs *determined which questions 75% of students were proficient *examined several questions to determine what misconceptions the students' answer choice revealed *utilized data to plan lesson On November 16-20, the IF & SIS/AP discuss what was planned for Unit 4 Nov 30-Dec 18 and began planning on Unit 5 & 6. Discussed ACT Aspire expectations. AP & principal discussed and focused the IT attention on AR AMOs & King's data. On December 1-2, the IF and SIS/AP discussed lesson plans for Dec. 7-11 and Writing -using FAT-P (format, audience, topic, and purpose). We watched a video about FAT-P done by our very own IF and looked at anchor charts we expect the IT to use. The IT will continue to plan lessons based on data for whole and small group instruction until the end of the school year. They will also continue to create meaningful assignments. The IT will look at skills those small groups have to focus on until the end of the school year. The IF, principal, and SIS/AP will continue to support and work with the IT throughout this school year. We will continue to be a resource for the IT.</p>
		Task Completed:	12/11/2015 12:00:00 AM
		4. 4. Create pre and post test with teachers.	
		Assigned to:	Deeann Morgan
		Added date:	10/20/2015
		Target Completion Date:	12/18/2015
		Comments:	<p>Mrs. Morgan will continue to facilitate the instructional team by helping teachers create pre and post test. Guide teachers in selecting test items that correlates to the standards. They will work on The Learning Institute (TLI) to create the CFAs. They will plan lessons based on that data and modify or enhance the lesson for students. The teachers will create flexible grouping for differentiation and differentiate assignments. This professional development will be grade specific and will take place during grade level meeting. During the week of September 8, 2015, the IF presented a</p>

PowerPoint presentation about Common Formative Assessments during grade level PD. This PP addressed the following: • What Are Common Formative Assessments? • What Are the Guidelines for Designing Common Formative Assessments? • What Are the Benefits of Using Common Formative Assessments? • Tips for Creating Common Formative Assessments

On September 12-15, 2015, the IF and the grade level teachers created their CFAs. The IF worked on the Learning Institute (TLI) to create CFAs. The teachers selected questions that were aligned with the standards they needed to address. They completed their CFA together for the first assessment in math and literacy. On 9/14-16/15, Vanessa Hendrix, Reading Teacher (RT) and the principal conducted PD for the staff over the following:

- o Assessment – understanding the Three Tiered approach to RTI
- Identify what RTI means
- Complete the RTI process
- Complete SBIT paperwork
- Understand the teacher’s role in RTI
- o Deeper Knowledge of small groups
- Main purpose of small groups
- Holding students accountable

On September 22-23, 2015, the IF, principal, SIS, and IT discussed and worked on planning units and pre/post testing for the year. During September 29-30, 2015, the SIS/AP facilitated a Professional Development for 3rd through 5th grade IT. We started with a 30 minute TLI online assessment webinar about computer based assessments and after the webinar, we worked on the planning. When meeting with 4th grade, we did not finish planning. The SIS facilitated the meeting for K-5th grades Unit 3 & 4 planning on the various concepts and connecting standards. On October 5-7, 2015, the IF and the IT developed their Unit 3 CFAs. They gave and scored their Unit 3 CFA pre test. On October 12-13, 2015, the IF worked on The Learning Institute (TLI) to create CFA with teachers. During this process, the IF pulled up the TLI website and open up a standard related to the teachers' lesson plan. After that, a variety of examples are shown that teachers can select from as test items. They created an open response item and created the rubric for students to refer to. On October 26, the principal, IF, and SIS/AP facilitated a PD with the IT on creating CFAs and completing Unit 4. On October 27-28, 2015, the IF facilitated a CFA planning for all grade levels. As the teachers and the IF began to analyze the CFA they are creating, they checked to see if they wanted the assessment shortened. A teachers were very specific with the types of questions they wanted on the assessment. They knew the standards and how they needed to teach the standard and wanted the test items aligned to the standard. Through TLI, they created CFAs for Unit 4. November 10-11, 2015, the IF & SIS facilitated a data disaggregation session with the IT. They discussed how to complete Pre-Post Test Item Analysis & Action Plan form:

- *calculated percentage of students proficient on Unit 4 Reading and Math CFAs
- *determined which questions 75% of students were proficient
- *examined several questions to determine what misconceptions the students' answer choice revealed

On December 8-9, the IF facilitated the IT planning session for creating CFAs for unit 5 using TLI to choose skills and appropriate questions aligned with the standards. Based on the information shared through the PD, the IF will continue be a resource for the IT as they create pre and

			post test. Now that we have fully implemented this task, the IT will continue to select test items that correlates to the standards. They will work on The Learning Institute (TLI)and Reading Works.org to create the CFAs . They will plan lessons based on that data and modify or enhance the lesson for students. The teachers will create flexible grouping for differentiation and differentiate assignments.
		Task Completed:	12/10/2015 12:00:00 AM
		5. 5. Develop individualized instruction with teachers.	
		Assigned to:	Deeann Morgan
		Added date:	10/20/2015
		Target Completion Date:	12/18/2015
		Comments:	Ms. Morgan, the instructional facilitator (IF) will plan lessons with teachers based on data. The instructional team (IT) will modify and enhance the lesson to meet student’s individual needs. The teachers will create flexible grouping for differentiation and differentiate assignments. During planning, the IT will address concepts to be addressed and align the standard to address these concepts. On 8/31-9/2, to plan Unit 2, the IF, IT, principal, RT, and SIS looked over the standards for the next six weeks Sept. 8th –Oct 15. The IT developed the instructional unit based on the curriculum standards. The unit encompasses six weeks of work and includes a post test to be administered at the end of the six weeks. On 9/14-18/15, The Assistant Principal (AP)/School Improvement Specialist (SIS), Instructional Facilitator (IF), and the Reading Teacher met with teachers for a PD on Assignments Matter. On September 22-23, 2015, the IF, principal, SIS, and IT discussed planning units and pre/post testing for the year. As we worked with the IT, the lessons were developed based on the students individual needs. The IT finished their units and the IF emailed a copy to the AP/SIS. On October 27-28, the IF engaged the IT in individualized instruction based on their students needs. On 11/11/15, the IF, principal, SIS, and IT worked on completing Unit 3 & Unit 4 plans for Oct. 20 – Nov and Nov. 30 - Dec. 18. The IT determines the concepts, principles, and skills that will be covered within the unit. The IT identified the standards that applied to the grade level. On Dec 8-9, the IT worked with the IF to create Unit 5 plans for Jan 5 - Feb-10. The IT will individualize instruction for students based on this unit. The IT will plan lessons based on data and will modify and enhance the lesson to meet student’s individual needs. The teachers will continue to create flexible grouping for differentiation and differentiate assignments. During planning, the IT will address concepts to be addressed and align the standard to address these concepts throughout this school year. The IF, principal, SIS/AP will continue to be their resource and support.
		Task Completed:	12/10/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		1/5/2016

Experience:	1/5/2016 To complete the tasks aligned with the objectives, the Leadership Team (LT) worked together to establish a professional development(PD)about the Management System to established our expectations for small group instruction, independent work, and transitioning. The principal and SIS/AP had the responsibility of monitoring the system to make sure it was implemented with fidelity. We established a schedule so that the teachers(IT)could collaborate with the Instructional Facilitator (IF) to create units, plan lessons, create Common Formative Assessments (CFAs), and engage in PD.
Sustain:	1/5/2016 The Instructional Facilitator, SIS/AP, and principal will continue to do ongoing collaboration with the IT in order to create units, CFAs, and analyze data. We will continue to plan lessons based on data; modify the lesson based on student's need; and enhance the lesson to meet student's individual needs. The IT will create flexible grouping for differentiation. During planning, the IT will address concepts, lessons, activities, assignments to be addressed and align to the standard.
Evidence:	1/5/2016 * Each grade level lesson plan template * Sign in sheets * Minutes from the meetings * Agenda * CFA Data * Units * Test * Schedule * Meeting Dates

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	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 02/08/2016
	Evidence:	We give SOAR three times a year and is reviewed by the teachers and the Leadership Team. It is posted in the data room for all stake holders.
	Added date:	
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 02/08/2016

	Evidence:	We developed units of study. We developed pre and post test. We designed a calendar of pre/post tests. We determined the scope and sequence of the skills within the unit. We meet weekly to plan lessons specifically designed to meet the needs of the students on pre and post tests. The pre/post tests are used to help design small group instruction. Students are placed in flexible group. The pre/post tests are one of the measures used to place students in afterschool. It also determines who will go to reading interventions. It determines how reading intervention instruction is provided.
		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)
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Status **Full Implementation**

Assess	Level of Development:	Initial: Full Implementation 02/08/2016
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	Evidence:	The principal and team revised the compact based on the needs of our school. At the beginning of the school year, we share the compact with our parents and families during enrollment. At this time the parents and students sign the compact. During parent teacher conferences, teachers share and review the expectations of the compact with parents. The parents who did not come during enrollment, use this time to sign the compact and the teacher files them. Also, we give our parents a yearly needs assessment.
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