



Comprehensive Progress Report

Mission:

Lee High School utilizes high expectations, a rigorous curriculum, and a student – centered learning environment that promotes intellectual, social, and character development in an effort to ensure all students will learn.

Goals:



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|  Past Due Actions | |  KEY Indicator | |
| Core Function: | School Leadership and Decision Making | | |
| Effective Practice: | Establishing a team structure with specific duties and time for instructional planning | | |
| ID01 | A team structure is officially incorporated into the school governance policy.(36) | Implementation Status | Assigned To |
| | | | Target Date |

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| <p>Initial Assessment:</p> | <p>Lee High School has the following teams in place for the 2016-2017 school year:</p> <ul style="list-style-type: none"> School leadership team <ul style="list-style-type: none"> o Comprised of principal, instructional facilitators, teachers, other school personnel and community members o Meets twice a month for one hour o Assesses, plans & monitors indicators o Deals with other school business as needed • Instructional leadership team <ul style="list-style-type: none"> o Comprised of principal, instructional facilitators, and SIS o Meets every Monday o Reviews lesson plans ☐ Essential questions ☐ Research based strategies ☐ Inclusion of technology • Professional Learning Communities <ul style="list-style-type: none"> o Comprised of instructional facilitators and teachers ☐ ELA/cross content ☐ Math ☐ Career & Technical Education <ul style="list-style-type: none"> o Meet weekly to discuss educational issues ☐ Each week meetings will focus on data analysis, student work, professional literature, and instructional strategies ☐ Handbook team <ul style="list-style-type: none"> o Comprised of teachers o Meets as needed to review both student and teacher handbooks • Parent Advisory Committee <ul style="list-style-type: none"> o Comprised of parent coordinator, parent facilitator and parents o Meets quarterly | <p>Limited Development 10/04/2012</p> | | |
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| | | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | | All teams will be clearly identified and the role and responsibilities of the team will be explained to all staff. Each member will be notified of their assignments. Meeting times and dates will be set and agenda and sign in sheets will be utilized at all meetings. Meeting notes will be taken and placed on file. | | Objective Met 10/07/2015 | Phylistia Stanley | 08/12/2016 |
| Action(s) | Created Date | | | | | |
| 1 | 1/22/13 | Leadership team will be established by building guidelines. | | Complete 08/12/2016 | Phylistia Stanley | 08/12/2016 |
| | | <i>Notes:</i> Leadership team includes principal, instructional facilitators, media specialist, school counselor, teacher representatives, and parents/community members. | | | | |
| 2 | 1/22/13 | A vision and mission statement will be developed by LHS team members. | | Complete 08/12/2016 | Leadership Team | 08/12/2016 |
| | | <i>Notes:</i> During PD in August, team members worked together to review the current vision and mission statement for Lee High School. No changes were made at this time. The vision and mission statement is displayed on programs and agendas. | | | | |
| 3 | 1/22/13 | The principal and instructional facilitators will work with external providers and state school improvement specialists to maintain focus on the vision, motivate staff through the change process, and monitor progress. | | Complete 05/26/2017 | Mary Jones | 05/16/2017 |
| | | <i>Notes:</i> This process has been established through the work of the school leadership team. Various data sets, including student achievement, classroom observation results, student/teacher absenteeism, and office referrals, are reviewed during each SLT meeting. A time for celebrating progress is consistently included in PLC and SLT meetings. | | | | |
| 4 | 10/9/15 | Building level teams will meet. | | Complete 05/26/2017 | Dorisey Brown and Mary Jones | 05/16/2017 |
| | | <i>Notes:</i> Building level teams will meet as previously stated. | | | | |
| 5 | 11/12/15 | Develop a description of each building level team that includes the purpose and composition of the team. | | Complete 08/12/2016 | Phylistia Stanley | 08/12/2016 |
| | | <i>Notes:</i> A description of teams/committees will be developed and emailed to all staff. The tasks will be ongoing and reviewed again by March 2017. | | | | |
| Implementation: | | | | 10/07/2015 | | |
| Evidence | | LT notes from 9-10-15 | | | | |

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| Experience | This experience brought up critical conversations within our LT about what it will take to get our school where it needs to be. We now have a clear idea of where we should be at the end of the next three school years. | | | | |
| Sustainability | Resources, development, implementation, and accountability will all be critical to fulfilling the vision. | | | | |
| ID03 | All teams operate with work plans for the year and specific work products to produce.(38) | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | <p>All teams need to set SMART goals for the school year, create assessments, review student work, analyze data, and continually improve in order to increase student achievement. All meetings should be focused on achieving the goal(s) set by the team. All teams need to also create a plan of action for the year that should be included in the team portfolios.</p> <p>Plans in place: Literacy, Math</p> <p>Need plans: Vocational, science, social studies, fine arts</p> | | Limited Development 10/04/2012 | | |
| | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | PLCs focus on one of four areas each week: analysis of student achievement data; review of student work products to guide instructional practice; sharing theme-based professional learning through book studies, article reviews, etc.; and evaluating effectiveness of instructional strategies identified during the review of student work. Each team maintains related work products in the data room and/or in Dropbox. | | Objective Met 02/03/2015 | Phylistia Stanley | 12/19/2014 |
| Action(s) | Created Date | | | | |
| 1 | 4/3/13 | Set up all staff email addresses on scanner for better communication and sharing of information. | Complete 05/31/2013 | Clyde Noel | 08/19/2013 |
| Notes: | | Mrs. Hart created a staff directory with all of the emails in the spring. | | | |
| 2 | 4/3/13 | An electronic Dropbox will house evidence/documents to show progress toward goals. | Complete 08/30/2013 | Clyde Noel | 08/19/2013 |
| Notes: | | Dropbox has been unblocked from the internet. It is now available for teams to electronically track progress and documents. | | | |

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| 3 | 10/28/14 | Instructional leaders will identify four specific focus areas for PLCs to address each month. | Complete 10/17/2014 | Phylistia Stanley | 10/17/2014 |
| | | <i>Notes:</i> The principal, in collaboration with instructional facilitators identified the following four areas of focus for PLCs to address each month: first week = data analysis i.e., assessments, attendance, etc. second week = student work review third week = professional literature review fourth week = teaching demonstration by team members. Meeting agendas and minutes indicate teams consistently address these focus areas on assigned weeks. | | | |
| 4 | 10/28/14 | Recorders from each PLC maintain agendas, sign-in sheets, meeting minutes, and related products; and submit copies of all work documentation to the principal. | Complete 12/12/2014 | Phylistia Stanley | 12/19/2014 |
| | | <i>Notes:</i> Team members agreed upon who would serve as the team recorder. Agendas, sign-in sheets, and minutes are maintained by the recorder in a team notebook. Each team submits these documents, as well as any work products, to the principal each week. | | | |
| Implementation: | | | 02/03/2015 | | |
| Evidence | | 2/3/2015 Each team recorder maintains team agendas, sign-in sheets, minutes, and any work products in a team notebook and submits this documentation to the principal weekly. | | | |
| Experience | | 2/3/2015 Leadership's identification of four focus areas and specific weeks for addressing them helped each team stay on the same page in terms of specific work assignments and desired results to improve instructional practice and increase student achievement. | | | |
| Sustainability | | 2/3/2015 Team leaders must continue to focus meetings on topics identified by school leadership and team recorders must continue to maintain evidence of the team's work in the team notebook. | | | |

| ID04 | | All teams prepare agendas for their meetings.(39) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|-------------------------------------|----------------------|-------------------|
| Initial Assessment: | | At this time, most teams prepare agendas for meetings. All agendas are prepared using the same format with the exception of the Indistar agenda format. | Limited Development 10/08/2015 | | |
| | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| How it will look when fully met: | | When this objective is fully met it will: 1. Align with TESS 2. Align with MPI Agenda The Indistar agenda will not be aligned. | Objective Met 06/14/2017 | Jessie Bryant | 05/26/2017 |
| Action(s) | Created Date | | | | |
| 1 | 10/9/15 | A sample agenda that meets requirements will be emailed to all team members. | Complete 08/12/2016 | Jessie Bryant | 08/12/2016 |
| | | Notes: Mrs. Bryant will email a copy of the start of year agendas that were prepared and align with TESS and MPI. | | | |
| 2 | 10/9/15 | A blank agenda template will be emailed to all team members for future use. | Complete 08/12/2016 | Jessie Bryant | 08/12/2016 |
| | | Notes: Mrs. Bryant will email all team members a blank agenda template that may be used to prepare future agendas. | | | |
| 3 | 10/16/15 | All teams will begin to use the required templates to prepare agendas. | Complete 08/12/2016 | Jessie Bryant | 08/12/2016 |
| | | Notes: All team members have received a template and sample for creating an agenda that meets the previously stated requirements. | | | |
| 4 | 12/19/16 | A team member will check binders for the listed teams monthly. | Complete 05/26/2017 | Jessie Bryant | 05/26/2017 |
| | | Notes: Team binders will be checked monthly by a SLT member. | | | |
| Implementation: | | | 06/14/2017 | | |
| Evidence | | 6/14/2017 SLT minutes | | | |
| Experience | | 6/14/2017 The School Leadership Team found that pursuing this objective was a relatively easy task to complete. | | | |

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| Sustainability | 6/14/2017 The continued work will be to keep the monitoring system in place and carry it out with fidelity. | | | |
| 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) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Full Implementation 10/07/2015 | | |
| | Priority Score: 0 Opportunity Score: 0 Index Score: 0 | | | |
| How it will look when fully met: | | | | |
| Action(s) | Created Date | | | |
| Implementation: | | | | |
| <i>Evidence</i> | | | | |
| <i>Experience</i> | | | | |
| <i>Sustainability</i> | | | | |
| 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) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | The SLT has started to look at student data | Limited Development 10/02/2014 | | |
| | Priority Score: 2 Opportunity Score: 2 Index Score: 4 | | | |
| How it will look when fully met: | | | | |
| Action(s) | Created Date | | | |
| Implementation: | | | | |
| <i>Evidence</i> | | | | |
| <i>Experience</i> | | | | |
| <i>Sustainability</i> | | | | |

| ID11 | | Teachers are organized into grade-level, grade-level cluster, or subject area Instructional Teams.(46) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | | All staff are assigned to and meet regularly with a PLC. Mrs. Jones, math IF, facilitates math PLCs that meet once each week. Mrs. Brown, literacy IF, facilitates cross-curricular PLCs once each week. Ms. Dean, TFA Coach, regularly participates in these PLC meetings, and sometimes facilitates. Facilitators and teacher members sometimes provide job-embedded professional development, facilitate data analyses, analyze student work, conduct book studies, and share successful instructional strategies. | Limited Development 01/22/2013 | | |
| | | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | | The math PLC will continue its current functional practice, such as meeting weekly to collaboratively plan instruction and analyze student achievement data to improve professional practice. Additionally, the math PLC will grow professionally through deeper reflection and implementation of research-based strategies. The inclusion of teachers from science, social studies, physical education, health, foreign language, into the literacy PLC is new for the 2014-2015 school year. Implementation of this cross-curricular PLC will enhance teachers' professional practice as teachers plan collaboratively to intentionally address cross-curricular connections. When this is fully implemented, not only will instructional practice improve, but student achievement will increase. | Objective Met 02/24/2016 | Dorisey Brown | 06/10/2016 |
| Action(s) | Created Date | | | | |
| 1 | 1/22/13 | A member of the Leadership Team will be assigned to each existing PLC. | Complete 10/16/2015 | Leadership Team | 02/15/2013 |
| | | Notes: LT members are a part of the following teams: ELA- Jaclyn Markovich; Math - Lucy Porter and Mary Jones; Science - Dr. Anderson; Vocational/Art - Laura Weld; Social Studies - Mary Knight | | | |
| Implementation: | | | 02/24/2016 | | |
| Evidence | | 4/8/2013 PLC Sign-in sheets. 2/24/2016 PLC sign in sheets | | | |

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| Experience | 4/8/2013 This objective was easily accomplished. | | | |
| | 2/24/2016 Each leadership team member employed by the district will participate in a weekly PLC. | | | |
| Sustainability | 4/8/2013 Continue to make sure the LT representative communicates information to PLCs and reports back to LT with any questions/comments/concerns/updates from their team. | | | |
| | 2/24/2016 Members will continue to participate in PLC's. | | | |
| ID13 | Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48) | | | |
| | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | Instructional Teams meet through PLC meetings on a weekly basis. Core team meets with the external provider and ADE every Tuesday. Leadership Team meets every other Wednesday. | Limited Development 01/22/2013 | | |
| | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | | | | |
| Action(s) | Created Date | | | |
| Implementation: | | | | |
| Evidence | | | | |
| Experience | | | | |
| Sustainability | | | | |

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| Core Function: | School Leadership and Decision Making | | | | |
| Effective Practice: | Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction | | | | |
| IE05 | | The principal participates actively with the school's teams. (56) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Mr. Noel is working with each PLC to maintain an ongoing presence in weekly meetings. | Limited Development 10/17/2012 | | |
| | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| <i>How it will look when fully met:</i> | | The principal maintains a consistent and on-going presence in PLCs as documented by PLC minutes and sign-in sheets. | Objective Met 03/29/2017 | Phylistia Stanley | 06/05/2013 |
| Action(s) | Created Date | | | | |
| 1 | 2/12/13 | Mr. Noel will meet with science PLCs weekly (Weds), and attend at least one PLC per month for other content areas as documented in PLC sign-in sheets. He will provide feedback to PLC chairpersons after each session in order to ensure PLCs are running effectively and meeting expectations as communicated during staff meetings. | Complete 05/31/2013 | Clyde Noel | 06/05/2013 |
| <i>Notes:</i> Mr. Noel participated in PLCs when he was able to. His participation was documented in PLC sign-in sheets. | | | | | |
| <i>Implementation:</i> | | | 03/29/2017 | | |
| <i>Evidence</i> | 3/29/2017 Agendas, minutes, and sign in sheets. | | | | |
| <i>Experience</i> | 3/29/2017 The team has established norms and procedures for conducting PLC meetings and making sure they are data focused and have meaningful academic discussions. | | | | |
| <i>Sustainability</i> | 3/29/2017 A deeper discussion of data sets will be the focus of the meetings. Findings in academics, culture, and discipline. | | | | |

| IE07 | | The principal monitors curriculum and classroom instruction regularly. (58) | Implementation Status | Assigned To | Target Date |
|--|---|---|-------------------------------------|----------------------|-------------------|
| Initial Assessment: | | The principal and assistant principal have been visible in classrooms. The State Improvement Specialist has also done focus walks with the principal to show visibility and check instructional practices and student engagement. | Limited Development 12/10/2012 | | |
| | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| How it will look when fully met: | | Mr. Noel will complete CWT training through GRC (conducted in Harrison) in order to more effectively monitor curriculum and classroom instruction. | Objective Met 03/30/2017 | Dorisey Brown | 06/06/2014 |
| Action(s) | Created Date | | | | |
| 1 | 1/16/13 | Leadership will conduct 10 CWTs per week and deliver feedback to teachers within one week of CWT. Observers will meet one-on-one with teachers when concerns arise about instruction or management in order to create a plan of action. | Complete 05/31/2013 | Clyde Noel | 06/06/2014 |
| <i>Notes:</i> CWTs were conducted each week and documented on TeachScape. | | | | | |
| 2 | 1/16/13 | Mr. Noel will provide the Leadership with CWT data halfway through each quarter in order to determine areas for professional growth for the staff. | Complete 05/31/2013 | Clyde Noel | 06/06/2014 |
| <i>Notes:</i> Leadership team went over CWT data regularly as documented in Leadership Team minutes and staff meeting agendas. CWT data indicated a focus on questioning, student engagement, and formative assessments. | | | | | |
| Implementation: | | | 03/30/2017 | | |
| Evidence | 3/30/2017 CWT forms, feedback forms | | | | |
| Experience | 3/30/2017 Conversations are meaningful and concentrate on the work that needs to be done to bring students to proficiency. | | | | |
| Sustainability | 3/30/2017 Consistent feedback and continued CWTs will be performed. | | | | |

| IE08 | | The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|-------------------------------------|--------------------------|-------------------|
| Initial Assessment: | | The principal spends much of her time implementing TESS protocols. This requires her to observe classrooms, meet with teachers to develop professional growth plans and provide feedback to improve instruction. The principal meets weekly with IFs and TFA coach to review lesson plans to ensure completion and timely submission. Additionally, focus areas, identified through lesson plan reviews are monitored. For example, inclusion of content-area standards. The principal conducts faculty meetings, as needed, and shares aggregated results of lesson plan reviews and observations. She participates in PLCs whenever possible. | Limited Development 12/10/2012 | | |
| | | Priority Score: 2 Opportunity Score: 2 Index Score: 4 | | | |
| How it will look when fully met: | | The principal will continuously monitor the amount of time she spends working directly with teachers to improve instruction. This practice will ensure that at least 50% of her time is consistently dedicated to instructional leadership. | Objective Met 03/30/2017 | Phylistia Stanley | 06/10/2016 |
| Action(s) | Created Date | | | | |
| 1 | 12/18/14 | The principal will create a weekly schedule that reflects at least 50% of the school day is dedicated to working directly with teachers to improve instruction. | Complete 12/19/2014 | Phylistia Stanley | 12/19/2014 |
| | | Notes: Since the beginning of the second quarter, the principal has consistently developed a weekly schedule that reflects at least 50% of her time is spent working directly with teachers to improve instruction. | | | |
| 2 | 12/18/14 | The principal will note activities that occur within each day of her previously-planned weekly schedule to reflect actual events that required her time. | Complete 06/12/2015 | Phylistia Stanley | 06/12/2015 |
| | | Notes: | | | |
| 3 | 12/18/14 | Using her weekly schedule, the principal will reflect upon activities that required her time during each school day as compared to the activities she planned to ensure 50% of her time was spent working directly with teachers to improve instruction. | Complete 06/12/2015 | Phylistia Stanley | 06/12/2015 |
| | | Notes: | | | |
| 4 | 12/18/14 | Based on the principal's reflection of her weekly schedule, she will identify barriers to spending at least 50% of her time as the school's instructional leader and share results with the leadership team. | Complete 06/12/2015 | Phylistia Stanley | 06/12/2015 |

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| <i>Notes:</i> | | | | | |
| 5 | 12/18/14 | The leadership team will review results of the principal's time audit and determine strategies for removing barriers that keep her from spending 50% of her time working directly with teachers to improve instruction. | Complete 06/12/2015 | Phylistia Stanley | 06/12/2015 |
| <i>Notes:</i> | | | | | |
| 6 | 12/18/14 | The principal will facilitate the implementation of realistic strategies to remove barriers to performing instructional leadership tasks 50% of her time. | Complete 06/12/2015 | Phylistia Stanley | 06/12/2015 |
| <i>Notes:</i> | | | | | |
| 7 | 12/18/14 | Members of the leadership team will collect data regarding the effectiveness of strategies implemented to ensure the principal is able to spend 50% of her time working directly with teachers to improve instruction. Decisions regarding continued implementation or revisions will be based on this data. | Complete 12/18/2015 | Phylistia Stanley | 12/18/2015 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 03/30/2017 | | |
| Evidence | 3/30/2017 Observation data, schedules | | | | |
| Experience | 3/30/2017 The protected time was beneficial in being consistent with classroom observations. | | | | |
| Sustainability | 3/30/2017 Protected time for the principal will need to be continued. | | | | |

| IE09 | | The principal challenges and monitors unsound teaching practices and supports the correction of them.(60) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--|-------------------------------------|-------------------|-------------------|
| Initial Assessment: | | Non-instructional time is attempted to be limited to provide the use of quality instructional time and strategies. Common planning periods are provided and all disciplines have established PLCs. The use of technology is encouraged and staff is aware and continues searches for improvement of the learning process | Limited Development 12/10/2012 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | Mr. Noel will continuously communicate areas of improvement for effective instruction (as determined by CWT, classroom observations, and lesson plans) to the staff through weekly staff meetings, memos, and PLC meetings. | Objective Met 03/30/2017 | Clyde Noel | 06/05/2015 |
| Action(s) | Created Date | | | | |
| 2 | 1/16/13 | There will be a 10% increase in all instructional strategy focus area(s) as determined by CWT data, classroom walk-throughs, and lesson plans by the end of the year. | Complete 05/31/2013 | Clyde Noel | 06/05/2015 |
| | | Notes: After providing professional development on questioning, vocabulary, and formative assessments in staff meetings (January-February), an increase in the focus instructional strategies was documented in CWT data. | | | |
| 3 | 1/16/13 | 100% of teachers with recorded unsound teaching practices will receive feedback in order to improve instruction. | Complete 05/31/2013 | Clyde Noel | 06/05/2015 |
| | | Notes: Unsound teaching practices (copying definitions, worksheets, etc.) were addressed in multiple staff meetings. Teachers were given professional development in high-yield instructional strategies they should be utilizing instead of unsound practices. | | | |
| Implementation: | | | 03/30/2017 | | |
| Evidence | | 3/30/2017 CWT data, agendas, sign in sheets, conference notes | | | |
| Experience | | 3/30/2017 Reflective thinking has taken place among staff. | | | |
| Sustainability | | 3/30/2017 Consistent CWT and conferences with staff | | | |

| IE13 | | The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--|-------------------------------------|-------------------|-------------------|
| Initial Assessment: | | Parent Advisory Committee, Leadership Team, PLCs, and staff meetings currently offer opportunities for staff and parents to voice concern. Technology keeps our current system of communication from running smoothly. | Limited Development 01/22/2013 | | |
| | | Priority Score: 2 Opportunity Score: 2 Index Score: 4 | | | |
| How it will look when fully met: | | Technology allows a communication system to operate smoothly. Agendas are distributed to staff before meetings (staff, Leadership Team, etc.) A Leadership Team member will work actively with each PLC. Community study circles involving parents and community stakeholders meeting monthly. Systems are in place for parents to actively participate in their children's education. | Objective Met 03/30/2017 | Clyde Noel | 06/01/2014 |
| Action(s) | Created Date | | | | |
| 1 | 1/22/13 | Contact AR School Board Assoc. to establish Community Study Circles. | Complete 05/31/2013 | Lafayette Smith | 12/31/2013 |
| Notes: Superintendent made the decision to just pursue this within the local community and not contact AR School Board Assoc. | | | | | |
| Implementation: | | | 03/30/2017 | | |
| Evidence | | 3/30/2017 Agendas, sign in sheets | | | |
| Experience | | 3/30/2017 Parents and community members are invited to have open dialogue with administration and staff. | | | |
| Sustainability | | 3/30/2017 Efforts will continue to find opportunities for parent summits. | | | |

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| Core Function: | School Leadership and Decision Making | | | | |
| Effective Practice: | Aligning classroom observations with evaluation criteria and professional development | | | | |
| IF02 | | The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The leadership team has not analyzed any CWT data. A needs assessment needs to be given to in order to determine PD needs from the staff. | 11/14/2012 | | |
| | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| <i>How it will look when fully met:</i> | | The LT will analyze principal's summary of CWT data quarterly (February 6 and March 27) in order to plan professional learning in staff meetings. | Objective Met 03/30/2017 | Clyde Noel | 03/27/2013 |
| Action(s) | Created Date | | | | |
| 1 | 1/16/13 | There will be a 10% increase in any key focus areas of professional learning (determined by LT and communicated in staff meetings) as determined by CWT, lesson plans, and classroom observation. | Complete 05/31/2013 | Anne Anderson | 06/05/2013 |
| | | <i>Notes:</i> After receiving professional development in questioning, formative assessments, reading strategies, and vocabulary, CWT data indicated an in increase in these instructional practices. | | | |
| <i>Implementation:</i> | | | 03/30/2017 | | |
| <i>Evidence</i> | | 3/30/2017 Agenda, sign in sheets, summary reports | | | |
| <i>Experience</i> | | 3/30/2017 Instructional practices are addressed among the staff and adjustments are suggested. | | | |
| <i>Sustainability</i> | | 3/30/2017 Consistent collection of evidence and review of summary reports | | | |

| IF03 | | Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|-------------------------------------|-------------------|-------------------|
| Initial Assessment: | | Leadership conducts observations and CWTs on a weekly basis and uses data to determine professional learning needs. Professional learning is conducted through staff meetings, PLCs, and professional learning days as designated by district policy. | Limited Development 01/22/2013 | | |
| | | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | | Leadership establishes a schedule and on a weekly basis observes classroom instruction and provides specific and timely feedback to teachers. Based on identified strengths and weaknesses, targeted professional development is provided to teachers through PLCs , staff meetings and individual (professional growth plan). | Objective Met 03/30/2017 | Clyde Noel | 03/30/2013 |
| Action(s) | Created Date | | | | |
| 1 | 1/22/13 | Establish a weekly schedule that reflects classroom observations. | Complete 09/06/2013 | Dr. Anderson | 12/15/2012 |
| | | Notes: A weekly scheduled has been established for the 2013-2014 school year. | | | |
| 2 | 1/22/13 | Identify behaviors using information from CWTs. | Complete 10/07/2013 | Clyde Noel | 01/30/2013 |
| | | Notes: Initial CWT data was been presented to team members in October 7th staff meeting. | | | |
| 3 | 1/22/13 | Follow the established schedule to ensure all teachers are being observed in an ongoing fashion. Observations are then written and reports are distributed to leadership. Leadership reviews to identify patterns and trends observed during classroom observations. Technical assistance is provided to address areas of concern by leadership, GRSC, and outside providers. | Complete 05/31/2013 | Clyde Noel | 04/15/2013 |
| | | Notes: Leadership team members followed the observation schedule and discussed findings regularly with leadership team. GRSC came in to provide CCSS training with ELA and other content areas. | | | |
| 4 | 1/22/13 | Professional growth plans (TBC) | Complete 05/31/2013 | Anne Anderson | 06/01/2013 |
| | | Notes: Professional growth plans were not implemented for the 2012-2013 school year. | | | |
| 5 | 1/22/13 | Leadership will review the scholastic audit report and consider its recommendations in order to provide targeted professional development. | Complete 05/31/2013 | Leadership Team | 03/30/2013 |

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| Notes: Mrs. Estelle Matthis analyzed the audit report with leadership team, and leadership team discussed the findings with team members in spring staff meetings. | | | | |
| Implementation: | | 03/30/2017 | | |
| Evidence | 3/30/2017 Observation notes | | | |
| Experience | 3/30/2017 Evidence collection from observations sets the agenda for professional development activities. | | | |
| Sustainability | 3/30/2017 Frequent visits to classrooms identified from the data | | | |
| IF06 | Teachers are required to make individual professional development plans based on classroom observations.(70) | | | |
| | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | Teachers meet with the building principal to discuss the Personal Growth Plan. Using BloomBoard, teachers conduct a self-assessment of each indicator and share it with the principal. They score themselves on a scale from 1 to 4. There are 22 indicators. After completing the self-assessment, teachers develop two goals to work throughout the school year. LHS is concentrating on domains one and three. A series of questions must be answered for each goal that describe how the goal will be met and what resources are needed. Teachers can track their progress throughout the school year. At the end of the year, teachers reflect on the progress and determine if the goal is met, or if it needs to be continued to the next school year. | Limited Development 01/22/2013 | | |
| | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | Teachers will develop personal growth goals that are specific to the individuals' needs in the classroom. They will be proficient in using the BloomBoard software to enter and track their goals. Evidence will be available to the principal via BloomBoard. | Objective Met 03/30/2017 | Phylisia Stanley | 05/27/2016 |
| Action(s) | Created Date | | | |
| 1 | 10/16/15 | Teachers will receive training in the use of BloomBoard software. | Complete 10/16/2015 | Carol Ann Hart |
| | | | | 10/16/2015 |

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| Notes: Mrs. Hart will provide small group training, as well as individual training in the use of the software. | | | | |
| Implementation: | | 03/30/2017 | | |
| Evidence | 3/30/2017 Professional growth plans with goals for improvement | | | |
| Experience | 3/30/2017 Reflective conversation takes place with staff | | | |
| Sustainability | 3/30/2017 Informal and formal observations | | | |
| IF07 | Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71) | | | |
| | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | Currently, frameworks (Danielson, Marzano) are utilized. Workshops have been presented by ASU Education Department (Spring 2012) and all staff received exposure to the new teacher evaluation system. Frameworks are referred back to during ongoing staff development. Monitoring of implementation is in the beginning stages. | Limited Development 01/22/2013 | | |
| | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | Data (student achievement, learning style inventory, classroom walk-thrus, surveys, observations, and teacher evaluation) will be utilized to identify needs in effective teaching strategies. Priorities will be established for job-embedded PD. Using the Gradual Release Model, teachers will be provided support through modeling of strategies, feedback regarding current implementation in the classroom, and identification of additional strategies needed. | Objective Met 06/15/2017 | Phylistia Stanley | 06/01/2014 |
| Action(s) | Created Date | | | |
| 1 | 6/15/17 Teachers will received professional development in the TESS model. | Complete 05/26/2017 | Phylistia Stanley | 05/26/2017 |
| Notes: | | | | |
| 2 | 6/15/17 Teachers will receive feedback on their professional growth plans. | Complete 05/26/2017 | Phylistia Stanley | 05/26/2017 |

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| Notes: | | | | | | |
| 3 | 6/15/17 | Teachers will receive Classroom Management training in CHAMPS. | Complete 05/26/2017 | Phylistia Stanley | 05/26/2017 | |
| Notes: | | | | | | |
| Implementation: | | | 06/15/2017 | | | |
| Evidence | | 6/15/2017 Agenda, sign in sheets, focus walk data, classroom walkthrough feedback data | | | | |
| Experience | | 6/15/2017 Staff development needs were assessed and it determined the need for the objective. The experience in pursuing the objective was rewarding for the staff involved. | | | | |
| Sustainability | | 6/15/2017 The continued work will be to monitor for overall fidelity and narrow the focus for individual improvement if needed. Data will be shared through leadership team and weekly teacher meetings. | | | | |
| IF11 | | The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984) | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | The majority of the staff has been provided high quality, ongoing, job-embedded, and differentiated professional development. The exception includes long term substitutes. Instructional practices in some classrooms have shown improvement, but more growth is needed to reach a proficiency level. | Limited Development 03/10/2016 | | | |
| | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | All staff (long term substitutes) will attend a professional learning community meeting at least once each week. Agendas, sign-in sheets, and minutes will provide evidence of this objective being fully met. | Objective Met 03/30/2017 | Mary Jones | 08/19/2016 | |
| Action(s) | Created Date | | | | | |
| 1 | 5/26/16 | SLT will develop a PLC calendar to include dates, topics, and times for all subject areas. | Complete 08/08/2016 | Phylistia Stanley | 08/08/2016 | |
| Notes: | | | | | | |

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| 2 | 5/26/16 | All PLC meetings will begin with norms, celebrations, and Data Analysis as agenda items. | Complete 08/08/2016 | Mary Jones | 08/19/2016 |
| Notes: | | | | | |
| Implementation: | | | 03/30/2017 | | |
| Evidence | 3/30/2017 | Agendas, sign in sheets, minutes | | | |
| Experience | 3/30/2017 | Meetings are more uniform and focused as a result of establishing agendas. | | | |
| Sustainability | 3/30/2017 | Maintaining meeting norms | | | |

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| Core Function: | School Leadership and Decision Making | | | | |
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| Effective Practice: | Expanded time for student learning and teacher collaboration | | | | |
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| IH01 | | The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | | LHS makes every effort to facilitate student learning. There are programs in place to assist students who are below expected levels on standardized tests, as well as students who are within range of reaching a higher score level. LHS also makes every effort to encourage students that are scoring within acceptable ranges to extend their learning. | Limited Development 01/29/2016 | | |
| | | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | | All students at LHS will have the opportunity to engage in learning at their level as well as extended beyond their level when needed. | Objective Met 03/30/2017 | Dorisey Brown | 03/18/2016 |
| Action(s) | Created Date | | | | |
| 1 | 1/29/16 | During advisory time, 7-8 grade students are able to utilize Classworks for remediation. | Complete 06/10/2016 | Team members | 03/18/2016 |
| Notes: | | Students are placed in an advisory group based on their score on PARCC from last year. Each students takes an assessment in Classworks. The software then provides them material to complete on their level. | | | |
| 2 | 1/29/16 | Students who scored a 1 or 2 on the PARCC will participate in after school tutoring. | Complete 06/10/2016 | Mary Jones | 03/18/2016 |

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| | | Notes: After school tutoring takes place on Monday and Tuesday each week for a specified number of days. Students have the opportunity to work on skills in math and literacy. Field lessons take place as enrichment opportunities for these students. | | | |
| 3 | 1/29/16 | Students who scored a 1 or 2 on the PARCC will attend ACT Aspire practice sessions that are held on specified Saturdays. | Complete 06/10/2016 | Kathy Smith | 03/18/2016 |
| | | Notes: Students are given the opportunity to practice the ACT Aspire test on Saturday. During the following session, teachers cover material based on lowest test scores. On the next Saturday, students re test. This will occur over the semester. | | | |
| 4 | 1/29/16 | Students in 7th through 11th grades are able to participate in the Gear Up program. | Complete 06/10/2016 | Lafayette Smith | 03/18/2016 |
| | | Notes: | | | |
| 5 | 2/25/16 | Credit Recovery is available for scholars who have not earned passing grades in core subjects. The focus groups are 11th and 12th graders. | Complete 06/10/2016 | Todd Taylor | 03/16/2016 |
| | | Notes: | | | |
| 6 | 2/25/16 | Concurrent enrollment is available for scholars who have earned at least a 19 composite and in the subject area. | Complete 06/10/2016 | Todd Taylor | 03/16/2016 |
| | | Notes: | | | |
| Implementation: | | | 03/30/2017 | | |
| Evidence | | 3/30/2017 Student scores, classroom performance, registration for classes | | | |
| Experience | | 3/30/2017 Scholars have been identified for these services and will be given an opportunity to improve performance. | | | |
| Sustainability | | 3/30/2017 Monitoring student progress | | | |

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| Core Function: | School Leadership and Decision Making | | | | |
| Effective Practice: | Ensuring High Quality Staff - Recruitment, Evaluation, and Retention | | | | |
| II01 | | The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Our SLT has worked collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement. We have recommended removing the Family and Consumer Sciences track and replacing it with Carpentry. As a long term substitute, we provided support in reciprocity. This eventually led to a provisional and then to a standard license. The district is now considering the option of obtaining alternative certification in special education. | Limited Development 03/10/2016 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | | We will have a licensed carpentry teacher at LHS. | Objective Met 03/30/2017 | Phylistia Stanley | 08/08/2016 |
| Action(s) | Created Date | | | | |
| 1 | 5/26/16 | We have interviewed and recommended a licensed carpentry teacher to the superintendent for employment. The superintendent has gained approval from the ADE's Fiscal Department to recommend him to the local board of directors. | Complete 08/08/2016 | Phylistia Stanley | 08/08/2016 |
| <i>Notes:</i> | | | | | |
| 2 | 5/26/16 | We have interviewed and recommended a licensed teacher to the superintendent for employment. The superintendent has gained approval from the ADE's Fiscal Department to recommend him to the local board of directors. The licensed teacher will start August 8, 2016. | Complete 08/08/2016 | Phylistia Stanley | 08/08/2016 |
| <i>Notes:</i> | | | | | |
| <i>Implementation:</i> | | | 03/30/2017 | | |
| <i>Evidence</i> | | 3/30/2017 Signed contract on file for teacher | | | |
| <i>Experience</i> | | 3/30/2017 Interviews were conducted by the team and the team choose the most qualified candidate | | | |
| <i>Sustainability</i> | | 3/30/2017 District approval of choices | | | |

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| Core Function: | Curriculum, Assessment, and Instructional Planning | | | | |
| Effective Practice: | Engaging teachers in aligning instruction with standards and benchmarks | | | | |
| IIA01 | | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | During the 214-2015 school year, LHS core area teachers worked with specialists from Fetterman's to begin developing curriculum. During work time, year at a glance documents were developed and some units of instruction were also developed. | Limited Development 10/27/2015 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | | All subject areas will have a complete curriculum. | Objective Met 06/15/2017 | Phylistia Stanley | 05/26/2016 |
| Action(s) | Created Date | | | | |
| 1 | 2/25/16 | ELA will create four units of instruction. | Complete 03/11/2016 | Dorisey Brown | 03/11/2016 |
| | | Notes: Units of instruction were completed, but need revisions. | | | |
| 2 | 2/25/16 | ELA will create a pre-test for each unit of instruction. | Complete 03/11/2016 | Dorisey Brown | 03/11/2016 |
| | | Notes: | | | |
| 3 | 2/25/16 | ELA will create a post-test for each unit of instruction. | Complete 03/11/2016 | Dorisey Brown | 03/11/2016 |
| | | Notes: | | | |
| 4 | 2/25/16 | Math will create two units of instruction. | Complete 03/11/2016 | Mary Jones | 03/11/2016 |
| | | Notes: | | | |
| 5 | 2/25/16 | Math will create pre-tests for each unit of instruction. | Complete 03/11/2016 | Mary Jones | 03/11/2016 |
| | | Notes: | | | |
| 6 | 2/25/16 | Math will create post-tests for each unit of instruction. | Complete 03/11/2016 | Mary Jones | 03/11/2016 |
| | | Notes: | | | |
| 7 | 2/25/16 | Social Studies will create two units of instruction. | Complete 03/11/2016 | Mary Knight | 03/11/2016 |
| | | Notes: | | | |
| 8 | 2/25/16 | Social Studies will create a pre-test for each unit of instruction. | Complete 03/11/2016 | Mary Knight | 03/11/2016 |
| | | Notes: | | | |
| 9 | 2/25/16 | Social Studies will create post-tests for each unit of instruction. | Complete 03/11/2016 | Mary Knight | 03/11/2016 |
| | | Notes: | | | |

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| 10 | 2/25/16 | Science will complete two units of instruction. | Complete 03/11/2016 | Mary Jones | 03/11/2016 |
| Notes: | | | | | |
| 11 | 2/25/16 | Science will create a pre-test for each unit of instruction. | Complete 03/11/2016 | Mary Jones | 03/11/2016 |
| Notes: | | | | | |
| 12 | 2/25/16 | Science will create a post-test for each unit of instruction. | Complete 03/11/2016 | Mary Jones | 03/11/2016 |
| Notes: | | | | | |
| Implementation: | | | 06/15/2017 | | |
| Evidence | 6/15/2017 | Agendas, sign in sheets, time lines for submission of unit work, unit planning in hard copy and electronic | | | |
| Experience | 6/15/2017 | In pursuing this objective, team members were engaged in reading and unpacking the standards to guide their instructional plans for the year. | | | |
| Sustainability | 6/15/2017 | Each quarter revisions will be made through discussions in individual, team, and whole group professional development. Scheduled times will be designated for revised work to be presented to leadership members. | | | |

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| Core Function: | Curriculum, Assessment, and Instructional Planning | | | | |
| Effective Practice: | Engaging teachers in assessing and monitoring student mastery | | | | |
| IIB01 | Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91) | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | TLI assessments are utilized on a quarterly basis in English, math, and science. Data from assessments is analyzed in PLC meetings and weaknesses are identified in order to guide instruction for the following unit. Post-assessments are created by teachers to show growth in the identified skills. | | Limited Development 11/14/2012 | | |
| | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | Each student will show a measurable understanding of the learning which will guide the student to the next lesson or unit. | | Objective Met 06/15/2017 | Phylistia Stanley | 05/26/2017 |
| Action(s) | Created Date | | | | |
| 1 | 12/19/16 | Determine the skills for mastery. | Complete 05/26/2017 | Dorisey Brown | 05/26/2017 |

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| <i>Notes:</i> Year at glance lists standards for mastery for each quarter. | | | | | |
| 2 | 12/19/16 | Develop unit pre test. | Complete 05/26/2017 | Mary Jones | 05/26/2017 |
| <i>Notes:</i> Pre-Test were created for each unit. | | | | | |
| 3 | 12/19/16 | Develop unit post test. | Complete 05/26/2017 | Mary Jones | 05/26/2017 |
| <i>Notes:</i> Each teacher will provide at least 3 unit tests per quarter. | | | | | |
| 4 | 12/19/16 | Administer unit pre-test. | Complete 05/26/2017 | Mary Jones and Dorisey Brown | 05/26/2017 |
| <i>Notes:</i> Pre test were administered to students for each unit. | | | | | |
| 5 | 12/19/16 | Adjust instruction to include differentiation based on pre-test scores. | Complete 05/26/2017 | Mary Jones and Dorisey Brown | 05/26/2017 |
| <i>Notes:</i> Some instruction included differentiation based on pre-test scores. | | | | | |
| 6 | 12/19/16 | Administer post test. | Complete 05/26/2017 | Mary Jones and Dorisey Brown | 05/26/2017 |
| <i>Notes:</i> Post tests were administered for each quarter. At least 3 unit tests were given each quarter. | | | | | |
| 7 | 12/19/16 | Generate results to determine progress or regression. | Complete 05/26/2017 | Mary Jones and Dorisey Brown | 05/26/2017 |
| <i>Notes:</i> Teachers generated results to determine progress or regression. Proficiency reports were used to analyze the data. | | | | | |
| 8 | 12/19/16 | Remediation skills will be incorporated into the daily Do Now activity. | Complete 05/26/2017 | Mary Jones and Dorisey Brown | 05/26/2017 |
| <i>Notes:</i> Most teachers incorporated remediation skills into their Daily Do Now | | | | | |
| Implementation: | | | 06/15/2017 | | |
| Evidence | 6/15/2017 Agendas, sign in sheets, hard copies of test data, hard copies of pre and post test, remediation and/or enrichment plans, focus walk data, classroom walkthrough data with feedback | | | | |
| Experience | 6/15/2017 This pursuit has been ongoing and challenging to the staff and students. Looking at the data it was evident that standards we though would be relatively easy to address sometimes were the ones that were not. | | | | |

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| Sustainability | 6/15/2017 Since this is an ongoing process, professional development will center around how to differentiate instruction based upon individual data results. Teachers will need guidance through the data reports and what does it really mean to change or revise teaching strategies. | | | |
| 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) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | Data from assessments is analyzed in PLC meetings and weaknesses are identified in order to guide instruction for the following unit. Post-assessments are created by teachers to show growth in the identified skills. | Limited Development 11/14/2012 | | |
| | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | When this objective is fully met, all core team members will administer pre and post assessments for each unit of instruction. | Objective Met 06/15/2017 | Mary Jones | 05/26/2017 |
| Action(s) | Created Date | | | |
| 1 | 11/12/15 Determine what skills are needed to master the unit | Complete 05/26/2017 | Team Members | 05/26/2017 |
| | Notes: Pre tests and post tests continue to be developed for core areas. | | | |
| 2 | 10/8/15 Develop unit pre test | Complete 05/26/2017 | Mary Jones/Dorisey Brown | 05/26/2017 |
| | Notes: Some team members are engaged in this process. | | | |
| 3 | 10/16/15 Develop unit post test | Complete 05/26/2017 | mary Jones and Dorisey Brown | 05/26/2017 |
| | Notes: | | | |
| 4 | 10/16/15 Administer unit pre test | Complete 05/26/2017 | Mary Jones | 05/26/2017 |
| | Notes: | | | |
| 5 | 11/12/15 Adjust instruction to include differentiation based on pre test scores | Complete 05/26/2017 | Mary Jones/Dorisey Brown | 05/26/2017 |
| | Notes: | | | |
| 6 | 11/12/15 Administer post test | Complete 05/26/2017 | Mary Jones/Dorisey Brown | 05/26/2017 |
| | Notes: | | | |
| 7 | 11/12/15 Generate results to determine progress or regression | Complete 05/26/2017 | Mary Jones/Dorisey Brown | 05/26/2017 |
| | Notes: | | | |

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|---|---|---|-----------------------------------|--------------------------|-------------|
| 8 | 11/12/15 | Remediation skills will be incorporated into the daily Do Now activity. | Complete 05/26/2017 | Mary Jones/Dorisey Brown | 05/26/2017 |
| Notes: | | | | | |
| Implementation: | | | 06/15/2017 | | |
| Evidence | 6/15/2017 | Agendas, sign in sheets, classroom walkthrough data, pre and post test copies, pre and post test data disaggregated by teachers, Interim data, classroom unit test data | | | |
| Experience | 6/15/2017 | In pursuing this objective, the staff realized that you can never be truly finished with this objective. There are new successes and challenges based on the data. Revisions are constant. | | | |
| Sustainability | 6/15/2017 | Review of standards and data monthly, quarterly, weekly during whole school staff meetings, and weekly teacher meetings. Data talks will need to take place collectively and individually. Classroom walkthroughs to monitor instruction and feedback sessions. | | | |
| IIB04 | Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94) | | | | |
| | | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | Some teachers are using pre-test data to adjust units of instruction to meet the needs of all of their students. | | Limited Development 10/09/2015 | | |
| | | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | All teachers will use pre-test data to shape instruction. They will be able to determine which students need extra support on skills covered in the unit of instruction, and which students could use enhanced instruction beyond the basic skills of the unit. | | Objective Met 06/15/2017 | Mary Jones | 10/16/2015 |
| Action(s) | Created Date | | | | |
| 1 | 10/13/15 | Teachers will create pre-tests for each unit of instruction. | Complete 10/16/2015 | Leadership Team | 10/16/2015 |
| Notes: Some team members create pre-tests for each unit of instruction. | | | | | |
| 2 | 10/13/15 | Teachers will analyze data from pre-tests to determine daily instruction. | Complete 10/16/2015 | Leadership Team | 10/16/2015 |
| Notes: Some team members analyze data to drive instruction. | | | | | |
| 3 | 10/16/15 | Team members will utilize time in PLC and PD to discuss and develop pre-tests and analyze data from these tests. | Complete 12/18/2015 | Mary Jones/Dorisey Brown | 12/18/2015 |

| Notes: | | | | |
|-----------------------|--|------------|--|--|
| Implementation: | | 06/15/2017 | | |
| Evidence | 6/15/2017 Agendas, sign in sheets, hard copies of pre and post test, test results, walkthrough forms and feedback | | | |
| Experience | 6/15/2017 Designing and administering the pre test was not a difficult task. Knowing how to use that data for instruction was another hurdle to tackle. | | | |
| Sustainability | 6/15/2017 The staff will need to engage in discussion about how to use the data to remediate standards not mastered and how to retest the standards not mastered. On going professional development will take place in weekly teacher meetings to ensure the process is understood. | | | |

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| Core Function: | Curriculum, Assessment, and Instructional Planning | | | | |
| Effective Practice: | Assessing student learning frequently with standards-based assessments | | | | |
| IID02 | | The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Students are tested using TLI. Students will also be tested three times using ACT Aspire. | Limited Development 02/24/2016 | | |
| | | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| <i>How it will look when fully met:</i> | | Testing will occur 3 times per year | Objective Met 06/15/2017 | Mary Jones | 04/07/2017 |
| Action(s) | Created Date | | | | |
| 1 | 2/24/16 | ACT Aspire interim assessment will be given three times. | Complete 04/07/2017 | Mary Jones | 04/07/2017 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 06/15/2017 | | |
| Evidence | 6/15/2017 Agendas, sign in sheets, curriculum maps, classroom walkthroughs with feedback, Interim assessments reports | | | | |
| Experience | 6/15/2017 The team had a plan and followed through on the testing schedule for each Interim. | | | | |
| Sustainability | 6/15/2017 Monitor testing procedures and keep abreast of information for testing. Monitor student work for match to standards. Monitor instruction delivered from teachers to determine match to standards. Interpretation of Interim test data | | | | |

| IID06 | | Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104) | Implementation Status | Assigned To | Target Date |
|--|---------------------|---|-------------------------------------|-------------------|-------------------|
| Initial Assessment: | | Principal has communicated the AMO growth goal school wide for math and Literacy, but Leadership team has not set specific goals for non-tested subjects. | Limited Development 11/14/2012 | | |
| | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| How it will look when fully met: | | The Leadership Team will set a learning goal of 5% growth for specific skills after analyzing TLI data each quarter. Growth will be determined by either the following TLI module results or classroom assessments. | Objective Met 06/15/2017 | Mary Jones | 12/18/2015 |
| Action(s) | Created Date | | | | |
| 1 | 1/22/13 | There will be four days of remediation using Project Based Learning. This learning focuses on the five lowest skills. | Complete 12/23/2015 | Mary Jones | 12/23/2015 |
| Notes: PLCs analyzed TLI data after each module and determined specific skill needs to be addressed in class or after-school tutoring. | | | | | |
| Implementation: | | | 06/15/2017 | | |
| Evidence | | 6/15/2017 TLI reports, data remediation plans, classroom walkthrough feedback, agendas, sign-in sheets from weekly teacher mmeetings | | | |
| Experience | | 6/15/2017 The staff utilized set a schedule for common assessment of standards. They found this to be beneficial in knowing when the standards would be assessed. | | | |
| Sustainability | | 6/15/2017 Disaggregating the data to determine next steps in instruction. | | | |

| IID07 | | The Leadership Team monitors school-level student learning data. (105) | Implementation Status | Assigned To | Target Date |
|---|--------------|--|---------------------------------|--------------------------|-------------------|
| <i>Initial Assessment:</i> | | Leadership team has focused on indicators and has not monitored any data as a team this year. | 11/14/2012 | | |
| | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| How it will look when fully met: | | The LT will analyze student learning data through TLI results twice a semester in order to determine individual students who need additional intervention, school-wide goals, and possible areas of professional learning. | Objective Met 06/15/2017 | Mary Jones | 12/18/2015 |
| Action(s) | Created Date | | | | |
| 1 | 1/16/13 | The leadership team will analyze recent TLI data in math and literacy in order to set goals for the year. | Complete 05/31/2013 | Mary Jones/Dorisey Brown | 12/18/2015 |
| | | Notes: The indicator coordinates with IID06, which states that the SLT will set yearly goals. | | | |
| 2 | 1/16/13 | A 5% improvement will be made on key-focus skills as determined by TLI data on the Module IV. | Complete 05/31/2013 | Mary Jones | 06/05/2013 |
| | | Notes: English TLI data was the highest for module IV, math TLI data also showed a gradual improvement in Geometry. | | | |
| <i>Implementation:</i> | | | 06/15/2017 | | |
| <i>Evidence</i> | | 6/15/2017 TLI data, agendas, sign in sheets, focus walk data, weekly teacher meetings | | | |
| <i>Experience</i> | | 6/15/2017 Student data is key when deciding instruction. The teams have a better understanding of this objective. | | | |
| <i>Sustainability</i> | | 6/15/2017 Continue to monitor student data reports. | | | |
| IID10 | | Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Core contents (Math, literacy, and science) utilize TLI data (quarterly) to prioritize remediation skills and select students for after-school program. | Limited Development 01/22/2013 | | |
| | | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | | | | | |

| Action(s) | Created Date | | | | |
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| Implementation: | | | | | |
| Evidence | | | | | |
| Experience | | | | | |
| Sustainability | | | | | |
| 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) | | | |
| | | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Currently, core content (tested areas) use TLI assessments, along with previous formative assessment data, to determine students who need intervention or select students for the after-school program. | Limited Development 01/22/2013 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | | | | |
| Action(s) | Created Date | | | | |
| Implementation: | | | | | |
| Evidence | | | | | |
| Experience | | | | | |
| Sustainability | | | | | |

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| Core Function: | Classroom Instruction | | | | |
| Effective Practice: | Expecting and monitoring sound instruction in a variety of modes | | | | |
| IIIA01 | | All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Some core team members are guided by long term plans or curriculum maps, but not all teachers are guided by such documents. The district is working towards establishing district-wide curriculum but no such plans are in place yet. | Limited Development 11/28/2012 | | |
| | | Priority Score: 3 Opportunity Score: 1 | Index Score: 3 | | |
| <i>How it will look when fully met:</i> | | All core teachers will be guided by a document that aligns standards, curriculum, instruction, and assessments. | Objective Met 06/15/2017 | Mary Jones | 12/18/2015 |
| Action(s) | Created Date | | | | |
| 1 | 10/29/15 | Core area team members will continue to develop and refine curriculum maps. Year-at-a-Glance have been developed for core areas. | Complete 12/18/2015 | School Leadership Team | 12/18/2015 |
| | | Notes: Professional learning has been allotted to enhance the curriculum documents. Fetterman and Associate provided a wealth of support in math and science. | | | |
| <i>Implementation:</i> | | | 06/15/2017 | | |
| <i>Evidence</i> | | 6/15/2017 Agendas, sign in sheets, walkthrough data with feedback. | | | |
| <i>Experience</i> | | 6/15/2017 This was relatively easy to fix because it cost participants time. | | | |
| <i>Sustainability</i> | | 6/15/2017 Standards change, students change, staff changes so sometime. The continued work will be to review the unit plans frequently | | | |

| IIIA02 | | All teachers develop weekly lesson plans based on aligned units of instruction.(111) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|-------------------------------------|----------------------|-------------------|
| Initial Assessment: | | The majority of teachers turn in lesson plans, but not all lesson plans are aligned to units of instruction. | Limited Development 11/28/2012 | | |
| | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | | 60% of teachers will turn in lesson plans according to district policy. | Objective Met 06/15/2017 | Anne Anderson | 03/15/2013 |
| Action(s) | Created Date | | | | |
| 1 | 1/16/13 | 75% of teachers will turn in lesson plans according to district policy. | Complete 04/02/2013 | Anne Anderson | 06/05/2013 |
| | | Notes: 99% of teaching staff have turned in lesson plans according to district plan each week. | | | |
| 2 | 4/3/13 | Weekly lesson plans will be aligned to CCSS Units of Study as units and curriculum are written and/or revised. | Complete 08/16/2013 | Mary Jones | 08/19/2014 |
| | | Notes: Learning Forward is working with the district to accomplish units of study and aligned curriculum. Mrs. Woosley came in regularly to work with English and math departments to provide training for integrating Conway units into our curriculum. Units of study were rolled out during the 2013-2014 school year. | | | |
| Implementation: | | | 06/15/2017 | | |
| Evidence | | 6/15/2017 Agendas, sign in sheets, copies of lesson plans from teachers, feedback forms of lesson plans | | | |
| Experience | | 6/15/2017 We searched for information and decided upon the "Workshop Model" to serve as the guide for planning. | | | |
| Sustainability | | 6/15/2017 Uniform template for lesson planning, date and time for lesson plan submission, uniform lesson plan feedback form, weekly lesson plan checks, check for match of objectives to written standards | | | |
| IIIA05 | | All teachers maintain a record of each student's mastery of specific learning objectives.(114) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | TLI (used by Math, Literacy, and Science) allow teachers to track assessed student master on some SLEs but not all. Content area teachers that do not use TLI do not have this. Most teachers do not track individual mastery of skills. | Limited Development 11/28/2012 | | |

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| | | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | | | |
| How it will look when fully met: | | | | | | | |
| Action(s) | Created Date | | | | | | |
| Implementation: | | | | | | | |
| Evidence | | | | | | | |
| Experience | | | | | | | |
| Sustainability | | | | | | | |
| IIIA06 | | All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115) | | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Many teachers assess students, but there is not an established system of documentation at the school, nor is there a requirement on the number of assessments teachers must give. Teachers should be turning in assessments along with lesson plans. | | | Limited Development 11/28/2012 | | |
| | | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | | | |
| How it will look when fully met: | | Mr. Noel will communicate the expectation and plan to increase the level of student engagement through questioning to staff during faculty meeting. | | | Objective Met 06/15/2017 | Clyde Noel | 01/07/2013 |
| Action(s) | Created Date | | | | | | |
| 1 | 12/12/12 | Ms. Jones will analyze student questions with the staff at the 1/7 faculty meeting in order to identify the level of questions required for high student engagement. | | | Complete 01/07/2013 | Mary Jones | 01/07/2013 |
| Notes: | | | | | | | |
| 2 | 12/12/12 | 20 minutes of faculty meetings for the month of January will be devoted to professional learning over student questioning and increasing rigor. Staff members will evaluate the level of questioning for upcoming lessons and create questions above the analysis level of bloom's taxonomy. | | | Complete 05/31/2013 | Jacklyn Markovich | 01/31/2013 |
| Notes: PD delivered by Ms. Markovich, Mr. Ichihana, social studies, and science departments. | | | | | | | |
| 3 | 12/12/12 | There will be a 10% increase in the level of student questioning as determined by assessments turned in with weekly lesson plans. | | | Complete 05/31/2013 | Clyde Noel | 02/15/2013 |
| Notes: Documented in CWT data. | | | | | | | |

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| 4 | 1/16/13 | 35% of lesson plans will include an assessment that is not multiple choice. | Complete 05/31/2013 | Clyde Noel | 03/15/2013 |
| Notes: As documented by lesson plans turned in to Mr. Noel or Dr. Anderson. | | | | | |
| 5 | 1/16/13 | 45% of lesson plans will have assessments that are not multiple choice. | Complete 05/31/2013 | Clyde Noel | 06/05/2013 |
| Notes: As documented by final exams turned in to administrators. | | | | | |
| Implementation: | | | 06/15/2017 | | |
| Evidence | 6/15/2017 | Agendas, sign in sheets, lesson plans, reporting forms form person responsible | | | |
| Experience | 6/15/2017 | The staff knew that in order to service different learning styles it evident to have diffent questioning techniques. | | | |
| Sustainability | 6/15/2017 | On going professional development on questiong | | | |
| IIIA07 | All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) | | | Implementation Status | Assigned To |
| Initial Assessment: | English, social studies, science, and math team members have developed and utilize pre-test data to individualized classroom instruction. | | Limited Development 10/29/2015 | | |
| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | All teachers will utilize student assessment data to drive classroom instruction. They will focus on skills that students scored lowest on, while also incorporating skills that students have mastered. | | Objective Met 06/15/2017 | Dorisey Brown | 12/18/2015 |
| Action(s) | Created Date | | | | |
| 1 | 10/29/15 | Team members will create pre and post tests for core areas instructional units. | Complete 12/18/2015 | Mary Jones/Dorisey Brown | 12/18/2015 |
| Notes: Agenda from Professional Learning Pre and post tests | | | | | |
| 2 | 11/12/15 | Rubrics will be created to grade the pre-tests. | Complete 12/23/2015 | Dorisey Brown | 12/23/2015 |
| Notes: | | | | | |
| 3 | 11/12/15 | Rubrics will be approved to grade pre-tests. | Complete 12/23/2015 | Mary Jones | 12/23/2015 |
| Notes: | | | | | |
| 4 | 11/12/15 | The approved rubric will be used to grade the pre-test. | Complete 12/23/2015 | Dorisey Brown | 12/23/2015 |

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| Notes: | | | | | |
| 5 | 11/12/15 | Rubrics will be created to grade the post-tests. | Complete 12/23/2015 | Mary Jones | 12/23/2015 |
| Notes: | | | | | |
| Implementation: | | | 06/15/2017 | | |
| Evidence | 6/15/2017 | Agendas, sign in sheets, hard copies of rubrics, hard copies of assessments that the rubric was used for | | | |
| Experience | 6/15/2017 | The team realized that rubrics are necessary in some instances when completing this objective. | | | |
| Sustainability | 6/15/2017 | Professional development on designing and using rubrics. | | | |
| IIIA19 | All teachers review with questioning.(128) | | | Implementation Status | Assigned To |
| Initial Assessment: | Currently, data has been gathered through CWTs and shared with the staff in order to prioritize higher level questioning during lessons. | | Limited Development 01/22/2013 | | |
| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | Classroom observation and CWT data will show ongoing use of high-level questioning. | | Objective Met 03/30/2017 | Anne Anderson | 04/30/2013 |
| Action(s) | Created Date | | | | |
| 1 | 1/22/13 | Redesign the lesson plan template in order to include essential questions. | Complete 05/31/2013 | Anne Anderson | 08/01/2013 |
| Notes: Lesson plan template was not redesigned before end of school year. | | | | | |
| 2 | 1/22/13 | Through the use of exit tickets, modeling, staff meetings, and PLCs, teachers will be expected to raise the level of questioning in their daily lessons. | Complete 05/31/2013 | Leadership Team | 03/15/2013 |

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| Notes: Professional development was devoted to questioning in the third quarter, an increase in effective questioning was documented in CWT data. | | | | |
| Implementation: | | 03/30/2017 | | |
| Evidence | 3/30/2017 Classroom walkthrough data | | | |
| Experience | 3/30/2017 Questioning techniques have been the focal of professional development | | | |
| Sustainability | 3/30/2017 Monitoring questioning techniques and providing feedback | | | |
| IIIA35 | Students are engaged and on task.(144) | | Implementation Status | Assigned To |
| Initial Assessment: | Student engagement is a major priority. Some classrooms are consistently engaged and on task, while others are not. | Limited Development 11/28/2012 | | |
| | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | 1. Coach Noel will communicate the CWT information, expectation to increase the level of questioning in class, and define student engagement. | Objective Met 03/30/2017 | Clyde Noel | 01/07/2012 |
| Action(s) | Created Date | | | |
| 1 | 12/12/12 | Ms. Jones will analyze student questions, as compiled from CWTs, with the staff in order to model high rigor questions. | Complete 01/07/2013 | Mary Jones |
| Notes: | | | | |
| 2 | 12/12/12 | Twenty minutes of staff meetings will be devoted to professional learning for cues and questions. | Complete 01/22/2013 | Anne Anderson |
| Notes: Conducted by Ms. Markovich | | | | |

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| 3 | 12/12/12 | There will be a ten percent improvement on classroom engagement as determined by CWT data. | Complete 05/31/2013 | Clyde Noel | 02/22/2013 |
| Notes: CWT data documented improvement in classroom engagement. | | | | | |
| Implementation: | | | 03/30/2017 | | |
| Evidence | 3/30/2017 | Classroom walkthrough data | | | |
| Experience | 3/30/2017 | Student engagement is necessary for learning to take place. | | | |
| Sustainability | 3/30/2017 | Classroom walkthroughs frrequently | | | |

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| Core Function: | Classroom Instruction |
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| Effective Practice: | Expecting and monitoring sound homework practices and communication with parents |
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| IIIB01 | | All teachers maintain a file of communication with parents.(150) | Implementation Status | Assigned To | Target Date |
|---|--------------|--|-----------------------------------|-------------------|-------------|
| Initial Assessment: | | Some teachers have files of communication to document parent contact but not all. | Limited Development 11/28/2012 | | |
| | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| How it will look when fully met: | | When this objective is fully met, all teachers will maintain a file of communication with parents and/or family members. Entries will include all types of communication - e-mail, phone calls, texts, conferences, etc. All teachers will submit communication files to the principal on or before the last working day of each month. The principal will review communication files and provide feedback, as necessary to improve school/home communication. | Objective Met 03/30/2017 | Phylistia Stanley | 06/10/2016 |
| Action(s) | Created Date | | | | |
| 1 | 1/16/13 | Staff will commit to increase parent contact on a weekly basis (exact goal to be determined by LT after staff survey), as monitored through PLC chairpersons by parent contact logs. | Complete 05/31/2013 | Clyde Noel | 02/25/2013 |
| Notes: Contact logs were given out during staff meeting and before parent-teacher conference. | | | | | |
| 2 | 1/16/13 | Parent Liaison (Smith) and social worker (Edwards) will work with teachers on a weekly basis in order to contact parents whose numbers have changed or are difficult to get a hold of. | Complete 05/31/2013 | Anne Anderson | 01/09/2013 |

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| <i>Notes:</i> Both Mr. Smith and Mrs. Edwards were consistent in parent contact. | | | | | |
| 3 | 1/22/13 | Staff members will complete a parent-contact survey in order to determine the current rate of contact across the school. | Complete 05/31/2013 | Jacklyn Markovich | 02/04/2013 |
| <i>Notes:</i> Mrs. Brown conducted this survey with staff members, Dr. Anderson disaggregated data. | | | | | |
| 4 | 12/18/14 | The principal will provide a form for documenting parent communication to all teachers. | Complete 10/20/2014 | Phylistia Stanley | 12/19/2014 |
| <i>Notes:</i> The principal provided a form for teachers to document parent communication prior to the end of the first quarter of the 2014-2015 school year. | | | | | |
| 5 | 12/18/14 | The school leadership team will determine expectations regarding teacher/parent communication and discuss these within PLCs. | Complete 06/12/2015 | Dorisey Brown | 03/20/2015 |
| <i>Notes:</i> | | | | | |
| 6 | 12/18/14 | Teachers will document all communication with parents/family members using the form provided by the principal. | Complete 06/12/2015 | Mary Jones | 06/12/2015 |
| <i>Notes:</i> | | | | | |
| 7 | 12/18/14 | All teachers will submit communication files to the principal on or before the last working day of each month. | Complete 06/10/2016 | Phylistia Stanley | 12/18/2015 |
| <i>Notes:</i> | | | | | |
| 8 | 12/18/14 | The principal will review all communication files and provide feedback, as necessary to improve school/home communication. | Complete 06/10/2016 | Phylistia Stanley | 06/10/2016 |
| <i>Notes:</i> | | | | | |
| Implementation: | | | 03/30/2017 | | |
| Evidence | | 3/30/2017 Parent communication logs | | | |
| Experience | | 3/30/2017 Increased communication with parents is evident | | | |
| Sustainability | | 3/30/2017 Consistent monitoring of communication logs | | | |

| IIIB02 | | All teachers regularly assign homework (4 or more days a week).(151) | Implementation Status | Assigned To | Target Date |
|--|---------------------|---|-------------------------------------|----------------------|-------------------|
| <i>Initial Assessment:</i> | | Some teachers give homework, but not all. There is no established expectation for homework school-wide. District policy states teachers cannot give more than 30 minutes of homework per night. | Limited Development 11/28/2012 | | |
| | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| <i>How it will look when fully met:</i> | | 50% of teachers will assign homework at least once a week that is aligned to weekly or unit objectives as monitored by weekly lesson plans. | Objective Met 03/30/2017 | Anne Anderson | 03/15/2013 |
| <i>Action(s)</i> | <i>Created Date</i> | | | | |
| 1 | 1/16/13 | 60% of teachers will assign homework at least once a week that is aligned to weekly or unit objectives as monitored by weekly lesson plans. | Complete 05/31/2013 | Anne Anderson | 06/05/2013 |
| <i>Notes:</i> completed as documented in lesson plans. | | | | | |
| <i>Implementation:</i> | | | 03/30/2017 | | |
| <i>Evidence</i> | | 3/30/2017 Homework samples, lesson plans | | | |
| <i>Experience</i> | | 3/30/2017 Students were assigned homework from a select group of staff | | | |
| <i>Sustainability</i> | | 3/30/2017 Monitoring of homework assigned | | | |
| IIIB03 | | All teachers check, mark, and return homework.(152) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Not all teachers assign homework in the first place. There is no established system for maintaining a record of feedback on homework. | Limited Development 11/28/2012 | | |
| | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| <i>How it will look when fully met:</i> | | | | | |
| <i>Action(s)</i> | <i>Created Date</i> | | | | |
| <i>Implementation:</i> | | | | | |
| <i>Evidence</i> | | | | | |
| <i>Experience</i> | | | | | |
| <i>Sustainability</i> | | | | | |

| IIIB06 | | All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|-------------------------------------|--------------------------|-------------------|
| Initial Assessment: | | Teachers need to regularly assess and track mastery before it can be communicated to parents. The assessing and tracking is the first priority. | Limited Development 11/28/2012 | | |
| | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| How it will look when fully met: | | When this objective is fully met the school will provide information to parents in the form of progress reports and quarterly report cards. | Objective Met 06/15/2017 | Phylistia Stanley | 05/16/2017 |
| Action(s) | Created Date | | | | |
| 1 | 5/16/17 | Progress reports will be distributed to parents every four and half weeks. | Complete 04/28/2017 | Phylistia Stanley | 04/28/2017 |
| Notes: | | | | | |
| 2 | 5/16/17 | Report cards will be distributed to parents every quarter. | Complete 05/26/2017 | Phylistia Stanley | 05/16/2017 |
| Notes: | | | | | |
| Implementation: | | | 06/15/2017 | | |
| Evidence | | 6/15/2017 Agendas, sign in sheets, copies of student grade reports, copies of parental contact logs, walkthroughs | | | |
| Experience | | 6/15/2017 This was completed in a timely manner by the team. | | | |
| Sustainability | | 6/15/2017 Progress monitoring for students, weekly teacher meeting focus on data and formative assessments | | | |

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|---|--|--|-------------------------------------|--------------------|--------------------|
| Core Function: | Classroom Instruction | | | | |
| Effective Practice: | Expecting and monitoring sound classroom management | | | | |
| IIIC08 | | All teachers display classroom rules and procedures in the classroom. (163) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The majority of teachers have rules and procedures displayed, but not all. | Limited Development 11/28/2012 | | |
| | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| How it will look when fully met: | | Vocational department will print school procedures and expectations posters in order to be visibly posted in all classrooms. | Objective Met 03/30/2017 | Clyde Noel | 03/06/2013 |
| Action(s) | Created Date | | | | |
| 1 | 1/16/13 | 60% of classrooms will have rules and procedures posted and visible as determined by CWTs. | Complete 05/31/2013 | Clyde Noel | 02/27/2013 |
| | | <i>Notes:</i> Staff came to a consensus on classroom rules during staff meeting. Vocational department printed posters and all classrooms had them displayed by the end of the year. | | | |
| 2 | 1/16/13 | 100% of classrooms will have rules and procedures posted as determined by CWTs. | Complete 05/31/2013 | Clyde Noel | 03/31/2013 |
| | | <i>Notes:</i> Posters created by vocational department. | | | |
| 3 | 1/22/13 | Consistent implementation of classroom rules and expectations as evidenced by a decrease in referrals. | Complete 05/31/2013 | Clyde Noel | 06/01/2013 |
| | | <i>Notes:</i> Referrals did not decrease by end of school year. Inquire about possible PD for the late summer/early fall in regards to classroom management. | | | |
| Implementation: | | | 03/30/2017 | | |
| Evidence | | 3/30/2017 Walkthrough data, discipline data | | | |
| Experience | | 3/30/2017 Teacher are expected to post and reinforce school rules. | | | |
| Sustainability | | 3/30/2017 Monitoring of rules posted and being reinforced | | | |

| IIC10 | | All teachers reinforce classroom rules and procedures by positively teaching them.(165) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--|-------------------------------------|--------------------------|-------------------|
| Initial Assessment: | | All staff members were involved in identifying "Trojan Traits" that are meant to guide classroom procedures and establish student behavior expectations. "Trojan Traits" are 1. Be ready, 2. Be responsible, 3. Be respectful. At the start of the 2015-2016 school year, teachers, along with their students, are charged with developing classroom rules and procedures based on these "Trojan Traits." These traits are mentioned each day during morning announcements. They are posted throughout the building. | Limited Development 12/18/2014 | | |
| | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| How it will look when fully met: | | When this objective is fully met, all team members will consistently implement classroom rules and procedures based on "Trojan Traits." Effective implementation will result in fewer discipline referrals for violations of classroom rules and procedures to the principal. | Objective Met 06/15/2017 | Phylistia Stanley | 08/12/2016 |
| Action(s) | Created Date | | | | |
| 1 | 9/11/15 | "Trojan Traits" will be posted in every classroom. | Complete 10/09/2015 | Lafayette Smith | 10/16/2015 |
| | | <i>Notes:</i> Mr. Smith is going to check all classrooms to determine if Trojan Traits are posted. He will use a roster of team members from the office. If Trojan Traits are not posted in a classroom, team members will be given a copy of the traits to be posted. | | | |
| 2 | 9/11/15 | Students will be asked on a regular basis by staff to elaborate on the Trojan Traits, Students should be able to communicate to staff and visitors what each trait looks like in the school setting. | Complete 05/27/2017 | Phylistia Stanley | 05/27/2016 |
| | | <i>Notes:</i> | | | |
| 3 | 12/17/15 | Seventh, 8th, and 9th grade scholars will be identified who have received five or more Category Two offenses. These scholars may be candidates for Behavioral Plans. | Complete 08/12/2016 | Sheila Sanders | 08/12/2016 |
| | | <i>Notes:</i> Based on number of category 2 referrals, students in grades 7-9 have been identified. Some behavior plans have been written and are currently in place for these students. | | | |
| 4 | 1/21/16 | Behavior plans that have been written for some 7--9 students are being monitored for progress. | Complete 08/12/2016 | Sheila Sanders | 08/12/2016 |
| | | <i>Notes:</i> Behavior plans were written for students identified as having too many category two referrals | | | |
| 5 | 1/29/16 | Monitor progress of existing behavior plans | Complete 08/12/2016 | Sheila Sanders | 08/12/2016 |

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|---|--|------------|--|--|
| Notes: Monitor number of referrals students have received Monitor progress towards personal goal set in plan | | | | |
| Implementation: | | 06/15/2017 | | |
| Evidence | 6/15/2017 Agendas, sign in sheets, classroom walkthrough data, focus walk data, behavior plan information | | | |
| Experience | 6/15/2017 In pursuing this objective, staff were more aware of challenges that students face daily. | | | |
| Sustainability | 6/15/2017 Continue to monitor students behavior plans, other triggers. | | | |

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|---|---|-------------------------------------|------------------------|--------------------|
| Core Function: | Family Engagement in a School Community | | | |
| Effective Practice: | Explain and communicate the purpose and practices of the school community | | | |
| FE04 | 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) | | | |
| | | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | The parent compact is signed during registration for students. It is kept on file in the Parent Coordinator's office. The Parent facilitator for LHS and the district Parent Coordinator continue to develop programs and activities to increase parent involvement at LHS. | Limited Development 10/09/2015 | | |
| | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | Parents will take an active role in their child's education. They will participate in parent-teacher conferences, as well as other parent-centered programs and activities scheduled throughout the school year. | Objective Met 03/29/2017 | Lafayette Smith | 05/27/2016 |
| Action(s) | Created Date | | | |
| 1 | 2/11/16 The parent compact will be signed at registration. | Complete 10/16/2015 | Lafayette Smith | 10/16/2015 |
| Notes: Registration was held on August 14, 2015. Parents were asked to sign the parent compact while registering their child for the 2015-2016 school year. Mr. SMith has them on file. | | | | |

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| 2 | 2/11/16 | Parents will be encouraged to attend an event featuring LHS students. | Complete 12/22/2015 | Jessie Bryant | 12/22/2015 |
| <i>Notes:</i> Talent show | | | | | |
| 3 | 2/11/16 | Parents will be invited to an event where the focus is on academic improvement. | Complete 03/18/2016 | Lafayette Smith and Jessie Bryant | 03/18/2016 |
| <i>Notes:</i> Parents were invited to a Hype Night. ACT Aspire information in math and literacy was shared as students and/or parents traveled around the world. A dinner was provided for the students and parents. | | | | | |
| Implementation: | | | 03/29/2017 | | |
| Evidence | | <p>3/29/2017</p> <p>Agendas, sign in sheets, and handouts will be kept by the district parent coordinator.</p> | | | |
| Experience | | <p>3/29/2017</p> <p>Parents were receptive to the academic information given. More parents are needed to participate, but we focused on the parents who were willing to participate with the school. Other parents are contacted on an as need basis to discuss information. Parent teacher conferences were instrumental in informing parents who did not attend the other scheduled parent events.</p> | | | |
| Sustainability | | <p>3/29/2017</p> <p>The same process will continue each year. The school's district and building level parent facilitators will contact parents to ensure that they are informed on the academic needs of our students.</p> | | | |

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|---|--|---|-------------------------------------|-----------------------|--------------------|
| Core Function: | High School: Opportunity to Learn | | | | |
| Effective Practice: | Ensure content mastery and graduation | | | | |
| HS04 | | The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | <p>Lee High School has a College and Career Advisor that works with 11th and 12th grade students.</p> <ul style="list-style-type: none"> * meets with students on a regular basis * assists students in registering for ACT, SAT, etc. * assists students in completing FAFSA * provides opportunities for students to meet with college recruiters *assists students with college applications and essays <p>Lee High School Guidance Counselor</p> <ul style="list-style-type: none"> *meets with students in class settings to discuss graduation requirements,class choices, etc *meets with students on an individual basis to refine class schedules *notifies parents/guardians of students at risk of failing | Limited Development 10/14/2015 | | |
| | | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | | |
| How it will look when fully met: | | All students will be able to take advantage of the services offered by the College and Career Coach. | Objective Met 06/14/2017 | Jessica Pontoo | 05/26/2017 |
| Action(s) | Created Date | | | | |
| 1 | 10/14/15 | College and Career Advisor will meet with 11th and 12th graders on a regular basis. | Complete 05/26/2017 | Phylistia Stanley | 05/26/2017 |
| | | Notes: Erin Handley will meet with 11th and 12th grade students to assist with graduation, ACT, college applications, and scholarship information. | | | |
| 2 | 10/16/15 | Guidance counselor will meet with students to discuss graduation requirements. | Complete 05/26/2017 | Phylistia Stanley | 05/26/2017 |
| | | Notes: Counselor' schedule | | | |
| 3 | 10/29/15 | College and Career Advisors will provide opportunities for students to meet with college recruiters. | Complete 05/26/2017 | Erin Handley | 05/26/2017 |
| | | Notes: Emails with student appointment dates and times | | | |

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|---|--|--|---------------------|-------------------|------------|
| 4 | 10/30/15 | Guidance counselor will meet with students to assist in registration for ACT. | Complete 05/26/2017 | Phylistia Stanley | 05/26/2017 |
| <i>Notes:</i> Counselor's schedule | | | | | |
| 5 | 10/30/15 | Guidance counselor will facilitate the administration of the ACT on campus. | Complete 05/26/2017 | Phylistia Stanley | 05/26/2017 |
| <i>Notes:</i> ACT schedule | | | | | |
| 6 | 2/19/16 | Guidance counselor will work to secure vouchers for 10th grade students to take the ACT. | Complete 05/26/2017 | Phylistia Stanley | 05/26/2017 |
| <i>Notes:</i> Counselor is seeking ways to encourage 10th grade students to take the ACT. Most 11th and 12th grade students have taken the ACT at least once with 54 students in Oct and 65 in Feb. Will now concentrate on 10th grade. | | | | | |
| Implementation: | | | 06/14/2017 | | |
| Evidence | 6/14/2017 Graduation information, student transcripts, schedules, college and career coach files | | | | |
| Experience | 6/14/2017 In pursuing this objective for the 2017 school year, was a challenge for the school. The counseling consultant worked closely with the principal in auditing transcripts and making sure the students were on track for graduation. | | | | |
| Sustainability | 6/14/2017 Employing a school counselor will be necessary to ensure that the work is done in a timely manner. | | | | |

