

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

McClellan Magnet High School NCES - 50900001390

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: 7 of 10 (70%)

Assess	Level of Development:	Initial: Limited Development 10/23/2012	
	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:	We have created in the Interdisciplinary Team that consists of administrators, department chairs, instructional facilitators, and other support staff. They meet every other Wednesday at 4pm. The Building Administrators meet every Tuesday at 7am to discuss the day-to-day running of the building and safety issues. We currently do not have a School Community Council. This will be a top priority for our new Parent Coordinator when they come on board February 1, 2016. We are also in the process of creating a Student Focus Group. This group will meet during 3rd quarter.	
Plan	Assigned to:	Zoretta Finley	
	How it will look when fully met:	McClellan High School will develop the following teams: Professional Development/Teach Mentoring and Support Committee, School Climate and Student Discipline Committee, Grade and Building Level Early Intervention Team, School and Community Committee, and Interdisciplinary Teaching and Learning Committee. Each of these team will organize themselves with a Team Charter and Work Plans for the year to include specific work products. They will conduct their meetings using structured agendas as well as keep official minutes and sign-in documentation. Each team will submit their agendas, minutes, and work products to the principal on a monthly basis.	
	Target Date:	02/12/2016	
	Tasks:		

		1. Develop a master schedule that supports team meeting times.
	Assigned to:	Henry Anderson
	Added date:	01/08/2014
	Target Completion Date:	05/15/2015
	Frequency:	once a year
	Comments:	
	Task Completed:	5/29/2015 12:00:00 AM
		2. Teams will be organized according to departments through the master schedule with common collaboration periods.
	Assigned to:	Henry Anderson
	Added date:	04/22/2013
	Target Completion Date:	08/14/2015
	Comments:	The teams will include Professional Development: Professional Development/Teach Mentoring and Support Committee, School Climate and Student Discipline Committee, Grade and Building Level Early Intervention Team, School and Community Committee, and Interdisciplinary Teaching and Learning Committee.
	Task Completed:	8/7/2015 12:00:00 AM
		3. Teams will establish group norms and roles for each member.
	Assigned to:	Henry Anderson
	Added date:	01/08/2014
	Target Completion Date:	08/17/2015
	Frequency:	once a year
	Comments:	Group norms for how the group will function will be created during the first meeting. Each member of the group will be assigned a role or tasks to complete. * This task was reviewed at the end of each quarter, supporting documentation will be agendas, sign in sheets, and minutes.
	Task Completed:	1/8/2016 12:00:00 AM
		4. Expectations for team meeting will be defined to include norms, roles, agendas, minutes, and intended outcomes. * This is an ongoing process which is followed for each meeting held in the building. Documentation will be collected by the SIS.
	Assigned to:	Zoretta Finley
	Added date:	01/08/2014
	Target Completion Date:	02/01/2016
	Comments:	All meetings will have agendas, sign-in sheets, etc. Records of these meetings will be kept in the black team binder for review every Friday by the principal.
	Task Completed:	1/8/2016 12:00:00 AM
		5. Each team leader (department chair or Instructional Facilitator) will be presented with a binder to collect their team artifacts in.
	Assigned to:	Zoretta Finley
	Added date:	02/23/2016

		Target Completion Date:	01/29/2016
		Comments:	After meeting with the principal it was agreed upon that the administrators needed a uniformed way to review teacher data during collaboration meetings. The binder check is a great way to do that without disturbing a class during instruction. Teachers understand that the binders must be readily accessible at all times.
		Task Completed:	1/29/2016 12:00:00 AM
	6. Hold a Department Chair Meeting to discuss the requirements for the team binder.		
		Assigned to:	Zoretta Finley
		Added date:	02/23/2016
		Target Completion Date:	02/12/2016
		Comments:	The team leaders have two binders and the process could be confusing for them since some of the information required overlaps between binders. A handout was created so that the teachers would have a tangible list of requirements for them and to share with their departments.
		Task Completed:	2/3/2016 12:00:00 AM
	7. Submit team binder to principal every Friday for review.		
		Assigned to:	Henry Anderson
		Added date:	02/23/2016
		Target Completion Date:	02/12/2016
		Comments:	The department chairs will be held responsible for submitting their team binders to the principal for review every Friday.
		Task Completed:	3/11/2016 12:00:00 AM
	8. Create a diverse student team that represents the entire student body.		
		Assigned to:	Parent Coordinator
		Added date:	03/15/2016
		Target Completion Date:	03/18/2016
		Comments:	We originally created a list of 25 students from each grade level that represented all ethnic groups and sub-populations. There were 8 names from the top 10%, 9 names from the middle level, and 8 names from the bottom 10%. Our current reality has required us to go back to the drawing board. We are now going to create an electronic sign up sheet through Google Forms. We will send it out to the entire student body using their Gaggles accounts. The principal will make an announcement during morning announcements about the student group. For all interested students they are to fill out the Google Form. This will become our student group and they meet for lunch twice a month for an hour.
	9. The student team will create and adopt a set of governing by-laws.		
		Assigned to:	Parent Coordinator
		Added date:	03/15/2016
		Target Completion Date:	03/18/2016

		Comments:	
		10. The students group will provide the Interdisciplinary Team with written feedback from their meetings.	
		Assigned to:	Emma Nowden
		Added date:	03/15/2016
		Target Completion Date:	03/18/2016
		Comments:	
Implement	Percent Task Complete:		70%
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Tasks completed: 4 of 7 (57%)		
Assess	Level of Development:	Initial: Limited Development 10/23/2012	
	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 daily schedule includes a collaboration time for teachers to meet in their content areas. Teams are required to have an agenda, sign-in sheets, and minutes. Most of the departments are meeting with fidelity. We have some departments who are meeting regularly, but do not have agendas or minutes. Each team has been presented with a binder to keep all of their documentation (agenda, minutes, sign-in sheets) to be turned in to the administrator every Friday for feedback.	
Plan	Assigned to:	Steve Geurin	
	How it will look when fully met:	McClellan will consistently use school agendas for meetings with ongoing monitoring. They will conduct their meetings using structured agendas as well as keeping official minutes and sign-in documentation. Each team will submit their sign in sheets, agendas, minutes, and work products to the principal v on a monthly basis.	
	Target Date:	02/01/2016	
	Tasks:		
		1. Structured agendas to include time, action, person responsible, Next Steps, and tools will be used or developed.	
		Assigned to:	Zoretta Finley
		Added date:	04/24/2013
		Target Completion Date:	02/01/2016
		Frequency:	monthly
		Comments:	Each department was given the task to create agendas for each collaboration meeting that specify the focus for each meeting.
		Task Completed:	1/15/2016 12:00:00 AM

		2. The SIS will meet with the Literacy and math facilitators and the department chairs to make sure that agendas and minutes are collected on a regular basis.
		Assigned to: Zoretta Finley
		Added date: 01/05/2016
		Target Completion Date: 02/01/2016
		Frequency: weekly
		Comments: Each department has been collected their sign-in sheets, agendas, and minutes in their team binders which are turned in to Mr. Anderson every Friday for review and comments.
		Task Completed: 3/11/2016 12:00:00 AM
		3. Collaboration binders will be turned in to the principal every Friday.
		Assigned to: Henry Anderson
		Added date: 01/28/2016
		Target Completion Date: 02/05/2016
		Comments:
		Task Completed: 3/11/2016 12:00:00 AM
		4. Principal will provide a reflection form with next steps for each team binder.
		Assigned to: Henry Anderson
		Added date: 03/16/2016
		Target Completion Date: 03/18/2016
		Comments: In collaboration with the SIS a reflection form was created to provide the department chairs with reflections on their current work to share with the departments and ways to improve their submissions.
		Task Completed: 2/12/2016 12:00:00 AM
		5. Department Chairs will share the reflection comments with their teams during their collaboration periods.
		Assigned to: Department Chairs
		Added date: 03/16/2016
		Target Completion Date: 03/18/2016
		Comments:
		6. The student group will prepare meeting agendas with assistance from the Parent Liaison.
		Assigned to: Parent Liaison
		Added date: 03/28/2016
		Target Completion Date: 03/17/2016
		Comments:
		7. The Parent Community Council will prepare agendas for their meetings with assistance from the Parent Liaison.
		Assigned to: Vicki Hatter
		Added date: 03/28/2016
		Target Completion Date: 03/18/2016
		Comments:

Implement	Percent Task Complete:	57%
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)	
Status	Tasks completed: 3 of 6 (50%)	
Assess	Level of Development:	Initial: Limited Development 01/30/2013
		Objective Met - 02/28/2014
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the leadership team meets twice a month (once in the morning and once in the afternoon). The team has minutes, agendas, and work products.
Plan	Assigned to:	Henry Anderson
	How it will look when fully met:	The Leadership Team meets twice a month for an hour each time. The agenda is set and followed. Minutes and sign-in sheets are maintained. the focus of the team is STUDENT ACHIEVEMENT. The team will have adopted a set of governing by-laws to follow. The board will also establish roles for a chairperson, secretary, parliamentarian, and timekeeper.
	Target Date:	02/01/2016
	Tasks:	
	1. Reorganize leadership team to be representative of entire faculty and staff.	
	Assigned to:	Henry Anderson
	Added date:	05/07/2013
	Target Completion Date:	05/28/2015
	Frequency:	once a year
	Comments:	Make sure to include at least one student and one parent.
	Task Completed:	8/7/2015 12:00:00 AM
	2. Review and revise the team by-law from last year.	
	Assigned to:	Dr. Laura Strickland
	Added date:	03/16/2016
	Target Completion Date:	10/30/2015
	Comments:	
	3. The leadership team (Interdisciplinary team) will meet every other Wednesday from 4 - 5pm to assess and plan for specific indicators and to review student data.	
	Assigned to:	Steve Geurin
	Added date:	02/23/2016
	Target Completion Date:	01/06/2016

		Comments:	The team has been meeting on a regular basis and addressing school concerns. The full-time SIS transitioned from the classroom to the office the first week of January. With her guidance the team has become more aware of what the focus should be for each team meeting.
		Task Completed:	1/27/2016 12:00:00 AM
	4. The team will identify or assess current or new indicators. The SIS will assist in finding Wiseways articles for evidence and support.		
		Assigned to:	Eric Bunting
		Added date:	01/05/2016
		Target Completion Date:	02/01/2016
		Comments:	The Interdisciplinary Team (Leadership team) has worked diligently 3rd quarter to assess the following indicators: ID01, ID04, Id07, IIB02, IIB04, and IVA01.
		Task Completed:	3/8/2016 12:00:00 AM
	5. The team will monitor the assigned Indicators and create next steps.		
		Assigned to:	Zoretta Finley
		Added date:	03/16/2016
		Target Completion Date:	03/18/2016
		Comments:	
	6. The team will review student data (attendance, behavior, grades, common formative assessments, state tests, district assessments).		
		Assigned to:	April Boatner
		Added date:	03/16/2016
		Target Completion Date:	03/18/2016
		Comments:	
Implement	Percent Task Complete:	50%	
	Objective Met:	2/28/2014	
	Experience:	2/28/2014 This has brought the building together and built commonality of purpose with staff.	
	Sustain:	2/28/2014 Need to continue to meet on a regular basis	
	Evidence:	2/28/2014 agendas , sign in sheets, and handouts	
Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Limited emails are sent with updates. A review of information discussed in leadership teams is presented in faculty meetings. Information is shared via the school Wiki page, principal's memos, and during PLCs.	
Plan	Assigned to:	April Boatner	
	How it will look when fully met:	Leadership Team members will also attend PLC's and Department Meetings to report information to staff members and address in questions or concerns.	
	Target Date:	12/18/2015	
	Tasks:		
	1. A central area of storage will be identified for storage of all meeting agendas and artifacts		
	Assigned to:	Laura Strickland	
	Added date:	01/15/2014	
	Target Completion Date:	11/07/2014	
	Frequency:	twice weekly	
	Comments:	A hard drive dedicate to the storage of agendas and artifacts will be purchased for the leadership team.	
	Task Completed:	11/28/2014 12:00:00 AM	
	2. Staff meetings will be utilized to communicate the work of the leadership team and information concerning school improvement to the staff.		
	Assigned to:	Henry Anderson	
	Added date:	01/15/2014	
	Target Completion Date:	06/25/2015	
	Frequency:	monthly	
	Comments:	A reoccurring agenda item for the leadership team report will be placed on the staff meeting agenda	
	Task Completed:	1/4/2016 12:00:00 AM	
	3. Principal will send emails to the staff communicating where we are and next steps.		
	Assigned to:	Henry Anderson	
	Added date:	03/16/2016	
	Target Completion Date:	03/18/2016	
	Comments:		
Implement	Percent Task Complete:	67%	
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 04/05/2013	
	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:	School has a leadership team. Teachers meet in PLCs.	
Plan	Assigned to:	Eric Bunting	
	How it will look when fully met:	Each Building Leadership Team meeting will have a dedicated amount of time that will focus on the current McClellan Data. Through this analysis of the data, the Building Leadership team will identify next steps and needs in the areas of professional development, intervention, and differentiation	
	Target Date:	05/29/2015	
	Added date:		

Indicator ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 03/26/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	9th and 10 grade Academy Math department meet by subject English department meet by grade level	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	The Instructional Leadership Team will be structured to include the principal and key professional; staff. They will meet at a minimum of twice monthly for minimum of 2 hours using a structured agenda. The Instructional Leadership Team (ILT) will set and monitor annual learning goals. These goals will be determined and progress monitored by reviewing various types of data as a regular part of each meeting. Communication of the team's work with other staff members will be via PLCs, Lion's Briefing, and staff meetings.	
	Target Date:	04/24/2015	
	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 Tasks completed: 0 of 5 (0%)

Assess	Level of Development:	Initial: Limited Development 01/30/2013	
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	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 meets with the department chairs. Principal or his designee attends team meetings.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Principal will attend all meetings. Principal will offer help to teams and be available for any mentoring during changes the teams will be making.	
	Target Date:	01/12/2015	
	Tasks:		
	1. Teams will submit their meeting dates and times monthly to the building principal.		
	Assigned to:	Henry Anderson	
	Added date:	01/15/2014	
	Target Completion Date:	01/09/2015	
	Frequency:	monthly	
	Comments:		
	2. Principal will aggregate these monthly dates on to a calendar.		
	Assigned to:	Henry Anderson	
	Added date:	01/15/2014	
	Target Completion Date:	01/09/2015	
	Frequency:	monthly	
	Comments:	No weekly email No updated online calendar, after school program These are the notes from when the staff assessed the indicator. They felt the level of implementation was between none and partial. The level of difficulty to reach full implementation was medium.	
	3. The calendar will be shared with the staff monthly by email and hard copy.		
	Assigned to:	Lance Fritchman	
	Added date:	01/15/2014	
	Target Completion Date:	03/13/2015	
	Frequency:	monthly	
	Comments:		
	4. To better facilitate and administrative presence, all building administrators will attend building leadership meetings.		
	Assigned to:	Henry Anderson	
	Added date:	01/15/2014	
	Target Completion Date:	01/30/2015	
	Frequency:	twice monthly	

		Comments:	Although we would like to have all administrators in attendance the principal will attend all meetings. The assistant principals will attend as needed.
	6. Meetings will be assigned to each building administrator for attendance.		
		Assigned to:	Henry Anderson
		Added date:	01/15/2014
		Target Completion Date:	01/09/2015
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:		Initial: Limited Development 01/30/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Principal conducts CWTs, focus walks, drop-ins, check lesson plans, model teach in classes. Principal has discussions with teachers and students. Principal attends professional development along side the teachers.
Plan	Assigned to:		Henry Anderson
	How it will look when fully met:		Discussions are always viewed through the lense of what is best for instructional improvement and student learning.
	Target Date:		04/24/2015
	Tasks:		
	1. Principal and/or designated administrator will conduct weekly lesson plan walks		
		Assigned to:	Henry Anderson
		Added date:	01/15/2014
		Target Completion Date:	02/20/2015
		Frequency:	weekly
		Comments:	
	2. Principal will meet with external providers and instructional coaches weekly to address instructional improvement needs.		
		Assigned to:	Henry Anderson
		Added date:	01/15/2014
		Target Completion Date:	02/27/2015
		Frequency:	weekly
		Comments:	

	3. Principal and Assistant Principals will model teach classes throughout the building.		
	Assigned to:	Henry Anderson	
	Added date:	01/15/2014	
	Target Completion Date:	03/20/2015	
	Frequency:	monthly	
	Comments:		
	4. Principal and Assistant Principals will attend professional development provided specifically for Advanced Placement, AVID, EOC preparation for Literacy, Geometry, and Algebra I.		
	Assigned to:	Henry Anderson	
	Added date:	01/15/2014	
	Target Completion Date:	03/13/2015	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Add a Task Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal has weekly meetings with instructional coaches. Focus walks (focusing on engagement), drop-ins and CWT.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	The principal will review weekly lesson plans, pacing calendars, and monitor classroom instruction regularly including the instruction of tenured teachers. Reassessment 10/14: Although this action is complete. There needs be a review of how the feedback of these walks will be conveyed not only to individual staff members but to the staff as a whole.	
	Target Date:	05/29/2015	
	Tasks:		
	1. The principal will schedule regular instructional walkthroughs and observations.		
	Assigned to:	Henry Anderson	
	Added date:	01/09/2014	
	Target Completion Date:	01/15/2015	
	Frequency:	daily	
	Comments:		
	2. The principal and assistant principals will provide timely feedback of observations		

		Assigned to:	Henry Anderson
		Added date:	01/09/2014
		Target Completion Date:	01/23/2015
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 01/30/2013	
		Will include in plan	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal documents time spent meeting with teachers, consultants, instructional coaches and administrators discussing curriculum and instructional issues. This is kept on his calendar. Principal does focus walks, lesson plan walks, and drop-ins.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Principal will review teacher's lesson plans weekly. He/she conducts CWT/observations on a regular basis (40 per month) and monitors additional classroom visits via administration staff. He will provide feedback to staff both globally and individually with intensive support where needed. He/she continually reviews data in regards to the established student learning goals.	
	Target Date:	01/09/2015	
	Tasks:		
	1. Principal establishes non-negotiables that are tied to directly impacting instruction.		
		Assigned to:	Henry Anderson
		Added date:	01/09/2014
		Target Completion Date:	01/30/2015
		Frequency:	monthly
		Comments:	
	2. Principal and/or his designee will conduct Prep Period PD to support needed changes in instructional practice as identified in data found in lesson plan walks/reviews, etc.		
		Assigned to:	Henry Anderson
		Added date:	01/15/2014
		Target Completion Date:	01/16/2015
		Frequency:	monthly

		Comments:	
		3. The principal will complete a time audit to assess the time spent in directly working with teachers in improving instruction and other duties as it relates to leadership.	
		Assigned to:	Henry Anderson
		Added date:	11/02/2014
		Target Completion Date:	02/27/2015
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 01/30/2013	
		Objective Met - 02/28/2014	
		Will include in plan	
	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:	Principal promotes individualized professional training for the teachers. Models lesson for teachers. Provides opportunities for after-school and job embedded professional development. Meet with individual teachers about unsound teaching practices (begins with reflective questions). Tracks the recurrence of unsound practices using a spreadsheet.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Principal will review teacher's lesson plans weekly. He/she conducts CWT/observations on a regular basis (40 per month) and monitors additional classroom visits via administration staff. He will provide feedback to staff both globally and individually with intensive support where needed. He continually reviews data in regards to the established student learning goals	
	Target Date:	03/20/2015	
	Tasks:		
		2. Principal will provide feedback from classroom walk-thrus to teachers.	
		Assigned to:	Henry Anderson
		Added date:	05/08/2013
		Target Completion Date:	02/27/2015
		Frequency:	weekly
		Comments:	
		3. Principal will address and document unsound practices within 24hrs of discovery through conference with individual teacher(s).	
		Assigned to:	Henry Anderson

		Added date:	01/15/2014
		Target Completion Date:	04/30/2015
		Frequency:	daily
		Comments:	
Implement	Percent Task Complete:		0%
	Objective Met:		2/28/2014
	Experience:		2/28/2014 The experience was very positive. It allowed me the opportunity to learn more about the building and the staff.
	Sustain:		2/28/2014 Continue all things that were identified in the task.
	Evidence:		2/28/2014 Reflections notes and write ups to staff

Indicator IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development	04/05/2013
	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:	Announcements are made school-wide. Students are given rewards and incentives.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	He/she conducts CWTs/observations on a regular basis and monitors visits via administration staff. He will provide feedback to staff both globally and individually with intensive support where needed. He/she continually reviews data in regards to the established student learning goals. Evidence: CWT feedback reports and posting on Lion's Briefing.	
	Target Date:	04/29/2015	
		Added date:	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator 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)

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development	08/29/2012
	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:	Sharing the results of CWT and lesson plan data with the classroom teachers.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Observation reports will be available at every administrative team meeting. Instructional drop ins will take place each week so reports are consistent and current for meetings.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Each faculty meeting will have an allotted time for discussion/sharing of aggregated observation data.		
	Assigned to:	Ritu Shekehawat	
	Added date:	01/09/2014	
	Target Completion Date:	01/30/2015	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	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)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 08/29/2012	
	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:	Weekly administrative meetings and Early Morning PLC agendas	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Classroom Observation walks are created showing strengths and weaknesses with staff monthly. A plan of action will be developed to address weakness implemented Professional Learning Communities (PLCs). When data supports it, professional development will be provided to the whole staff. Evidence: Data from Admin Observation Reports, PLC attendance rosters, proposed PD plan. The principal will review the summary of classroom observations with both the district leadership team and the school leadership team. Professional development will be based off of this summary.	
	Target Date:	04/23/2015	
	Tasks:		
	1. An allotted period of time will be given on the Building Leadership Team agenda for review of the Principal's Summary Report of Classroom Observations.		

		Assigned to:	Wanda Keith
		Added date:	01/15/2014
		Target Completion Date:	03/26/2015
		Frequency:	twice monthly
		Comments:	
	2. After review of the Principal's Summary Report of Classroom Observations, the Building Leadership Team will identify PD needs.		
		Assigned to:	Wanda Keith
		Added date:	01/15/2014
		Target Completion Date:	02/27/2015
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)		
Status	Tasks completed: 0 of 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/05/2013	
	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:	CWTs are completed infrequently by administration. Feedback is not consistent or timely.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Teachers will receive training on TESS. PD plans will be based on the needs of the teacher. Administrator observations are made on teacher's professional growth plan.	
	Target Date:	05/29/2015	
	Tasks:		
	0. Teachers becoming familiar with indicators of effective teaching/classroom management.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Frequency:	twice monthly
		Comments:	
	0. Teachers choose an area and meet with the principal to discuss further PF and observations tools.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014

		Target Completion Date:	06/30/2015
		Comments:	
	3. Administrators will evaluate teachers on their progress of their professional growth plan		
		Assigned to:	Henry Anderson
		Added date:	04/25/2014
		Target Completion Date:	02/27/2015
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)		
Status	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:		Initial: No development or Implementation 04/05/2013
	Will include in plan		
	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:		Leadership team performs observations of classrooms.
Plan	Assigned to:		Henry Anderson
	How it will look when fully met:		When this objective is fully met at McClellan High School, there will be evidence of a cohesive faculty that has elevated professional practices. Within the building there will be peer to peer observations among teachers and evidence of mutual respect among faculty and staff.
	Target Date:		06/30/2015
	Tasks:		
	0. Teach protocol for peer observation.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	03/27/2015
		Comments:	
	0. Implementation and progress monitoring beginning		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	02/19/2015
		Comments:	
	0. The staff will participate in self- reflection to determine professional development needs.		
		Assigned to:	Henry Anderson

		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
	0. Provided staff development to teachers on how to conduct peer observations; to address areas of focus based on student performance data, and based on results of peer observations.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Frequency:	four times a year
		Comments:	
	0. The administrative and instructional facilitators will create a indicator checklist to track implementation progress.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/12/2015
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/05/2013	
	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:	Limited PD on effective teaching as been addressed in PLC.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Utilizing teacher professional development plans. The leadership of MHS will create a common set of effective practices and specific indicators to align the differentiated professional development plans of teachers. This will drive tne building professional developments needs for targeted school improvement.	
	Target Date:	06/30/2015	
	Tasks:		
	0. Communicate Indistar and how to assess indicators of effective teaching (Wise Ways 72 and 79) through all staff meeting by November 2104.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014

		Target Completion Date:	06/30/2015
		Comments:	
	0. Assign leadership members to mixed groups of content area groups of staff across all grade levels.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
Implement	Percent Task Complete:		0%
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	Tasks completed: 0 of 5 (0%)		
Assess	Level of Development:		Initial: Limited Development 04/05/2013
	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:		PD is planned in the spring to take place in the summer. PD is not specific for individual teachers.
Plan	Assigned to:		Henry Anderson
	How it will look when fully met:		Building wide Professional Development will be based on the identified needs that were observed through CWT's, peer to peer observations and student data. The PD will be delivered by HQ trainers and consultants. All training will be followed by observations and CWT's and focus walking looking for evidence of implementation of the information given during training.
	Target Date:		06/30/2015
	Tasks:		
	0. Compile school data		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
	0. Results from student achievement data from various assessment (i.e. SOAR, the benchmark assessments, local assessments,etc...) will be utilized to adjust the Professional Development Plan.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	

	0. Teachers will meet weekly with Administrators to discuss data and effective teaching strategies.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Frequency:	weekly	
	Comments:		
	0. A professional Development Plan will be revised based upon the instructional needs of the staff determined by classroom observations.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Frequency:	twice a year	
	Comments:		
	0. A staff development needs survey will be provided the the administrative team, Academic Coaches, and outside resources (Pending Funding). Staff development topics will be based on the staff development needs survey, student data results, and observations.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Comments:		
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)		
Status	Tasks completed: 4 of 5 (80%)		
Assess	Level of Development:	Initial: Limited Development 02/23/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Currently the counseling the department works with students as they plan for college and military careers. The AVID Program works diligently with its students regarding college opportunities and selection. The AVID Coordinator has scheduled several college visits for the students and they also complete scholarship essays in class. The Special Education Department works with transition opportunities and programs for their students. Originally we thought there was no plan in place for this action. We have come to learn that the counselors create lesson plans for their department to address these needs. We will spend more time 3rd quarter getting this IMO fully implemented since several of these actions are already occurring. Our head counselor visits the 12th grade English classes, hands out the present scholarship application list and has the students sign for it. A copy is also posted on the bulletin board in the counselors' office. There is a form for students to fill out where they can request copies of the applications to fill out. The counselors also participate in the Special Education conferences to help create transition plans for those students.
Plan	Assigned to:	Emma Nowden
	How it will look when fully met:	The guidance plan will be up-to-date, understood, and visible to all staff members. The process for tracking recent graduates will be known by the entire staff.
	Target Date:	03/18/2016
	Tasks:	
	1. Meeting with Counseling department, Special Education department, and AVID Coordinator to examine IMO (VA01).	
	Assigned to:	Wanda Keith
	Added date:	02/23/2016
	Target Completion Date:	11/02/2015
	Comments:	The counselors are already doing this work, but in isolation from the rest of the staff. The leadership team would like for Ms. Kieth to visit the next meeting and explain how the counseling department is meeting this indicator. Then the team will create tasks around the work that needs to be done.
	Task Completed:	3/17/2016 12:00:00 AM
	2. Review current Counselor Lesson Plans in place.	
	Assigned to:	Wanda Keith
	Added date:	02/23/2016
	Target Completion Date:	11/20/2015
	Comments:	There is a plan in place, so we need to update our tasks to reflect that there is a working plan in place but the team was unaware.
	Task Completed:	3/18/2016 12:00:00 AM
	3. The 11th grade students were given the opportunity to take the ASVAB.	
	Assigned to:	Wanda Keith
	Added date:	03/16/2016

		Target Completion Date:	11/16/2015
		Comments:	
		Task Completed:	12/3/2015 12:00:00 AM
	4. Counselors visit students through Social Studies classes to discuss course selections for the next school year.		
		Assigned to:	Wanda Keith
		Added date:	03/16/2016
		Target Completion Date:	02/29/2016
		Comments:	
		Task Completed:	2/3/2016 12:00:00 AM
	5. Counselors participate in Transition Plan meetings with the Special Education department to create Transition Plans for graduating Special Education students.		
		Assigned to:	Wanda Keith
		Added date:	03/16/2016
		Target Completion Date:	03/17/2016
		Comments:	
Implement	Percent Task Complete:		80%

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	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some teacher, but not all	
Plan	Assigned to:	Christyl Rowland	
	How it will look when fully met:	Curriculum map built upon units of instruction to include assessments. Units of instruction have a pre/post test through various evaluation methods as well as learning activities aligned to the objective. Weekly lesson plans are driven by the curriculum maps and results of pre and post tests. Evidence: Curriculum maps that include units of instruction, pre and post assessments, learning activities, vocabulary, essential questions and resources.	
	Target Date:	05/29/2015	
	Tasks:		

	1. The instructional team will provided professional development to increase staffs understanding of standards based objectives		
	Assigned to:	Tiffany Ailsworth	
	Added date:	11/02/2014	
	Target Completion Date:	11/28/2014	
	Comments:		
	2. Provide protected time for teachers to develop pre/post test for instructional units.		
	Assigned to:	Tiffany Ailsworth	
	Added date:	11/02/2014	
	Target Completion Date:	03/20/2015	
	Comments:		
Implement	Percent Task Complete:	0%	
Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)		
Status	Tasks completed: 6 of 7 (86%)		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
	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 departments are collaborating but we are not all administering pre and posttest with fidelity.	
Plan	Assigned to:	Dan Fields	
	How it will look when fully met:	Curriculum map built upon units of instruction to include assessments. Units of instruction have a pre/post test through various evaluation methods as well as learning activities aligned to the objective. Weekly lesson plans are driven by the curriculum maps and results of pre and post tests. Evidence: Curriculum maps that include units of instruction, pre and post assessments, learning activities, vocabulary, essential questions and resources.	
	Target Date:	09/25/2015	
	Tasks:		
	1. Teachers will meet during collaboration periods to create Common Formative Assessments (CFAs) for unit of study.		
	Assigned to:	Henry Anderson	
	Added date:	11/02/2014	
	Target Completion Date:	08/17/2015	
	Comments:	All departments are collaborating but not everyone is completing the pre and posttest with fidelity. The next step is to work towards implementation with fidelity in all content areas.	
	Task Completed:	10/12/2015 12:00:00 AM	

		2. Select a tool for the collection of pre- and posttest data in Math and Literacy.	
		Assigned to:	April Boatner
		Added date:	11/02/2014
		Target Completion Date:	10/12/2015
		Comments:	ZipGrader was purchased for the English department to collect their pre and posttest data. The teachers have created their accounts and been trained on how to use it effectively in their classroom instruction.
		Task Completed:	10/12/2015 12:00:00 AM
		3. Create a schedule for delivering pre and posttests in the Literacy department.	
		Assigned to:	April Boatner
		Added date:	11/02/2014
		Target Completion Date:	11/03/2015
		Comments:	Ms. Boatner created a schedule and sent the members in her department an calendar invite to remind them of the testing schedule. The district has since created a district wide schedule for all of the Focus and Priority schools to follow. This document was shared with the entire staff through their collaboration meetings.
		Task Completed:	11/3/2015 12:00:00 AM
		4. Teachers will utilize pre and post test data sheets to determine instructional changes/adjustments to address the areas of weakness.	
		Assigned to:	Eric Bunting
		Added date:	11/02/2014
		Target Completion Date:	10/30/2015
		Comments:	The teachers have been provided with data binders to collect their information. Each teacher should have a copy of their rosters with students pre and post test scores. A copy of the grade book summary and attendance is necessary to account for students who are absent and missed the tests for whatever reason. A chart was created by Dennis Glasgow that has been shared with the entire building to complete once the assessment has been administered. Teachers should be reviewing this information during their collaboration meetings and discussing next steps to meet the needs of the students.
		Task Completed:	12/18/2015 12:00:00 AM
		5. Pre and post test results summary form sent out to the entire school.	
		Assigned to:	Zoretta Finley
		Added date:	02/23/2016
		Target Completion Date:	11/02/2016
		Comments:	The chart was created by Dennis Glasgow and shared with the staff so that our data collection efforts would be consistent across the board. We did ask if he could update the chart to include a column for the number of students who made a D or an F on the post test.
		Task Completed:	11/2/2015 12:00:00 AM

		6. Administrators will visit collaboration periods to ensure that teachers are meeting with fidelity.	
		Assigned to:	Administrators
		Added date:	03/28/2016
		Target Completion Date:	02/12/2016
		Comments:	The administrators received a schedule of each collaboration period, meeting times, and places.
		Task Completed:	2/5/2016 12:00:00 AM
		7. Implement Academic Honor Contract school-wide.	
		Assigned to:	Instructional Facilitators
		Added date:	03/28/2016
		Target Completion Date:	03/17/2016
		Comments:	As we review our quarterly data from report cards it is evident that we need to put systems in place to help our students be successful academically.
Implement		Percent Task Complete:	86%
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 04/05/2013	
	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:	Some departments do pre and post tests, but it is not utilized school wide.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Curriculum map built upon units of instruction to include assessments. Units of instruction have a pre/post test through various evaluation methods as well as learning activities aligned to the objective. Weekly lesson plans are driven by the curriculum maps and results of pre and post tests. Evidence: Curriculum maps that include units of instruction, pre and post assessments, learning activities, vocabulary, essential questions and resources. THIS INDICATOR HAS BEEN REMOVED AND IS NO LONGER A PART OF THE PLAN	
	Target Date:	05/01/2014	
	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	Tasks completed: 4 of 5 (80%)		
Assess	Level of Development:	Initial: Limited Development 04/05/2013	
	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:	Special Education teachers are making decisions about current English assessments. The Special education teachers feel that it is unrealistic to expect the SPED students to perform at the same level as the regular students. Teachers feel as though they are not meeting the needs of the students because they are having to keep with the pacing guide or curriculum map and this does not give them the time needed to reteach.	
Plan	Assigned to:	Angela Jackson	
	How it will look when fully met:	Curriculum map built upon units of instruction to include assessments. Units of instruction have a pre/post test through various evaluation methods as well as learning activities aligned to the objective. Weekly lesson plans are driven by the curriculum maps and results of pre and post tests. Evidence: Curriculum maps that include units of instruction, pre and post assessments, learning activities, vocabulary, essential questions and resources.	
	Target Date:	05/01/2014	
	Tasks:		
	1. Each teacher will be given a binder to collect their test data.		
	Assigned to:	Zoretta Finley	
	Added date:	02/23/2016	
	Target Completion Date:	02/15/2016	
	Comments:	After meeting with the Instructional Facilitators and the administrators I decided the best way to move forward was to identify a uniformed way for the teachers to collect their data with specific parameters.	
	Task Completed:	1/26/2016 12:00:00 AM	
	2. The teachers will attend training during their collaboration period to learn how to set the binder up and what should be included.		
	Assigned to:	Zoretta Finley	
	Added date:	02/23/2016	
	Target Completion Date:	02/03/2016	
	Comments:	The teachers received different color binders, based on their departments, with dividers. The SIS attended each collaboration meeting to introduce the binder and the collection of data process. The teachers were also provided with a list of required documents to have in the binder.	
	Task Completed:	2/3/2016 12:00:00 AM	
	3. Reflection Form created to review data binders on a weekly basis.		
	Assigned to:	Zoretta Finley	
	Added date:	02/23/2016	
	Target Completion Date:	02/09/2016	

		Comments:	
		Task Completed:	2/5/2016 12:00:00 AM
	4. The teachers will turn their binders in every Friday to reviewed by the principal.		
		Assigned to:	Henry Anderson
		Added date:	02/23/2016
		Target Completion Date:	02/12/2016
		Comments:	During our weekly meeting Mr. Anderson discussed that he felt their should a Reflection Form to give the teachers feedback about their binders.
		Task Completed:	2/12/2016 12:00:00 AM
	5. Teachers will make instructional decisions about their lesson plans based on the reflections of their test data.		
		Assigned to:	Emma Nowden
		Added date:	02/23/2016
		Target Completion Date:	03/18/2016
		Comments:	
Implement	Percent Task Complete:		80%
Indicator	IIB05 - All teachers re-teach based on post-test results.(95)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:		Initial: Limited Development 04/05/2013
	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:		Re-teaching does not occur school wide. This occurs in the math and literacy departments.
Plan	Assigned to:		Angela Jackson
	How it will look when fully met:		Curriculum map built upon units of instruction to include assessments. Units of instruction have a pre/post test through various evaluation methods as well as learning activities aligned to the objective. Weekly lesson plans are driven by the curriculum maps and results of pre and post tests. Evidence: Curriculum maps that include units of instruction, pre and post assessments, learning activities, vocabulary, essential questions and resources.
	Target Date:		05/15/2014
		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 3 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/05/2013	
	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:	Learning activities are not taught to mastery or to curriculum.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	A teacher instructional team (IT) will be developed by the building principal. The IT will develop and support curriculum units and objects for instruction.	
	Target Date:	06/30/2015	
	Tasks:		
	0. Create common assessments that aligned to Common Core State Standards (CCSS).		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Comments:		
	0. Teachers will review curriculum guide, CCSS, and prerequisite skills to determine focus for each quarter.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/05/2015	
	Comments:		
	0. Teachers will review student outcome reports to identify trends/patterns in the data.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/26/2015	
	Frequency:	four times a year	
	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	Tasks completed: 0 of 8 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 01/30/2013	

		Will include in plan	
	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:	No longer doing TLI or SOAR. Currently developing CFA's	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Accessibility of Point In Time data that will help drive instruction to meet the immediate needs/ levels of the student(s) to insure student achievement.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Oder CFA toolkit from ASCD		
	Assigned to:	Carol Overton	
	Added date:	10/30/2014	
	Target Completion Date:	01/30/2015	
	Comments:		
	2. Identify trainers for CFA training		
	Assigned to:	Carol Overton	
	Added date:	10/30/2014	
	Target Completion Date:	01/30/2015	
	Comments:	Look at district staff who might be able to provide immediate training.	
	3. Set Dates for School Wide Training		
	Assigned to:	Henry Anderson	
	Added date:	10/30/2014	
	Target Completion Date:	02/06/2015	
	Comments:		
	4. Conduct training on CFA's		
	Assigned to:	Laura Strickland	
	Added date:	10/30/2014	
	Target Completion Date:	03/20/2015	
	Comments:	Please plan for Sub rotation for staff	
	5. Survey teacher level of understanding and comfort with implementing CFA's		
	Assigned to:	Henry Anderson	
	Added date:	10/30/2014	
	Target Completion Date:	04/30/2015	
	Comments:	Use Survey Monkey for more immediate feedback	

	6. Provide additional training and support for teacher in developing CFA's as needed.		
	Assigned to:	Henry Anderson	
	Added date:	10/30/2014	
	Target Completion Date:	04/30/2015	
	Comments:	Training will be provided by staff in the building	
	7. Establish course alike groups to build CFA's.		
	Assigned to:	Tiffany Ailsworth	
	Added date:	10/30/2014	
	Target Completion Date:	01/30/2015	
	Comments:	The CFA test built in this group will be used to pilot the implementation of the testing.	
	8. Adminster CFA's		
	Assigned to:	Henry Anderson	
	Added date:	10/30/2014	
	Target Completion Date:	04/23/2015	
	Frequency:	four times a year	
	Comments:	We will administer the test during the window 12-16 to 12-19	
Implement	Percent Task Complete:	0%	
Indicator	IID03 - Teachers receive timely reports of results from standardized and objectives-based tests.(101)		
Status	Tasks completed: 4 of 5 (80%)		
Assess	Level of Development:	Initial: No development or Implementation 01/30/2013	
		Will include in plan	
	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:	Data input is not complete in a timely manner	
Plan	Assigned to:	Wanda Keith	
	How it will look when fully met:	Teachers have CFA assessment to administer for content. All data from the assessment is given back in a timely manner and teachers are able to give point in time feedback and differentiate instruction.	
	Target Date:	01/09/2015	
	Tasks:		
	1. District Curriculum and Assessment team will purchase diagnostic test in literacy and math.		
	Assigned to:	Wanda Keith	
	Added date:	11/02/2014	

		Target Completion Date:	11/28/2014
		Comments:	
		Task Completed:	11/27/2014 12:00:00 AM
	2. District Curriculum team will purchase software to assist in developing CFA's		
		Assigned to:	Wanda Keith
		Added date:	11/02/2014
		Target Completion Date:	11/28/2014
		Comments:	Scantron was purchased for CFA district wide.
		Task Completed:	11/28/2014 12:00:00 AM
	3. Building level instructional members will be trained in the use of the software		
		Assigned to:	Tiffany Ailsworth
		Added date:	11/02/2014
		Target Completion Date:	11/28/2014
		Comments:	
		Task Completed:	11/28/2014 12:00:00 AM
	4. Teachers will be trained in the new software.		
		Assigned to:	Tiffany Ailsworth
		Added date:	11/02/2014
		Target Completion Date:	12/05/2014
		Comments:	teachers have been trained in math software. Literacy training will take place in January. The dates have been set.
		Task Completed:	12/1/2014 12:00:00 AM
	5. Assessments will be developed in all content areas.		
		Assigned to:	Tiffany Ailsworth
		Added date:	11/02/2014
		Target Completion Date:	02/27/2015
		Comments:	
Implement	Percent Task Complete:		80%
Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)		
Status	Tasks completed: 2 of 3 (67%)		
Assess	Level of Development:	Initial:	No development or Implementation 01/30/2013
			Will include in plan
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	At this time the district has not established learning goals.	
Plan	Assigned to:	Laura Smithson	
	How it will look when fully met:	The Yearly Learning Goals will be visible in all classrooms. All students will be able to articulate the learning goals as it pertains to them. Parents, Community members, staff and students will all be able to articulate how McClellan will reach this goal.	
	Target Date:	05/29/2015	
	Tasks:		
	1. District Buys Assessment		
	Assigned to:	Henry Anderson	
	Added date:	10/30/2014	
	Target Completion Date:	11/14/2014	
	Frequency:	four times a year	
	Comments:	The district has purchased Scantron for CFA. Training will begin the first week in December for Math and the second week for Literacy.	
	Task Completed:	11/28/2014 12:00:00 AM	
	2. Test students		
	Assigned to:	Tiffany Ailsworth	
	Added date:	11/02/2014	
	Target Completion Date:	12/05/2014	
	Comments:	Students have been tested in both literacy and math.	
	Task Completed:	12/10/2014 12:00:00 AM	
	3. Provide Data to leadership Team so that they can begin to set learning goals for students		
	Assigned to:	Tiffany Ailsworth	
	Added date:	11/02/2014	
	Target Completion Date:	01/09/2015	
	Comments:		
Implement	Percent Task Complete:	67%	
Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)		
Status	Tasks completed: 0 of 6 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
	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 administrative team, leadership team, and instructional team has not established protocols for reviewing student learning data. The review of data is not consistent across the content.
Plan	Assigned to:	Wanda Keith
	How it will look when fully met:	Students will have a full understanding of the academic and behavior expectations to be successful at the next level. Evidenced by a goal setting and high school four year plan. In the fall of the ninth grade, students will show evidence of their understanding through assessments of expectations of middle school taken in their homeroom classes.
	Target Date:	05/29/2015
	Tasks:	
	1. Establish Instructional Team.	
	Assigned to:	Henry Anderson
	Added date:	01/09/2014
	Target Completion Date:	01/30/2015
	Comments:	
	2. Train Team in the effective use of data to drive instruction.	
	Assigned to:	Henry Anderson
	Added date:	01/09/2014
	Target Completion Date:	01/30/2015
	Comments:	
	3. Identify data Sources that will be reviewed by the Leadership Team	
	Assigned to:	Tiffany Ailsworth
	Added date:	01/09/2014
	Target Completion Date:	02/27/2015
	Comments:	
	4. Provide Protected time for the team to review the data.	
	Assigned to:	Henry Anderson
	Added date:	10/31/2014
	Target Completion Date:	02/27/2015
	Comments:	
	5. Review data with teachers and students	
	Assigned to:	Wanda Keith
	Added date:	10/31/2014
	Target Completion Date:	01/30/2015
	Frequency:	four times a year
	Comments:	
	6. Monitor data review in the classroom to see if there are changes in teacher practice.	
	Assigned to:	Tiffany Ailsworth

		Added date:	10/31/2014
		Target Completion Date:	08/28/2015
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/05/2013	
	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:	Student data is discussed in PLCs.	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Teacher instructional teams have been established within the building and are being utilized to make data driven decisions on curriculum needs for all subjects.	
	Target Date:	06/30/2015	
	Tasks:		
	0. Professional development will be provided for data teams which supports the sound practices.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Comments:		
	0. Schedule PLC meeting dates and times		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Comments:		
	0. Set agendas for meetings		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Comments:		
	0. Grade level teams will utilize summative formative assessment data through the trimester in order to examine strengths and weaknesses in current curriculum.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	

		Target Completion Date:	06/30/2015
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)		
Status	Tasks completed: 0 of 6 (0%)		
Assess	Level of Development:	Initial: Limited Development 04/05/2013	
	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:	Units of instruction are not planned. Student data is discussed in PLCs	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	
	Target Date:	06/30/2015	
	Tasks:		
	0. Create meeting agenda template.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Comments:		
	0. Identify students in need of assessment.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Comments:		
	0. Content area teams and school teams look at disaggregated data at least three times per year.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	
	Frequency:	three times a year	
	Comments:		
	0. Staff will analyze the data 3- 4 times per year.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	06/30/2015	

		Comments:	
		0. Create a livebinder with data bout students.	
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Frequency:	four times a year
		Comments:	
		0. Create a data wall for each teacher that they bring to collaborations and students can be moved as needed.	
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/05/2013	
	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:	Interventions are done mostly by the literacy and math interventionists.	
Plan	Assigned to:	Angela Jackson	
	How it will look when fully met:	Teachers turn in electronic lesson plans which principal will review. He/she conducts CWTs/observations on a regular basis and monitors visits via administration staff. He will provide feedback to staff both globally and individually with intensive support where needed. He/she continually reviews data in regards to the established student learning goals. Evidence: CWT feedback reports and posting on Lion's Briefing.	
	Target Date:	05/16/2014	
	Added date:		
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 7 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/16/2012	
	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:	Math, English, Science, Social Studies, Career Tech, Art, Foreign Language Some departments more so than others	
Plan	Assigned to:	Erma Franks	
	How it will look when fully met:	The intended curriculum is the taught curriculum.	
	Target Date:	04/24/2015	
	Tasks:		
	1. Teachers will review established LRSD curriculum.		
	Assigned to:	Tiffany Ailsworth	
	Added date:	11/02/2014	
	Target Completion Date:	08/14/2015	
	Comments:		
	2. Common Core State Standard review as it pertains to teachers content will be conduct throughout the 2014-15 school year.		
	Assigned to:	Henry Anderson	
	Added date:	11/02/2014	
	Target Completion Date:	02/05/2015	
	Frequency:	three times a year	
	Comments:		
	3. Review of key/anchor CCSS for all content.		
	Assigned to:	Erma Franks	
	Added date:	11/02/2014	
	Target Completion Date:	02/27/2015	
	Comments:		
	4. Review of lesson plans with a focus on congruence to rigor		
	Assigned to:	Henry Anderson	
	Added date:	11/02/2014	
	Target Completion Date:	08/28/2015	
	Comments:		
	5. C.I.A.(curriculum, instruction, assessment) talks based on lesson plans, assessment and curriculum documents.		

		Assigned to:	Henry Anderson
		Added date:	11/02/2014
		Target Completion Date:	04/24/2015
		Frequency:	monthly
		Comments:	
6. Teachers will download copies of the Common Core App			
		Assigned to:	donna larkin
		Added date:	11/02/2014
		Target Completion Date:	01/30/2015
		Comments:	
7. Monitoring through Classroom Observation			
		Assigned to:	Henry Anderson
		Added date:	11/02/2014
		Target Completion Date:	01/02/2015
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/16/2012	
	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:	Not all teachers develop weekly lesson plans.	
Plan	Assigned to:	Eric Bunting	
	How it will look when fully met:	When this objective is fully met, teachers will be able to: - Utilize formative assessment data to create lesson plans - Create lesson plans that are aligned to specific outcomes based upon ADE standards Evidence of this objective being fully met: -Completed lesson plan templates -Quarterly objectives and lesson plans that reflect the implementation of instruction aligned to the objectives -Professional development sign-in sheets	
	Target Date:	09/11/2015	
	Tasks:		
1. Staff will be retrained in the Eight Essential Components of a Lesson Plan			
		Assigned to:	Henry Anderson
		Added date:	05/08/2013
		Target Completion Date:	04/24/2015

		Comments:	Staff will review information given to them in August PD by the district and building staff
	2. Teachers will attend quarterly professional development on key elements of lesson plans including lesson plan template, special education and ESI modification/accommodation, differentiated instruction, and student engagement.		
		Assigned to:	June Wine
		Added date:	01/09/2014
		Target Completion Date:	05/15/2015
		Frequency:	four times a year
		Comments:	
	3. Teachers will create lesson plans will be include specific criteria that includes Higher Order Thinking Skills, Differentiation for sub-groups, multiple modalities instruction, performance based assessment, and common assessments.		
		Assigned to:	Henry Anderson
		Added date:	01/09/2014
		Target Completion Date:	01/05/2015
		Frequency:	weekly
		Comments:	Template that was discussed during the first quarter professional development will be utilized as well as lesson plan monitoring by administration
	4. Lesson plan walks with an emphasis on unit alignment to the curriculum/pacing guide will be conducted by the principal and/or his designee.		
		Assigned to:	Henry Anderson
		Added date:	01/09/2014
		Target Completion Date:	05/29/2015
		Comments:	Although training will have not taken place, lesson plan walks will begin immediately since this is a follow up to the training the district provided in August.
Implement	Percent Task Complete:		0%
Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)		
Status	Tasks completed: 0 of 7 (0%)		
Assess	Level of Development:		Initial: Limited Development 11/16/2012
	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:		No documentation reported
Plan	Assigned to:		Henry Anderson
	How it will look when fully met:		All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
	Target Date:		06/30/2015

	Tasks:		
		0. Each grade level will develop the learning progression for each learning objective.	
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
		0. Once all objectives are identified, each grade level will create a template to organize and monitor students' mastery of each learning objective.	
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
		0. Grade levels will implement the Data Team expectations and model for running a meeting.	
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
		0. Each student will have a portfolio of the learning progressions of each objective to show the level of mastery.	
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
		0. Grade level teams will have an intensive professional development introducing the plan and the steps that are needed to successfully implement it.	
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
		0. Provide professional development in the area of "CCSS New Assessments" to support staff in the the writing of common assessments.	
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
		0. Develop common formative assessments(grade level teams) for lessons within a unit.	
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	

Implement	Percent Task Complete:	0%	
Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)		
Status	Tasks completed: 1 of 3 (33%)		
Assess	Level of Development:	Initial: Limited Development 11/16/2012	
	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:	CFAs, SOAR, Informal, oral, observation, formative, summative. Data evidence. Pre and Post test	
Plan	Assigned to:	Eric Bunting	
	How it will look when fully met:	Teacher made assessments, informal/ formative assessments, end of year assessments and semester exams	
	Target Date:	02/27/2015	
	Tasks:		
	1. Contact Dr Howie Knoff with ADE for technical support.		
	Assigned to:	Laura Strickland	
	Added date:	11/02/2014	
	Target Completion Date:	12/12/2014	
	Comments:	The leadership team and staff have meet with Dr. Knoff and he has begun the work at McClellan High.	
	Task Completed:	11/21/2014 12:00:00 AM	
	2. Provide Professional Development on utilizing data to improve instruction		
	Assigned to:	District content supervisors	
	Added date:	11/02/2014	
	Target Completion Date:	03/13/2015	
	Comments:		
	3. Through PLC's and department meetings staff will be guided through the process of aligning the standards.		
	Assigned to:	Henry Anderson	
	Added date:	11/02/2014	
	Target Completion Date:	01/30/2014	
	Comments:		
Implement	Percent Task Complete:	33%	
Indicator	IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives.(118)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 04/05/2013	
	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:	Objectives are posted in some classrooms. New learning is not consistently connected to prior learning.	
Plan	Assigned to:	Marie Boone	
	How it will look when fully met:	Curriculum map built upon units of instruction to include assessments. Units of instruction have a pre/post test through various evaluation methods as well as learning activities aligned to the objective. Weekly lesson plans are driven by the curriculum maps and results of pre and post tests.	
	Target Date:	03/14/2014	
	Added date:		
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/16/2012	
	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:	Some teachers use cues and corrective feedback with their students.	
Plan	Assigned to:	Laura Smithson	
	How it will look when fully met:	Staff meeting will be aligned with staff development on how to fully engage our students with their tasks	
	Target Date:	05/29/2015	
	Tasks:		
	1. Teachers will review Daniels' 3C rubric to gain insight on engagement.		
	Assigned to:	Christyl Rowland	
	Added date:	01/09/2014	
	Target Completion Date:	02/20/2015	
	Comments:		
	2. Tools for engagement (ie. Quizlet, Quia.com, Smartview, Smart Response systems, etc.) will be presented monthly during Prep Period PD.		
	Assigned to:	June Wine	
	Added date:	01/09/2014	
	Target Completion Date:	04/30/2015	
	Frequency:	monthly	
	Comments:		

		3. The principal and/or his designee will conduct 3c: Engagement Focus Walks on a weekly basis.	
		Assigned to:	Henry Anderson
		Added date:	01/15/2014
		Target Completion Date:	01/23/2015
		Frequency:	weekly
		Comments:	
		4. An Engagement Implementation walk will be done following each training conducted.	
		Assigned to:	Henry Anderson
		Added date:	01/15/2014
		Target Completion Date:	05/29/2015
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	0%	
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: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some teachers have communication with parents. Some teacher utilize Edline for communicating with parents. Move beyond phone logs to strategies for parents to help the students.	
Plan	Assigned to:	Dorothy Jones	
	How it will look when fully met:	Increased student homework Increased meaningful two way communication with parents and teachers Effective communication with parent what they can do to help their student. Reassessment 10-01 Phone logs, Parent Night Literacy and Math night Chili night was a great night. Move beyond phone longs to strategies for parents to help students Increased student homework Increased meaningful two way communication with parents and teachers We will communicate with parents what they can do to help.	
	Target Date:	05/30/2014	
	Tasks:		
		1. Professional Development facilitated by MHS parent coordinator and district staff on how to effectively communicate with parents.	

		Assigned to:	Erma Franks
		Added date:	01/15/2014
		Target Completion Date:	05/28/2015
		Frequency:	monthly
		Comments:	
	2. Counselors will submit a monthly contact log to the designated person.		
		Assigned to:	jessica conedy
		Added date:	01/15/2014
		Target Completion Date:	02/13/2015
		Frequency:	monthly
		Comments:	
	3. Teachers will submit their parent conference sign in sheets for all parent conferences to the designated person.		
		Assigned to:	jessica conedy
		Added date:	01/15/2014
		Target Completion Date:	03/31/2015
		Frequency:	twice a year
		Comments:	
	4. Develop guides for teachers and staff to give them an additional resource for dealing with parents		
		Assigned to:	Erma Franks
		Added date:	10/31/2014
		Target Completion Date:	03/20/2015
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)		
Status	Tasks completed: 0 of 6 (0%)		
Assess	Level of Development:		Initial: Limited Development 01/30/2013
	Index:		9 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Some teachers assign homework and some do not
Plan	Assigned to:		Henry Anderson
	How it will look when fully met:		All teachers regularly assign homework (four or more days a week). Reassessment by teachers 14-15 states that it will look like : When fully implemented teachers will instantly be able to know how to adjust instruction to students' understanding.

	Target Date:	06/30/2015
	Tasks:	
	1. Introduce Indistar homework indicator to staff.	
	Assigned to:	Henry Anderson
	Added date:	05/01/2014
	Target Completion Date:	12/11/2015
	Comments:	Coded Homework in Edline, Lesson plans, Student Work Display(process assignment)
	2. Introduce 5 point LRSD Policy	
	Assigned to:	Henry Anderson
	Added date:	05/01/2014
	Target Completion Date:	11/20/2015
	Comments:	
	3. Create a whole school standard.	
	Assigned to:	Henry Anderson
	Added date:	11/02/2014
	Target Completion Date:	01/16/2015
	Comments:	
	4. Implement Standard - Utilize Edline Homework category	
	Assigned to:	Tiffany Ailsworth
	Added date:	11/02/2014
	Target Completion Date:	08/28/2015
	Comments:	
	5. Check for compliance of standard	
	Assigned to:	Henry Anderson
	Added date:	11/02/2014
	Target Completion Date:	09/11/2015
	Comments:	
	6. Access impact of standard on Student Achievement. Correlation of Interim reports to nine week grades.	
	Assigned to:	Dorothy Jones
	Added date:	11/02/2014
	Target Completion Date:	11/06/2015
	Comments:	Although we will implement and establish procedures throughout the remainder of the 2014- 2015 school year it will not be full implemented to the next school year.
Implement	Percent Task Complete:	0%
Indicator	IIIB03 - All teachers check, mark, and return homework.(152)	
Status	Tasks completed: 0 of 8 (0%)	
Assess	Level of Development:	Initial: Limited Development 01/30/2013

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Of the teachers who assign homework, some do not return the homework in a timely fashion	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	All teachers, check, mark, and return homework	
	Target Date:	06/30/2015	
	Tasks:		
	1. Establish a Homework review committee		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	05/29/2015	
	Comments:		
	2. Order Doug Reeve homework book and other Homework research based text to support the understanding of the importance of homework		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	02/06/2015	
	Comments:		
	3. For time purposes the principal will share with staff a Principals brief on the book and other current research on Homework to staff.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	01/30/2015	
	Comments:		
	4. Design and share examples / models of homework procedures and policies for staff to review as we begin to develop MHS homework procedures.		
	Assigned to:	Henry Anderson	
	Added date:	05/01/2014	
	Target Completion Date:	01/30/2015	
	Comments:		
	5. Get consensus of staff at January 2015 staff meeting on the new building homework procedures.		
	Assigned to:	Henry Anderson	
	Added date:	11/02/2014	
	Target Completion Date:	01/30/2015	
	Comments:		
	6. 2nd semester inform all stake holders of new homework procedures.		

		Assigned to:	jessica conedy
		Added date:	11/02/2014
		Target Completion Date:	05/29/2015
		Comments:	
	7. Begin implementation of new homework procedures.		
		Assigned to:	Dorothy Jones
		Added date:	11/02/2014
		Target Completion Date:	08/14/2015
		Comments:	
	8. Survey parents, staff and students concerning the homework procedures.		
		Assigned to:	jessica conedy
		Added date:	11/02/2014
		Target Completion Date:	04/10/2015
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: No development or Implementation 01/30/2013	
		Will include in plan	
	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:	Typically, standards are not discussed with parents.	
Plan	Assigned to:	Wanda Keith	
	How it will look when fully met:	Each teacher will have a consistent tool for communicating specific skill mastery by student to parents. Weekly Edline updates will be sufficient. In addition, teachers will document two way communication in regards to student's mastery of objectives. This will serve as a communication tool that will serve as a companion to the report card and or Edline report.	
	Target Date:	08/28/2015	
	Tasks:		
	1. Teachers will follow the LRSD calendar when sending home Edline reports and report cards. (Teachers have met and agree on the grade level expectations and guidelines for grading)		
		Assigned to:	Wanda Keith
		Added date:	01/16/2014
		Target Completion Date:	08/28/2015

		Comments:	We will revisit and reestablish the agreed upon grade level expectations for implementation
		2. A school-wide communication of student progress every week with, with a comment on how parents can support their students at home. Teachers will be responsible for posting weekly to Edline.	
		Assigned to:	Wanda Keith
		Added date:	01/16/2014
		Target Completion Date:	08/28/2015
		Comments:	This task has not been implemented with fidelity. The leadership team will have to reestablish the procedures and protocols and review them with staff.
Implement	Percent Task Complete:		0%
Classroom Instruction			
Expecting and monitoring sound classroom management			
Indicator	IIIC04 - Students raise hands or otherwise signal before speaking.(159)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 01/30/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Students raise their hands in classrooms in which they have been taught rituals and routines	
Plan	Assigned to:	Henry Anderson	
	How it will look when fully met:	Students raise hands or otherwise signal before speaking.	
	Target Date:	06/30/2015	
	Tasks:		
	1. create self-evaluation tool.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
	2. Principal will review self-evaluation tool.		
		Assigned to:	Henry Anderson
		Added date:	05/01/2014
		Target Completion Date:	06/30/2015
		Comments:	
Implement	Percent Task Complete:		0%

Indicator	IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)		
Status	Tasks completed: 1 of 7 (14%)		
Assess	Level of Development:	Initial: Limited Development 11/16/2012	
	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:	Routines and rituals need to be revised.	
Plan	Assigned to:	Dana McEwen	
	How it will look when fully met:	Rules will be posted in all classrooms and they will be consistent with the student handbook and the culture of the school. Reassessment 10-14: There will be an agreed upon standard for behavior in and outside of the classroom.	
	Target Date:	05/15/2015	
	Tasks:		
	1. Identify rules, rituals, and routines of the past.		
	Assigned to:	Lance Fritchman	
	Added date:	01/09/2014	
	Target Completion Date:	03/06/2015	
	Comments:	Please review poster and rules that have been printed and are in the building currently.	
	2. Present to staff.		
	Assigned to:	Carol Overton	
	Added date:	01/15/2014	
	Target Completion Date:	12/05/2014	
	Frequency:	once a year	
	Comments:		
	Task Completed:	1/10/2014 12:00:00 AM	
	3. Publish rituals for classroom, cafeteria and hall display.		
	Assigned to:	Lance Fritchman	
	Added date:	11/02/2014	
	Target Completion Date:	12/05/2014	
	Comments:		
	4. Post rituals and routines in classrooms, halls, cafeteria and other identified areas		
	Assigned to:	Lance Fritchman	
	Added date:	11/02/2014	
	Target Completion Date:	12/12/2014	
	Comments:		
	5. Model and teach students the ritual and routines.		

		Assigned to:	Henry Anderson
		Added date:	11/02/2014
		Target Completion Date:	01/09/2015
		Comments:	
	6. Check for student understanding of rituals and routines through observation and a short survey of students.		
		Assigned to:	Carol Overton
		Added date:	11/02/2014
		Target Completion Date:	01/30/2015
		Comments:	
	7. Reteach rituals and routines as necessary to new students or students who have repeat violations of following the rules		
		Assigned to:	Carol Overton
		Added date:	11/02/2014
		Target Completion Date:	02/27/2015
		Comments:	
Implement	Percent Task Complete:		14%
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)		
Status	Tasks completed: 4 of 6 (67%)		
Assess	Level of Development:	Initial: Limited Development 03/15/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The entire campus has worked on compliance with the tardy policy and hall pass policy. These are posted in every classroom and can be found throughout the building. Teachers are using the hall pass policy to safeguard instructional time. Students should only receive a pass during the first or last 7 minutes of class. Each teacher received a hall pass with their name on it. This is the only pass to be used so that there is conformity with transitions in the hallway. The tardy policy in place requires students to report to the designated person in the front office to receive a tardy pass. There is a record kept using Google forms as to the number of tardies each student has upon the 3rd tardy a phone call is placed to the parents. The next tardy the student is given a letter from the principal that requires their parents to come meet with the appropriate assistant principal to discuss how to help the students be successful in attending class on time.	
Plan	Assigned to:	Steve Geurin	

	How it will look when fully met:	The faculty and staff will develop a management plan to guide student behavior in the classroom. Classroom rules, Hall Pass Policy, and Tardy Policy will be posted in every classroom. Teachers will begin the school year by teaching the Routines and Rituals in every class. The teachers will begin second semester by reiterating the expectations for student behavior in the classroom. Parents will be notified through the Parent Newsletter of the Rituals and Routines sent out by our Parent Facilitator.
	Target Date:	06/03/2015
Tasks:		
	1. Create and utilize several means of assisting students and parents in understanding the campus and classroom rules.	
	Assigned to:	Administrators
	Added date:	03/15/2016
	Target Completion Date:	09/15/2016
	Comments:	The grade level administrators held assemblies with their students to review the hall pass policy, the tardy policy, and building policies. Teachers taught the classroom rules, rituals, and routines during their class period.
	Task Completed:	8/31/2015 12:00:00 AM
	2. Periodic student and parent surveys regarding their understanding of the routines, rituals, and discipline management plan at McClellan.	
	Assigned to:	Parent Coordinator
	Added date:	03/15/2016
	Target Completion Date:	09/15/2015
	Comments:	The administrators completed surveys with the students after the assemblies about the information that was discussed. The Parent Coordinator sent out a Google survey that was completed by parents.
	Task Completed:	10/15/2015 12:00:00 AM
	3. Create tardy policies; hall sweep policies, and Routines and Rituals for McClellan High School.	
	Assigned to:	Henry Anderson
	Added date:	03/15/2016
	Target Completion Date:	09/10/2015
	Comments:	
	Task Completed:	9/3/2015 12:00:00 AM
	4. Tardy and Hall Sweep Policies were posted in the school newsletter and posted in the classrooms and hallways.	
	Assigned to:	Administrators
	Added date:	03/15/2016
	Target Completion Date:	09/03/2015
	Comments:	The posters will be created by the EAST students. Once they have been approved by the administrator they will be sent off for printing. The posters will be handed out to the teachers and signed for to put up in their classrooms.

		Task Completed:	9/10/2015 12:00:00 AM
		5. Will create a parent, student, and faculty group to review the current management plan and to make recommendations for updates.	
		Assigned to:	Emma Nowden
		Added date:	03/15/2016
		Target Completion Date:	03/18/2016
		Comments:	
		6. The school handbook for the 2016 - 17 school year will be placed on the school website and hard copies will be made available to parents.	
		Assigned to:	Renita Bullard
		Added date:	03/15/2016
		Target Completion Date:	03/18/2016
		Comments:	
Implement		Percent Task Complete:	67%
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: 5 of 9 (56%)		
Assess	Level of Development:	Initial: No development or Implementation 11/04/2015	
		Will include in plan	
	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:	Started dicussion and brainstorming ideas. plan to	
Plan	Assigned to:	Zoretta Finley	

	How it will look when fully met:	The Interdisciplinary Team reviewed the research on creating school compacts and went back to their departments to discuss what a school-wide learning compact should include. The staff met to share their departmental charts and have discussion. The charts were given to the school-based SIS to draft into one document. This document was presented to the principal to share with the building. The final draft will be shared with students and parents during the 3rd quarter. It will also be posted throughout the building and teachers' classrooms. The names listed under Task #3 were the members of the teams so their names have been replaced with the team names involved. We have selected students to participate in Focus Groups to review the compact and give us feedback during 3rd quarter and it will also be vetted to parents during Math and Literacy Night (3/17/16). The compact will be part of our enrollment process for the 2016 – 17 school year. In hindsight this required us to breakdown Task #3 into separate tasks.
	Target Date:	03/18/2016
	Tasks:	
	1. Staff notified by email about the learning compact.	
	Assigned to:	Steve Geurin
	Added date:	02/23/2016
	Target Completion Date:	09/15/2015
	Comments:	The articles from Wise Ways were shared with the staff through email with the expectation that they would discuss it their collaboration meetings. Then each department met during their collaboration time to discuss what they felt should be included in a Learning Compact. The teachers identified things they wanted to see from the teachers, administrators, students, and parents.
	Task Completed:	10/22/2015 12:00:00 AM
	2. Discuss compact with Interdisciplinary team.	
	Assigned to:	Laura Strickland
	Added date:	02/23/2016
	Target Completion Date:	12/02/2015
	Comments:	The team reviewed the Wise Ways articles and then discussed what that would look like on our campus. The department chairs came prepared to share out what was shared with them from their departments.
	Task Completed:	10/21/2015 12:00:00 AM
	3. Discussion of what a compact is with administrators.	
	Assigned to:	Henry Anderson
	Added date:	02/23/2016
	Target Completion Date:	12/15/2015
	Comments:	Reviewed the administrator piece of the compact and created a list of actions.
	Task Completed:	10/27/2015 12:00:00 AM

		4. Discussion of what a compact is with the staff.	
		Assigned to:	Henry Anderson
		Added date:	02/23/2016
		Target Completion Date:	12/15/2015
		Comments:	During the staff meeting the different departments shared the list that were created during their collaboration period.
		Task Completed:	12/8/2015 12:00:00 AM
		5. The Administrative Team will develop its portion of the compact and have a final draft.	
		Assigned to:	Administrators
		Added date:	02/23/2016
		Target Completion Date:	11/16/2015
		Comments:	The administrators list was given to the SIS to include in the final draft.
		Task Completed:	12/8/2015 12:00:00 AM
		6. The SIS will condense all of the responses down into one document.	
		Assigned to:	Zoretta Finley
		Added date:	03/14/2016
		Target Completion Date:	02/12/2016
		Comments:	
		7. A draft of the learning compact was shared with the staff for review.	
		Assigned to:	Zoretta Finley
		Added date:	03/14/2016
		Target Completion Date:	01/15/2016
		Comments:	
		8. The learning compact vetted by student groups that represent each grade level and sub-population in our building.	
		Assigned to:	Parent Coordinator
		Added date:	03/14/2016
		Target Completion Date:	03/18/2016
		Comments:	
		9. Learning Compact vetted to parents.	
		Assigned to:	Henry Anderson
		Added date:	03/14/2016
		Target Completion Date:	03/18/2016
		Comments:	
Implement	Percent Task Complete:	56%	