

## Comprehensive Progress Report

**Mission:**

The mission of Central High School is to produce graduates who are fully prepared for life after school as

**Goals:**

All students will increase their understanding of the systems and processes in math.

All students will increase their reading comprehension.



! = Past Due Actions		KEY = Key Indicator
<b>Core Function:</b>		<b>School Leadership and Decision Making</b>
<b>Effective Practice:</b>		<b>Establishing a team structure with specific duties and time for instructional planning</b>
	<b>ID01</b>	<b>A team structure is officially incorporated into the school governance policy.(36)</b>
<i>Initial Assessment:</i>		We have established a leadership team that includes the principal, assistant principal, counselors, department heads, graduation coach, special education
		Priority Score: 3                      Opportunity Score: 1
<b>How it will look when fully met:</b>		The leadership team will create and present to the superintendent a policy that specifies the team structure for Central High School which includes a description
<b>Action(s)</b>	<b>Created Date</b>	
1	10/19/15	The leadership team will create and present to the CHS faculty and staff and <i>Notes:</i> We will put the school improvement team policy in place which includes the
2	10/19/15	The leadership team members will collaborate on team meeting agendas/minutes <i>Notes:</i> This procedure was already occurring at CHS. The final policy was approved by
3	10/19/15	The leadership team will meet weekly. <i>Notes:</i> The leadership team will revisit the meeting date to include teachers/staff
4	10/10/16	Central High School (CHS) will seek professional development on effectively <i>Notes:</i>
<b>Implementation:</b>		
<i>Evidence</i>		
<i>Experience</i>		
<i>Sustainability</i>		
	<b>ID02</b>	<b>All teams have written statements of purpose and by-laws for their</b>
<i>Initial Assessment:</i>		The teams meet twice a month. Teams currently submit their agendas and minutes to the SIS.
		Priority Score: 3                      Opportunity Score: 3
<b>How it will look when fully met:</b>		By-laws will be created for all teams. The leadership team will copies of the by-laws from all teams at CHS.
<b>Action(s)</b>	<b>Created Date</b>	
1	11/15/16	Teams will create procedures and by-laws at their next department meeting. <i>Notes:</i>
<b>Implementation:</b>		
<i>Evidence</i>		
<i>Experience</i>		
<i>Sustainability</i>		

		<b>ID04</b>	<b>All teams prepare agendas for their meetings.(39)</b>
<i>Initial Assessment:</i>			Currently departments prepare agendas and sign ins for each meeting. Minutes are also created from each meeting. Each department will turn in their agenda, Priority Score: 3 Opportunity Score: 3
<b>How it will look when fully met:</b>			Each instructional team will meet twice a month and turn in their agenda, sign in sheets, and minutes into the School Improvement Specialist or other principal
<b>Action(s)</b>	<b>Created Date</b>		
1	10/26/15		Department heads will submit agendas and supporting documents to the SIS.
<i>Notes:</i>			
<b>Implementation:</b>			
<i>Evidence</i>			4/11/2017
<i>Experience</i>			4/11/2017
<i>Sustainability</i>			4/11/2017
		<b>ID07</b>	<b>A Leadership Team consisting of the principal, teachers who lead the</b>
<i>Initial Assessment:</i>			The Leadership Team meets on a weekly basis. Additional meetings are held when meetings are needed. Meeting Agendas and Minutes are kept in Indistar and Sign

<b>Core Function:</b>			<b>School Leadership and Decision Making</b>
<b>Effective Practice:</b>			<b>Focusing the principal's role on building leadership capacity, achieving learning g</b>
		<b>IE11</b>	<b>The principal provides incentives for teacher and student accomplishment.(62)</b>
<i>Initial Assessment:</i>			November 30, 2017
<b>How it will look when fully met:</b>			November 30, 2017
<b>Action(s)</b>	<b>Created Date</b>		
1	12/4/17		Staff members will be recognized monthly in the faculty meetings.
<i>Notes:</i>			
2	12/4/17		Create incentives for teachers when they are recognized.
<i>Notes:</i>			
3	12/4/17		Create a list of criteria/rubric for teacher recognition.
<i>Notes:</i> Nov. 30-(Homework for SILT) For the Dec. 14 meeting, team members are to bring			

<b>Core Function:</b>			<b>School Leadership and Decision Making</b>
<b>Effective Practice:</b>			<b>Aligning classroom observations with evaluation criteria and professional develop</b>
		<b>IF02</b>	<b>The Leadership Team reviews the principal's summary reports of classroom</b>
<i>Initial Assessment:</i>			Data is being collected through Classroom Walk-Throughs and informal observations. Priority Score: 3 Opportunity Score: 3
<b>How it will look when fully met:</b>			The Leadership Team will review and discuss the principal's summary reports of classroom observations. The data discussed will be used to determine required
<b>Action(s)</b>	<b>Created Date</b>		
1	10/9/12		The principal will create a report from the desegregated data of classroom walk- <i>Notes:</i>
2	10/9/12		Present principal's summary report to Leadership Team each quarter at the <i>Notes:</i>
3	11/2/15		Professional Development will be planned based upon discussion of desegregated <i>Notes:</i> CWT reports were dissaggregated by the end of the school year for teacher
<b>Implementation:</b>			
<i>Evidence</i>			9/17/2013
<i>Experience</i>			9/17/2013

<b>Sustainability</b>		9/17/2013
<b>IF05</b>		<b>Professional development for teachers includes self-assessment related to</b>
<b>Initial Assessment:</b>		All returning CHS teachers have received their Teacher Excellence and Support Systems (TESS) training. Novice teachers will be trained by December 20, 2013.
		Priority Score: 3 Opportunity Score: 3
<b>How it will look when fully met:</b>		All teachers will create their PGP, with input from the principal, and will complete the self-assessment in EdReflect. Eighteen hours of their professional
<b>Action(s)</b>	<b>Created Date</b>	
1	4/11/17	Teachers will be provided professional development in the completion of their
		Notes:
<b>Implementation:</b>		
<b>Evidence</b>		10/25/2017 The evidence that this Objective has been fully and effectively
<b>Experience</b>		10/25/2017 Throughout the school year, teachers reflect upon and assess their
<b>Sustainability</b>		10/25/2017 There needs to be continuous collaboration to evaluate if the
<b>IF06</b>		<b>Teachers are required to make individual professional development plans based</b>
<b>Initial Assessment:</b>		The principal meets with teachers regarding their strengths and weaknesses, holding conversations and reflections on their professional growth.
		Priority Score: 3 Opportunity Score: 3
<b>How it will look when fully met:</b>		Teachers will create their individual professional development plans as it relates to their PGPs and the Leadership Team will plan campus-wide professional
<b>Action(s)</b>	<b>Created Date</b>	
1	11/2/15	Teachers will create a specific professional development plan as it relates to their
		Notes:
2	11/2/15	The leadership team will collaborate with the district professional development
		Notes: The meeting occurring between the leadership team and the district professional
3	11/2/15	The leadership team will collaborate with the district professional development
		Notes: Mr. Simpson meets with Ms. Anderson, the professional development
<b>Implementation:</b>		
<b>Evidence</b>		10/25/2017 Professional Development records that are kept in individual shoebox
<b>Experience</b>		10/25/2017 The building level administrators met with the professional
<b>Sustainability</b>		10/25/2017 Teachers and administrators will need to monitor individual
<b>IF11</b>		<b>The school provides all staff high quality, ongoing, job-embedded, and</b>
<b>Initial Assessment:</b>		We have Fetterman & Associates, ACT, Inc., Equipped Educational Consultants, Great Rivers Educational Cooperative, and A State STEM that have lead and
<b>How it will look when fully met:</b>		The school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development.
<b>Action(s)</b>	<b>Created Date</b>	
1	11/16/15	Conduct classroom walkthroughs and observations.
		Notes:
2	11/16/15	School Leadership Team will analyze the data collected in the classroom
		Notes:
3	11/16/15	Professional development will be conducted based on the findings of the
		Notes:
<b>Core Function:</b>		<b>School Leadership and Decision Making</b>
<b>Effective Practice:</b>		<b>Expanded time for student learning and teacher collaboration</b>
<b>IH01</b>		<b>The school monitors progress of the extended learning time programs and other</b>
<b>Initial Assessment:</b>		We have blocked time (90 minutes) in the master schedule for grades 7 and 8 for Language Arts. Students in grades 7 and 8 are also scheduled for a period in the

<b>How it will look when fully met:</b>	All teachers will implement the Gradual Release Model in their classes and will also implement the District Wide Instructional Practices to include whole group	
<b>Action(s)</b>	<b>Created Date</b>	
1	11/30/15	Collaborate with district office in getting the Renaissance STAR Math for progress
		Notes:
3	11/30/15	Conduct informal observations of the after school programs.
		Notes:
4	11/30/15	Use information gathered from the progress monitoring to assess and adjust
		Notes:

<b>Core Function:</b>	<b>School Leadership and Decision Making</b>	
<b>Effective Practice:</b>	<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>	
	<b>II01</b>	<b>The school works collaboratively with the district to recruit and retain highly-</b>
<b>Initial Assessment:</b>	The HR director attends teacher recruitment fairs throughout Arkansas, Mississippi, and Tennessee.	
<b>How it will look when fully met:</b>	The school and district will collaborate to recruit and retain Highly Qualified Teachers.	
<b>Action(s)</b>	<b>Created Date</b>	
1	11/30/15	Establish a school based recruitment and retention committee.
		Notes:
2	11/30/15	Recruitment and Retention Team will hold and attend events to recruit teachers
		Notes:

<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>	
<b>Effective Practice:</b>	<b>Engaging teachers in aligning instruction with standards and benchmarks</b>	
	<b>IIA01</b>	<b>Instructional Teams develop standards-aligned units of instruction for each</b>
<b>Initial Assessment:</b>	ELA 7-12 is completed and being implemented. 7th grade math, 8th grade math, Algebra I, and Geometry are completed and being implemented. 7th grade	
<b>How it will look when fully met:</b>	All core subjects will have a document that aligns standards into units for each subject and grade level.	
<b>Action(s)</b>	<b>Created Date</b>	
1	12/2/15	Complete the documents for standards-aligned units for each grade level and
		Notes:
2	12/2/15	Post completed standards-aligned units on the district website.
		Notes:

<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>	
<b>Effective Practice:</b>	<b>Engaging teachers in assessing and monitoring student mastery</b>	
	<b>IIB01</b>	<b>Units of instruction include pre-/post-tests to assess student mastery of</b>
<b>Initial Assessment:</b>	Each teacher/team will be creating their own pre-/post tests and Equipped Educational Consultants is working with the math, English, and science teachers	
	Priority Score: 3	Opportunity Score: 1
<b>How it will look when fully met:</b>	Teachers will be required to update pre-post test data in on-campus google sheet. Every teacher will have access to the google document.	
<b>Action(s)</b>	<b>Created Date</b>	
1	12/2/16	A google doc will be created to share and monitor the three required pre-post
		Notes:
<b>Implementation:</b>		
<b>Evidence</b>		

<i>Experience</i>		
<i>Sustainability</i>		
<b>IIB02</b>		<b>Unit pre-tests and post-tests are administered to all students in the grade level</b>
<i>Initial Assessment:</i>		Literacy, Math and Science Classes are currently giving pre-test, interim and post-test, however for individual units within the class only post tests are currently
		Priority Score: 3                                  Opportunity Score: 2
<i>How it will look when fully met:</i>		In addition to Literacy, Math, and Science classes, pre test and post test will be administered to all students. Evidence will be pre test, post test documents and
<i>Action(s)</i>	<i>Created Date</i>	
1	10/23/12	The Principal will explain that each teacher is required to assess students through
		<i>Notes:</i> The process has begun with the math courses in administering pre and post tests.
2	11/16/15	Teachers will submit unit pre- and post assesments to the administration.
		<i>Notes:</i>
<i>Implementation:</i>		
<i>Evidence</i>		10/22/2014
<i>Experience</i>		10/22/2014
<i>Sustainability</i>		10/22/2014
<b>IIB03</b>		<b>Unit pre-test and post-test results are reviewed by the Instructional Team.(93)</b>
<i>Initial Assessment:</i>		The teachers discuss the development of the pre and post assessments. The teachers also discuss the standards the students did not master. The teachers also
		Priority Score: 3                                  Opportunity Score: 3
<i>How it will look when fully met:</i>		Teachers will be presenting their pre/post test data at department meetings. After reviewing the data, teachers will compare their teaching strategies and
<i>Action(s)</i>	<i>Created Date</i>	
1	2/7/17	Set a date to have teachers bring their pre-post test data to the department
		<i>Notes:</i>
2	2/7/17	Discuss the data in the department meeting and determine next steps.
		<i>Notes:</i>
3	2/7/17	Present data at the SILT and make meaningful decisions from the data.
		<i>Notes:</i> Teachers will bring their GradeCam Item Analysis and or Standard Analysis
<i>Implementation:</i>		
<i>Evidence</i>		4/11/2017
<i>Experience</i>		4/11/2017
<i>Sustainability</i>		4/11/2017

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>
<b>Effective Practice:</b>		<b>Engaging teachers in differentiating and aligning learning activities</b>
<b>IIC03</b>		<b>Materials for standards-aligned learning activities are well-organized, labeled,</b>
<i>Initial Assessment:</i>		CHS is in the process of purchasing materials and supplies to meet the expectations for teaching common core in the classroom. Teachers and
<i>How it will look when fully met:</i>		
<i>Action(s)</i>	<i>Created Date</i>	
		<i>Notes:</i>

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>
<b>Effective Practice:</b>		<b>Assessing student learning frequently with standards-based assessments</b>
<b>IID02</b>		<b>The school tests each student at least 3 times each year to determine progress</b>

<b>Initial Assessment:</b>	We use The Learning Institute (TLI) assessments for the core subjects. Math and English have 4 modules that are tested and Science has 6 modules that are tested.	
	<b>IID06</b>	<b>Yearly learning goals are set for the school by the Leadership Team, utilizing</b>
<b>Initial Assessment:</b>	Due to changing of State Testing we are in need of clarification of how growth and proficiency will be measured in order to set goals for the academic year. Thus, no	
	Priority Score: 3	Opportunity Score: 2
<b>How it will look when fully met:</b>	Goals will be set based upon assessment data.	
<b>Action(s)</b>	<b>Created Date</b>	
1	12/7/15	Consult ADE and HWHSD for clarification on setting of goals. <i>Notes:</i> Discussed use of standardized test results to set goals.
2	12/7/15	Create goals based upon information received from ADE, HWHSD, and Fetterman <i>Notes:</i> We will create goals for the following year (2016-2017) based upon the ACT
3	4/11/16	Leadership Team identifies barriers to achievement and growth. <i>Notes:</i>
4	4/11/16	Increase motivation by having pep rally for ACT Aspire <i>Notes:</i>
<b>Implementation:</b>		
<i>Evidence</i>		
<i>Experience</i>		
<i>Sustainability</i>		

<b>Core Function:</b>	<b>Classroom Instruction</b>	
<b>Effective Practice:</b>	<b>Expecting and monitoring sound instruction in a variety of modes</b>	
	<b>IIIA01</b>	<b>All teachers are guided by a document that aligns standards, curriculum,</b>
<b>Initial Assessment:</b>	ELA 7-12 is completed and being implemented. 7th grade math, 8th grade math, Algebra I, and Geometry are completed and being implemented. 7th grade	
<b>How it will look when fully met:</b>	All core subjects will have a document that aligns standards, curriculum, instruction, and assessment. These will be posted on the district website.	
<b>Action(s)</b>	<b>Created Date</b>	
1	11/30/15	Complete the documents for alignment. <i>Notes:</i>
2	11/30/15	Post completed alignment documents on the district website. <i>Notes:</i>
	<b>IIIA07</b>	<b>All teachers differentiate assignments (individualize instruction) in response to</b>
<b>Initial Assessment:</b>	Teachers implement whole group, small group and individualized teaching methods to ensure all learners are successful. Formative assessments are used to	
<b>How it will look when fully met:</b>	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.	
<b>Action(s)</b>	<b>Created Date</b>	
1	12/7/15	Plan Professional Development for teachers on differentiation. <i>Notes:</i>
2	12/7/15	Implement the differentiation strategies learned in professional development. <i>Notes:</i>
3	12/7/15	Monitor differentiation strategies in use in classrooms. <i>Notes:</i>
	<b>IIIA32</b>	<b>All teachers interact managerially with students (reinforcing rules,</b>
<b>Initial Assessment:</b>	Classroom rules and procedures are posted within each class. Professional Development was provided for new teachers regarding classroom management.	

<b>How it will look when fully met:</b>		
<b>Action(s)</b>	<b>Created Date</b>	
<i>Notes:</i>		

<b>Core Function:</b>		<b>Classroom Instruction</b>
<b>Effective Practice:</b>		<b>Expecting and monitoring sound homework practices and communication with pa</b>
	<b>IIIB02</b>	<b>All teachers regularly assign homework (4 or more days a week).(151)</b>
<b>Initial Assessment:</b>		The Helena-West Helena School District maintains that homework can be an important activity to help students learn. Homework is included as an integral
<b>How it will look when fully met:</b>		Focus is on the high stake classes in assigning homework Monday through Thursday; however, there are other teachers who provide homework Monday
<b>Action(s)</b>	<b>Created Date</b>	
1	11/14/12	Encourage teachers in high stake classes to assign homework Monday through
<i>Notes:</i>		
	<b>IIIB03</b>	<b>All teachers check, mark, and return homework.(152)</b>
<b>Initial Assessment:</b>		Some teachers are diligent in checking and marking homework. Efforts will be made to encourage all teachers check and mark returned homework.
<b>How it will look when fully met:</b>		Teachers who are high stakes are consistent in checking and marking returned homework. Feedback shall be documented in the student binders, roll book, and
<b>Action(s)</b>	<b>Created Date</b>	
1	11/14/12	Inspect eSchool and student binders to ensure that students are receiving
<i>Notes:</i>		

<b>Core Function:</b>		<b>Classroom Instruction</b>
<b>Effective Practice:</b>		<b>Expecting and monitoring sound classroom management</b>
	<b>IIIC09</b>	<b>All teachers correct students who do not follow classroom rules and</b>
<b>Initial Assessment:</b>		All teachers have established their own classroom rules and procedures. The lack of consistency and enforcement makes classroom management and instruction
<b>How it will look when fully met:</b>		
<b>Action(s)</b>	<b>Created Date</b>	
<i>Notes:</i>		

<b>Core Function:</b>		<b>Family Engagement in a School Community</b>
<b>Effective Practice:</b>		<b>Explain and communicate the purpose and practices of the school community</b>
	<b>FE04</b>	<b>The school's Title I Compact (Or Non-Title I schools roles and expectations for</b>
<b>Initial Assessment:</b>		The Central High School Compact includes the responsibilities that communicate what parents can do to support their students' learning at home. The Compact is

<b>Core Function:</b>		<b>High School: Opportunity to Learn</b>
<b>Effective Practice:</b>		<b>Ensure content mastery and graduation</b>
	<b>HS04</b>	<b>The school provides all students with guidance and supports (academic,</b>
<b>Initial Assessment:</b>		The Counseling Department in collaboration with the College Advisers meet with each junior and senior to discuss plans for their future, both college and career.

productive, responsible and caring citizens.

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Implementation Status	Assigned To	Target Date
Limited Development 10/19/2015		
Index Score: 3		
<b>Objective Met 12/02/16</b>	<b>Adrian Watkins</b>	<b>12/16/2016</b>
Complete 11/14/2016	Earnest Simpson	11/18/2016
Complete 11/14/2016	Earnest Simpson	11/18/2016
Complete 11/14/2016	Earnest Simpson	10/14/2016
Complete 12/02/2016	Adrian Watkins	12/20/2016
12/02/2016		
Implementation Status	Assigned To	Target Date
Limited Development 11/15/2016		
Index Score: 9		
<b>Objective Met 12/02/16</b>	<b>Adrian Watkins</b>	<b>11/29/2016</b>
Complete 12/01/2016	Department Chairs	11/29/2016
12/02/2016		



Implementation Status	Assigned To	Target Date
Limited Development 10/26/2015		
Index Score: 9		
<b>Objective Met 04/11/17</b>	<b>Adrian Watkins</b>	<b>09/21/2016</b>
Complete 12/16/2016	Adrian Watkins	09/21/2016
04/11/2017		
Implementation Status	Assigned To	Target Date
Full Implementation 11/02/2015		

**Goals, and improving instruction**

Implementation Status	Assigned To	Target Date
Limited Development 11/30/2017		
<b>0 of 3 (0%)</b>	<b>Earnest Simpson</b>	<b>05/18/2018</b>
	Earnest Simpson	01/31/2018
	Tonya Jones	05/18/2018
	SILT	12/14/2017

**Implementation**

Implementation Status	Assigned To	Target Date
Limited Development 09/25/2012		
Index Score: 9		
<b>Objective Met</b>	<b>Earnest Simpson</b>	<b>05/18/2018</b>
<b>3 of 3 (100%)</b>		
Complete 05/30/2017	Earnest Simpson	05/02/2017
Complete 06/01/2017	Earnest Simpson	05/30/2017
Complete 05/30/2017	Earnest Simpson	05/30/2017

Implementation Status	Assigned To	Target Date
Limited Development 10/22/2013		
Index Score: 9		
<b>Objective Met 10/25/17</b>	<b>Earnest Simpson</b>	<b>09/29/2017</b>
Complete 09/27/2017	Earnest Simpson	05/30/2017
10/25/2017		

Implementation Status	Assigned To	Target Date
Limited Development 10/22/2013		
Index Score: 9		
<b>Objective Met 10/25/17</b>	<b>Earnest Simpson</b>	<b>05/30/2017</b>
Complete 09/29/2017	Earnest Simpson	05/30/2017
Complete 05/26/2017	Earnest Simpson	05/30/2017
Complete 05/26/2017	Earnest Simpson	05/30/2017
10/25/2017		

Implementation Status	Assigned To	Target Date
Limited Development 11/16/2015		
	<b>Earnest Simpson</b>	<b>06/08/2018</b>
<b>0 of 3 (0%)</b>		
	School Leadership	12/15/2017
	School Leadership	06/08/2018
	School Leadership	06/08/2018



Implementation Status	Assigned To	Target Date
Limited Development 11/30/2015		

<b>Objective Met</b>	<b>Cortney Jackson</b>	<b>12/15/2017</b>
<b>3 of 3 (100%)</b>		
Complete 08/31/2016	Earnest Simpson	12/16/2016
Complete 04/06/2017	Kiwanna Wade	04/20/2017
Complete 05/30/2017	Earnest Simpson	06/30/2017

**Implementation Status**

Implementation Status	Assigned To	Target Date
Limited Development 11/30/2015		
	<b>Earnest Simpson</b>	<b>12/15/2017</b>
<b>1 of 2 (50%)</b>		
	Cortney Jackson	12/15/2017
Complete 04/05/2017	Cortney Jackson	12/18/2015

**Implementation Status**

Implementation Status	Assigned To	Target Date
Limited Development 02/12/2013		
	<b>Randy Rotundo</b>	<b>05/18/2018</b>
<b>0 of 2 (0%)</b>		
	Randy Rotundo	05/18/2018
	Randy Rotundo	05/18/2018

**Implementation Status**

Implementation Status	Assigned To	Target Date
Limited Development 09/20/2016		
Index Score: 3		
<b>Objective Met</b> <b>12/02/16</b>	<b>Cortney Jackson</b>	<b>12/20/2016</b>
Complete 12/01/2016	Cortney Jackson	12/20/2016
12/02/2016		

Implementation Status	Assigned To	Target Date
Limited Development 09/25/2012		
Index Score: 6		
<b>Objective Met 11/30/16</b>	<b>Cortney Jackson</b>	<b>11/06/2015</b>
Complete 11/17/2016	Earnest Simpson	01/31/2013
Complete 11/04/2016	Cortney Jackson	11/06/2015
11/30/2016		
Implementation Status	Assigned To	Target Date
Limited Development 01/31/2017		
Index Score: 9		
<b>Objective Met 04/11/17</b>	<b>Kiwanna Wade</b>	<b>02/28/2017</b>
Complete 05/30/2017	Department Chairs	02/28/2017
Complete 05/22/2017	Department Chairs	02/28/2017
Complete 05/30/2017	Department Chairs	03/14/2017
04/11/2017		

**Implementation Status**

Implementation Status	Assigned To	Target Date
Limited Development 10/29/2013		

**Implementation Status**

Implementation Status	Assigned To	Target Date
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Full Implementation 11/16/2015		
<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
No Development 12/07/2015		
Index Score: 6		
<b>Objective Met 04/11/17</b>	<b>Adrian Watkins</b>	<b>03/18/2016</b>
Complete 12/15/2015	Earnest Simpson	03/18/2016
Complete 09/30/2016	Earnest Simpson	04/25/2016
Complete 12/16/2016	Adrian Watkins	12/16/2016
Complete 04/08/2016	Cortney Jackson	04/08/2016
04/11/2017		

<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
Limited Development 11/30/2015		
	<b>Randy Rotundo</b>	<b>12/15/2017</b>
<b>0 of 2 (0%)</b>		
	Randy Rotundo	12/15/2017
	Randy Rotundo	12/15/2017

<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
Limited Development 11/12/2013		
	<b>Earnest Simpson</b>	<b>06/08/2018</b>
<b>0 of 3 (0%)</b>		
	Earnest Simpson	06/08/2018
	Earnest Simpson	06/08/2018
	Earnest Simpson	06/08/2018

<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
Limited Development 11/26/2013		


**Parents**

Implementation Status	Assigned To	Target Date
Limited Development 11/05/2012		
	<b>Earnest Simpson</b>	<b>06/08/2018</b>
<b>0 of 1 (0%)</b>		
	E. Simpson / Coaches	06/08/2018

Implementation Status	Assigned To	Target Date
Limited Development 11/06/2012		
	<b>Earnest Simpson</b>	<b>06/08/2018</b>
<b>0 of 1 (0%)</b>		
	E. Simpson /	06/08/2018

**Parents**

Implementation Status	Assigned To	Target Date
Limited Development 12/03/2013		

**Parents**

Implementation Status	Assigned To	Target Date
Full Implementation 12/14/2015		

**Parents**

Implementation Status	Assigned To	Target Date
Full Implementation 12/14/2015		