

Comprehensive Plan Report

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

March 30, 2016

Covenant Keepers Charter School NCES - 50039701469

Covenant Keepers Charter School

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making			
Establishing a team structure with specific duties and time for instructional planning			
Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 10/09/2015	
	Evidence:	Our school already has a team structure in place: the district and school leadership team, the support staff team, and the instructional team. We communicate with each other and collaborate to develop school improvement plans.	
	Added date:		
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Objective Met 10/4/2015		
Assess	Level of Development:	Initial: Limited Development 10/09/2014	
		Objective Met - 10/04/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teams meet regularly, but not all have prepared agendas for each meeting.	
Plan	Assigned to:	Jenna Jones	
	How it will look when fully met:	Whenever a team meets, an agenda will be prepared ahead of time and distributed so all understand the order of the meeting and what will be discussed.	
	Target Date:	09/01/2015	
	Tasks:		
	1. The leadership team will begin creating agendas in Indistar for all leadership team meetings.		
	Assigned to:	Jenna Jones	
	Added date:	02/24/2015	

		Target Completion Date:	11/10/2014
		Frequency:	twice monthly
		Comments:	
		Task Completed:	11/10/2014 12:00:00 AM
	2. The leadership team will hold a meeting instructing a delegated team member from each team how to set up an agenda for the meeting. Delegate for teacher team: Jenna Jones Delegate for support staff: Marquita Hill Delegate for discipline team: Champ Watson		
		Assigned to:	Jenna Jones
		Added date:	02/24/2015
		Target Completion Date:	07/27/2015
		Comments:	
		Task Completed:	8/3/2015 12:00:00 AM
	3. The leadership team will monitor to make sure that agendas are being developed and distributed for each team meeting.		
		Assigned to:	Jenna Jones
		Added date:	02/24/2015
		Target Completion Date:	08/31/2015
		Frequency:	twice monthly
		Comments:	Champ Watson and Marquita Hill will send all agendas to Jenna Jones for documentation purposes.
		Task Completed:	8/31/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/4/2015
	Experience:		10/4/2015 This objective was easy. We just needed to develop a plan to get it done.
	Sustain:		10/4/2015 We will need to continually make sure agendas are being created for each meeting.
	Evidence:		10/4/2015 Evidence of meeting agendas are located in our documentation box on campus.
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 10/09/2014
	Evidence:		We have established a leadership team with clear roles. We meet twice a month (but usually more often) for an hour each meeting, as evidenced by meeting notes.
		Added date:	
School Leadership and Decision Making			
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		

Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/09/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The instructional leader monitors curriculum and classroom instruction regularly, but it is not yet developed into a systematic method. This is currently in progress.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Objective Met 11/30/2015		
Assess	Level of Development:	Initial: Limited Development 10/09/2014	
		Objective Met - 11/30/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	CK has a PD plan as required by the state. Now that we are into the school year, we see individual needs of our teachers, so we are doing individualized PD and also PD for all teachers. CK also uses Bloomboard marketplace for PD. We also contract with APSRC for PD and implement ArkansasIDEAS.	
Plan	Assigned to:	Lori Clancy	
	How it will look when fully met:	Teachers are consistently monitored (with classroom walkthroughs and analysis of lesson plans) to assess their instructional needs. Data will be reviewed by the leadership team to determine necessary professional development for teachers as individuals and as a whole. Members of the leadership team will meet with each teacher on a two week cycle, for the purpose of ascertaining needs for individualized PD and providing prescriptive resources.	
	Target Date:	01/04/2016	
	Tasks:		
	1. The leadership team will establish the teacher support cycle, in which each member of the leadership team will meet with each teacher on a two week cycle.		

		Assigned to:	Lori Clancy
		Added date:	09/22/2015
		Target Completion Date:	09/14/2015
		Comments:	
		Task Completed:	9/14/2015 12:00:00 AM
	2. Members of the leadership team will observe teachers in their classroom to ascertain needs.		
		Assigned to:	Lori Clancy
		Added date:	09/22/2015
		Target Completion Date:	10/05/2015
		Frequency:	twice monthly
		Comments:	
		Task Completed:	10/5/2015 12:00:00 AM
	3. The individual leadership team member will meet with each teacher, providing recommendations on further professional development based on needs.		
		Assigned to:	Lori Clancy
		Added date:	09/22/2015
		Target Completion Date:	10/05/2015
		Frequency:	twice monthly
		Comments:	
		Task Completed:	10/5/2015 12:00:00 AM
	4. The leadership team member will document the meeting in a shared Google document.		
		Assigned to:	Lori Clancy
		Added date:	09/22/2015
		Target Completion Date:	10/05/2015
		Comments:	
		Task Completed:	10/5/2015 12:00:00 AM
	5. At the next meeting, the teacher will report back to the individual leadership team member about how the recommendations worked for them.		
		Assigned to:	Lori Clancy
		Added date:	09/22/2015
		Target Completion Date:	10/05/2015
		Frequency:	twice monthly
		Comments:	
		Task Completed:	10/5/2015 12:00:00 AM
	6. The assistant director will determine school-wide PD based the review of the documentation on these meetings.		
		Assigned to:	Lori Clancy
		Added date:	09/22/2015
		Target Completion Date:	10/26/2015
		Frequency:	monthly

		Comments:	
		Task Completed:	10/26/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		11/30/2015
	Experience:		11/30/2015 The teacher support cycle helped put everything into perspective in determining teacher needs.
	Sustain:		11/30/2015 The leadership team will need to continue to sustain the teacher support cycle.
	Evidence:		11/30/2015 Documentation is located in the shared Google folder of notes from the teacher support cycle, as well in the PD notes as determined by the teacher support cycle.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

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

Status Tasks completed: 5 of 11 (45%)

Assess	Level of Development:	Initial: Limited Development 10/09/2014
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have Plus Time built into our schedule, but we need a system in place to monitor student progress. This system is currently being developed.
Plan	Assigned to:	Lori Clancy
	How it will look when fully met:	Our intervention time (Plus Time) will be fluid, with students moving in and out of interventions as necessary. When students are assessed using common assessments, teachers will judge which students are still in need of intervention on that specific skill. The student will then be placed with an intervention specialist/teacher who can assist them on the specific skill they are lacking. When the student has mastered that skill, the student moves out of intervention until he/she needs assistance mastering another specific skill. The cycle repeats itself after each common assessment.
	Target Date:	06/30/2016
	Tasks:	
	1. Plus Time will be rescheduled during the middle of the school day rather than the end of the school day, to solve the problem of students getting checked out of school early.	
	Assigned to:	Lori Clancy
	Added date:	02/25/2015
	Target Completion Date:	07/21/2014
	Comments:	

		Task Completed:	7/21/2014 12:00:00 AM
	2. Each student will be placed in an intervention group according to their 504/IEP/LPAC plans or their NWEA scores.		
	Assigned to:	Lori Clancy	
	Added date:	02/25/2015	
	Target Completion Date:	02/16/2015	
	Frequency:	three times a year	
	Comments:		
	Task Completed:	2/16/2015 12:00:00 AM	
	3. The leadership team will complete a book study of the book "Learning By Doing" with our external provider, regarding professional learning communities and providing appropriate and timely interventions.		
	Assigned to:	Lori Clancy	
	Added date:	02/25/2015	
	Target Completion Date:	10/01/2015	
	Comments:	We have not completed the book study, but have decided to continue it on into the next school year.	
	4. The Leadership Team will develop a data monitoring system to analyze student formative assessment data to determine timely and necessary interventions.		
	Assigned to:	Lori Clancy	
	Added date:	02/25/2015	
	Target Completion Date:	06/30/2015	
	Comments:		
	Task Completed:	7/27/2015 12:00:00 AM	
	5. The curriculum teams will develop a common curriculum map to make interventions more efficient and fluid, to ensure that students are being taught similar skills/standards at the same time.		
	Assigned to:	Laurette Whipps	
	Added date:	02/25/2015	
	Target Completion Date:	07/27/2015	
	Comments:		
	Task Completed:	7/31/2015 12:00:00 AM	
	6. Teachers will receive continual professional development regarding the data collection needed to provide timely and appropriate interventions.		
	Assigned to:	Lori Clancy	
	Added date:	02/25/2015	
	Target Completion Date:	07/27/2015	
	Frequency:	monthly	
	Comments:		
	Task Completed:	7/27/2015 12:00:00 AM	
	7. Teachers will collect weekly formative assessment data to determine mastery of skills.		
	Assigned to:	Jenna Jones	

		Added date:	02/25/2015
		Target Completion Date:	08/10/2015
		Frequency:	weekly
		Comments:	
	8. Teachers will collect pre-test and post-test data on common units/modules to measure student mastery.		
		Assigned to:	Jenna Jones
		Added date:	02/25/2015
		Target Completion Date:	09/14/2015
		Frequency:	monthly
		Comments:	
	9. Teachers will use data from weekly formative assessments and post-test data to refer students for content-specific intervention.		
		Assigned to:	Jenna Jones
		Added date:	02/25/2015
		Target Completion Date:	09/21/2015
		Frequency:	twice monthly
		Comments:	
	10. The leadership team will continually analyze and monitor the efficacy of the interventions being provided to students.		
		Assigned to:	Valerie Tatum
		Added date:	02/25/2015
		Target Completion Date:	09/21/2015
		Frequency:	monthly
		Comments:	
	11. Those providing interventions (teachers/support staff) will receive professional development on effective intervention methods and strategies.		
		Assigned to:	Lori Clancy
		Added date:	02/25/2015
		Target Completion Date:	10/05/2015
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		45%
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Tasks completed: 4 of 5 (80%)		
Assess	Level of Development:	Initial:	Limited Development 10/09/2014

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have been able to retain 73% of our teachers from the 2013-2014 school year to the 2014-2015 school year. We need to take steps to ensure we can recruit and retain teachers for the next school year.	
Plan	Assigned to:	Lori Clancy	
	How it will look when fully met:	Covenant Keepers will provide high quality training for new teachers to acclimate them to our specific school setting. CK will use outside agencies to aid in recruitment (Teacher For America, Arkansas Teacher Corps, State-Wide Job Fairs).	
	Target Date:	06/30/2016	
	Tasks:		
	1. Covenant Keepers will establish a 30-day probationary period for new teachers to ensure they are the best fit for the position.		
	Assigned to:	Marquita Hill	
	Added date:	03/29/2015	
	Target Completion Date:	01/05/2015	
	Comments:		
	Task Completed:	1/5/2015 12:00:00 AM	
	2. Covenant Keepers will meet with Teach For America representatives to recruit former participants in their program.		
	Assigned to:	Valerie Tatum	
	Added date:	03/29/2015	
	Target Completion Date:	03/16/2015	
	Comments:		
	Task Completed:	3/16/2015 12:00:00 AM	
	3. Covenant Keepers will participate in the Teacher Job Fair at the Clear Channel Metroplex.		
	Assigned to:	Lori Clancy	
	Added date:	03/29/2015	
	Target Completion Date:	04/18/2015	
	Frequency:	once a year	
	Comments:	Lori Clancy, Laurette Whipps, and Jenna Jones attended the job fair and collected several resumes and set up interviews.	
	Task Completed:	4/18/2015 12:00:00 AM	
	4. Covenant Keepers will maintain its relationship with Arkansas Teacher Corps as a participating school for their teacher trainees.		
	Assigned to:	Valerie Tatum	
	Added date:	03/29/2015	
	Target Completion Date:	07/20/2015	

		Frequency:	monthly
		Comments:	
	5. Covenant Keepers will provide initial and ongoing professional development for teachers regarding school climate and culture, including classroom management.		
		Assigned to:	Lori Clancy
		Added date:	03/29/2015
		Target Completion Date:	07/20/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	9/7/2015 12:00:00 AM
Implement	Percent Task Complete:		80%
Opportunity to Learn			
Post-Secondary School Options			
Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	Tasks completed: 4 of 5 (80%)		
Assess	Level of Development:	Initial: Limited Development 11/30/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As a middle school, we work to prepare our students for highs school. We have transition meetings with all 8th grade students to help them determine their next step.	
Plan	Assigned to:	Valerie Tatum	
	How it will look when fully met:	All 8th grade students will know where they are going to high school before they leave Covenant Keepers. Students will have several opportunities to visit high schools and colleges in the surrounding areas. A staff member will be in the position of the 8th grade transition coordinator who makes sure 8th grade students have the resources they need before going on to high school. Covenant Keepers will develop a working relationship with the Little Rock School District to transition students smoothly into high school.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Collect the phone numbers of the surrounding high schools our students exit to.		
		Assigned to:	Valerie Tatum
		Added date:	11/30/2015
		Target Completion Date:	10/06/2015

		Comments:	
		Task Completed:	10/6/2015 12:00:00 AM
	2. Host an initial meeting with Baker Kurrus, the superintendent of the Little Rock School District,		
		Assigned to:	Valerie Tatum
		Added date:	11/30/2015
		Target Completion Date:	10/16/2015
		Comments:	
		Task Completed:	10/16/2015 12:00:00 AM
	3. Determine when all open enrollment periods for high school students begins.		
		Assigned to:	Lori Clancy
		Added date:	11/30/2015
		Target Completion Date:	11/16/2015
		Comments:	
		Task Completed:	11/16/2015 12:00:00 AM
	4. Designate an 8th grade transition liaison within the school to meet with students and parents about their high school decisions.		
		Assigned to:	Valerie Tatum
		Added date:	11/30/2015
		Target Completion Date:	12/18/2015
		Comments:	
	5. Meet with Dr. Karen Broadnax to begin developing a high school transition plan for all 8th grade English learners.		
		Assigned to:	Valerie Tatum
		Added date:	11/30/2015
		Target Completion Date:	11/18/2015
		Comments:	
		Task Completed:	11/18/2015 12:00:00 AM
Implement	Percent Task Complete:		80%

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)		
Status	Objective Met 3/27/2016		
Assess	Level of Development:	Initial: Limited Development 10/26/2015	
		Objective Met - 03/27/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Last year, our teachers gave formative assessments, but we were data rich and action poor. This year, we want to take more action based on our test results.	
Plan	Assigned to:	Lori Clancy	
	How it will look when fully met:	Instructional Teams will systematically develop and administer formative assessments at the beginning and end of lessons/units. Teachers will use the data to differentiate instruction, and instructional teams will use the information to modify units of instruction and share successful teaching strategies.	
	Target Date:	01/06/2015	
Tasks:			
	1. Teachers will receive initial and continual training in pedagogy and content delivery.		
	Assigned to:	Lori Clancy	
	Added date:	10/26/2015	
	Target Completion Date:	08/31/2015	
	Frequency:	monthly	
	Comments:		
	Task Completed:	8/31/2015 12:00:00 AM	
	2. All teachers will receive initial and continual training in the GANAG lesson planning schema.		
	Assigned to:	Lori Clancy	
	Added date:	10/26/2015	
	Target Completion Date:	08/31/2015	
	Frequency:	monthly	
	Comments:		
	Task Completed:	8/31/2015 12:00:00 AM	
	3. All teachers will receive training in conducting formative assessments (pre- and post tests) every 2 weeks.		
	Assigned to:	Lori Clancy	
	Added date:	10/26/2015	
	Target Completion Date:	08/31/2015	
	Comments:		
	Task Completed:	8/31/2015 12:00:00 AM	
	4. A PLC data team meeting will be scheduled every two weeks for the purpose of instructional teams conducting analysis and action planning based on data from formative assessments.		
	Assigned to:	Lori Clancy	
	Added date:	10/26/2015	
	Target Completion Date:	08/31/2015	
	Frequency:	twice monthly	

		Comments:	
		Task Completed:	8/31/2015 12:00:00 AM
		5. 4. Leadership team will find sources for questions for pre- and post-tests with the assistance of their external provider that are not teacher developed.	
		Assigned to:	Lori Clancy
		Added date:	10/26/2015
		Target Completion Date:	10/06/2015
		Comments:	
		Task Completed:	10/6/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	3/27/2016	
	Experience:	3/27/2016 Our math and ELA teachers (and science and social studies) all give a pre- and post-test at the beginning and end of each instructional unit.	
	Sustain:	3/27/2016 We will need to continue working with the teachers at the start of each unit to insure that the pre- and post-tests are taking place and will be available for any possible questions.	
	Evidence:	3/27/2016 Teachers have pre- and post-test results and can pull them as needed.	
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)		
Status	Objective Met 3/27/2016		
Assess	Level of Development:	Initial: Limited Development 11/30/2015	
		Objective Met - 03/27/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our teachers give pre- and post-unit assessments but need support in deliberately using the data to modify lessons for the upcoming unit.	
Plan	Assigned to:	Laurette Whipps	
	How it will look when fully met:	Teachers will continue to give formative assessments as well as pre- and post-unit assessments, and will use the data to modify lessons for the upcoming unit. If it is apparent that some students already have a grasp of the information, the teacher will provide those students with enrichment activities.	
	Target Date:	06/30/2016	
	Tasks:		
		1. Teachers will receive training in how to properly execute the assessments and track the data.	
		Assigned to:	Laurette Whipps

		Added date:	12/01/2015
		Target Completion Date:	01/05/2015
		Comments:	
		Task Completed:	1/5/2016 12:00:00 AM
	2. Math and literacy teachers will give mini assessments based on a specific standard at the beginning of class during the APK.		
		Assigned to:	Laurette Whipps
		Added date:	12/01/2015
		Target Completion Date:	01/12/2015
		Frequency:	daily
		Comments:	
		Task Completed:	1/15/2016 12:00:00 AM
	3. Teachers will grade and track growth daily in these "Show What You Know" assessments.		
		Assigned to:	Laurette Whipps
		Added date:	12/01/2015
		Target Completion Date:	01/12/2015
		Frequency:	daily
		Comments:	
		Task Completed:	1/15/2016 12:00:00 AM
	4. Teachers will modify lessons and unit plans based on the assessment results.		
		Assigned to:	Laurette Whipps
		Added date:	12/01/2015
		Target Completion Date:	01/12/2015
		Frequency:	weekly
		Comments:	
		Task Completed:	1/25/2016 12:00:00 AM
	5. During PLC meetings, teachers will report out their daily assessment data, including trends and recommended interventions.		
		Assigned to:	Lori Clancy
		Added date:	12/01/2015
		Target Completion Date:	01/26/2015
		Frequency:	twice monthly
		Comments:	
		Task Completed:	1/29/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/27/2016
	Experience:		3/27/2016 Teachers required specific training to make this successful, but once they got it, it became a part of what they did each day.
	Sustain:		3/27/2016 Continual support of teachers and checking up with them on their data.

Evidence:	3/27/2016 Notes from instructional team meetings have been kept and the lead teacher has notes from checking in with the teachers on their data.
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Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 11/30/2015

Evidence: Covenant Keepers already tests our students 3 times a year using NWEA MAP tests. We test in the fall, winter, and spring.

Added date:

Indicator IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: Full Implementation 10/09/2014

Evidence:		<p>Yearly learning goals have been written into our IMOs for the year:</p> <p>Benchmark 1: Summer IMO for Literacy and Math: By August 31, 100% of students will have established a baseline RIT score for reading, math, and language MAP Assessments as evidenced by NWEA Reports.</p> <p>Benchmark 2: Fall IMO for Literacy: By November 7, 50% of students will increase 2 or more points from their summer score on the reading and language MAP Assessments as evidenced by recorded test scores. This point increase was determined by NWEA's Point Calculator, developed by NWEA's research team.</p> <p>Benchmark 3: Fall IMO for Math: By November 7, 50% of students will increase 2 or more points from their summer score on the math MAP Assessment as evidenced by recorded test scores. This point increase was determined by NWEA's Point Calculator, developed by NWEA's research team.</p> <p>Benchmark 4: Winter IMO for Literacy: By January 30, 50% of students will show 40% of expected growth on the reading and language MAP Assessments as evidenced by NWEA reports.</p> <p>Benchmark 5: Winter IMO for Math: By January 30, 50% of students will show 40% of expected growth on the math MAP Assessment as evidenced by NWEA reports.</p> <p>Benchmark 6: Spring IMO for Literacy: By May 15, 50% of students will show 90% of expected growth on the reading and language MAP Assessments as evidenced by NWEA reports.</p> <p>Benchmark 7: Spring IMO for Math: By May 15, 50% of students will show 90% of expected growth on the math MAP Assessment as evidenced by NWEA reports.</p>
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		Added date:	
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Indicator	IID07 - The Leadership Team monitors school-level student learning data.(105)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/09/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our leadership team is already monitoring quarterly school-level learning data through NWEA testing and our data walls. However, we are not currently monitoring classroom level learning data. This plan is currently being developed.	

Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)		
Status	Add a Task Tasks completed: 13 of 13 (100%)		
Assess	Level of Development:	Initial: Limited Development 10/09/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A data collection/analysis system is currently being put in place to allow teachers to bring individual student data (classroom work, as well as pre- and post-test data) to PLC meetings to make decisions about instructional plans. This system will also allow instructional teams to make decisions regarding specific student needs. Currently, administration is providing professional development as teachers are in the emergent stage of using pre- and post- test data to make instructional decisions. PLC meetings are non-negotiable, and are scheduled for Wednesdays and Thursdays from 4:30 -5:15.	
Plan	Assigned to:	Laurette Whipps	
	How it will look when fully met:	Pre-test and post-tests will be given according to the guidelines embedded in the research-based curricula of EngageNY (Math) and Expeditionary Learning (ELA). The teacher gauges mastery at different points in the unit with formative assessments which may include oral presentations, drills and practice, interactive notebooks, quizzes, etc. Teachers use the results of formative assessments to shape how they reteach the lesson to those who did not get the information the first time around, ensuring mastery. Teachers analyze the data at the standard level and bring it to weekly PLC meetings for discussion, and make school-wide decisions for next week's lessons based on student needs. Instructional teams should discuss how to differentiate instruction for specific students based on assessment evidence, including the enrichment of any students who are already proficient. Teachers will select intervention strategies to support at-risk students, including students with disabilities, English language learners, and economically disadvantaged students.	
	Target Date:	06/30/2015	
	Tasks:		
	1. Provide teachers with ongoing data-driven instruction professional development.		
	Assigned to:	Lori Clancy	
	Added date:	10/30/2014	

		Target Completion Date:	06/30/2015
		Frequency:	monthly
		Comments:	APSRC can offer PD, and we can utilize ADE support, as well as other consultants as needed.
		Task Completed:	6/30/2015 12:00:00 AM
	2. Our school will adopt Engage New York as our math curriculum for all math instruction and Expeditionary Learning for all ELA instruction.		
		Assigned to:	Laurette Whipps
		Added date:	10/30/2014
		Target Completion Date:	05/01/2014
		Comments:	
		Task Completed:	5/1/2014 12:00:00 AM
	3. Establishing Wednesday and Thursday as non-negotiable PLC meeting times dedicated to data analysis and action planning. Meetings will be heard from 4:30-5:15.		
		Assigned to:	Lori Clancy
		Added date:	10/30/2014
		Target Completion Date:	10/08/2014
		Comments:	Based on the research of Paul Bambrick-Santoyo
		Task Completed:	10/8/2014 12:00:00 AM
	4. English teachers will provide teachers of other content areas with their focus standards for the each unit and will inform their colleagues of which standards to teach for the week according to specific needs.		
		Assigned to:	Laurette Whipps
		Added date:	10/30/2014
		Target Completion Date:	11/03/2014
		Frequency:	weekly
		Comments:	This instruction will take place during Thursday PLCs.
		Task Completed:	11/3/2014 12:00:00 AM
	5. Teachers will attend non-negotiable PLC meetings on Wednesdays for the purpose of analyzing classroom formative assessment data based on ELA focus standards.		
		Assigned to:	Jenna Jones
		Added date:	10/30/2014
		Target Completion Date:	11/12/2014
		Frequency:	weekly
		Comments:	
		Task Completed:	11/12/2014 12:00:00 AM
	6. Teachers will attend non-negotiable PLC meetings on Thursdays for the purpose of planning for next week's instruction based on the data discussed in Wednesday's meeting.		
		Assigned to:	Laurette Whipps
		Added date:	10/30/2014
		Target Completion Date:	11/13/2014
		Frequency:	weekly

		Comments:	
		Task Completed:	11/13/2014 12:00:00 AM
	7. All teachers will give pre- and post-unit tests that align with their curriculum's pacing guide or Arkansas Frameworks.		
		Assigned to:	Laurette Whipps
		Added date:	10/30/2014
		Target Completion Date:	01/05/2015
		Frequency:	monthly
		Comments:	Teachers are giving pre-test and post-unit tests that align with their pacing guides and we are analyzing this data in our weekly PLC meetings.
		Task Completed:	2/2/2015 12:00:00 AM
	8. Teachers will analyze the data from pre-tests to become aware of learning gaps and make data-driven decisions based on the results.		
		Assigned to:	Valerie Tatum
		Added date:	10/30/2014
		Target Completion Date:	01/05/2015
		Frequency:	monthly
		Comments:	Dr. Tatum will meet with teachers in her monthly one-to-one meetings to discuss pre-test data and how it influences a teacher's decisions in the classroom.
		Task Completed:	1/12/2015 12:00:00 AM
	9. Teachers use data gathered from pre- and post unit tests and formative assessments to red-flag students in need of intervention.		
		Assigned to:	Kevin Bryant
		Added date:	10/30/2014
		Target Completion Date:	01/05/2015
		Frequency:	monthly
		Comments:	This takes place in our Thursday PLC meetings.
		Task Completed:	2/2/2015 12:00:00 AM
	10. The special education instructor will provide teachers with strategies to support the needs of students with disabilities in their classrooms.		
		Assigned to:	John Scroggins
		Added date:	10/30/2014
		Target Completion Date:	01/05/2015
		Frequency:	monthly
		Comments:	Mr. Scroggins is now doing this on a monthly basis.
		Task Completed:	2/2/2015 12:00:00 AM
	11. The ESL (English Speakers of Other Languages) Coordinator will provide teachers with strategies to support the needs of English language learners in their classrooms.		
		Assigned to:	Jenna Jones
		Added date:	10/30/2014

		Target Completion Date:	01/05/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	1/5/2015 12:00:00 AM
	12. Teachers will analyze the data from post-tests to establish student growth as well as continued areas of weakness.		
		Assigned to:	Valerie Tatum
		Added date:	10/30/2014
		Target Completion Date:	02/02/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	2/9/2015 12:00:00 AM
	13. All student will receive computer-based interventions based on specific needs as determined by weekly formative assessments and NWEA MAP test scores. These programs include: -Reading Plus -IStation -Khan Academy (for students who are surging ahead or in need of advanced assignments) -Rosetta Stone (for ELL students learning English as a second language)		
		Assigned to:	John Scroggins
		Added date:	03/02/2015
		Target Completion Date:	02/11/2015
		Frequency:	twice weekly
		Comments:	
		Task Completed:	2/11/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Objective Met 3/27/2016		
Assess	Level of Development:	Initial: Limited Development 10/09/2014	
		Objective Met - 03/27/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We are currently using Engage New York and Expeditionary Learning to align standards, curriculum, instruction, and assessment for math and ELA teachers. A system is being developed to help teachers outside of ELA align their curriculum/standards to what is taking place in math and ELA.
Plan	Assigned to:	Laurette Whipps
	How it will look when fully met:	For each instructional unit in math and English, the focus standards will be posted on chart paper in the War Room for all teachers to see during the unit. During PLC planning meetings, teachers will collaborate to develop differentiated instruction and activities based on student needs as determined by assessment data.
	Target Date:	04/04/2016
	Tasks:	
	1. Math and English teachers will use their adopted curriculum to develop a visual that all teachers can view and access in the War Room.	
	Assigned to:	Laurette Whipps
	Added date:	02/01/2016
	Target Completion Date:	01/29/2016
	Frequency:	four times a year
	Comments:	
	Task Completed:	1/29/2016 12:00:00 AM
	2. Science, social studies, and extra-curricular teachers will place the technical standards for their subject area that align to the Math and literacy focus standards for the unit on the visual in the War Room.	
	Assigned to:	Jenna Jones
	Added date:	02/01/2016
	Target Completion Date:	01/29/2016
	Frequency:	four times a year
	Comments:	
	Task Completed:	1/29/2016 12:00:00 AM
	3. During PLC data team meetings, teachers will collaborate to develop interdisciplinary plans based on student assessment data.	
	Assigned to:	Laurette Whipps
	Added date:	02/01/2016
	Target Completion Date:	02/01/2016
	Frequency:	twice monthly
	Comments:	
	Task Completed:	2/1/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/27/2016
	Experience:	3/27/2016 This was easy to accomplish, because we had been doing this, but now we are including all teachers and not just math and ELA.

	Sustain:	3/27/2016 We will continue to meet each quarter/unit to create a new wall chart for each unit/subject.
	Evidence:	3/27/2016 See the wall in the war room with the instructional unit information.
Indicator	IIIA35 - Students are engaged and on task.(144)	
Status	Objective Met 6/4/2015	
Assess	Level of Development:	Initial: Limited Development 10/09/2014
		Objective Met - 06/04/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Students are not engaged and on task in every class. We have implemented different lesson elements to insure students are on task (interactive notebooking, GANAG schema for lesson structure), but these must be carried out with fidelity. The analysis of individual student data with also help develop differentiation efforts to insure students are on task in each class.
Plan	Assigned to:	Lori Clancy
	How it will look when fully met:	Students are on task in each class due to excellent classroom management and the teacher providing beneficial feedback. -GANAG Lesson Planning Schema -Demerit system -Feedback book study -Marzano strategies
	Target Date:	06/30/2015
	Tasks:	
	1. Teachers will receive training in Jane Pollock's GANAG lesson planning schema from Susan Owens of APSRC.	
	Assigned to:	Lori Clancy
	Added date:	02/13/2015
	Target Completion Date:	06/02/2014
	Comments:	
	Task Completed:	6/2/2014 12:00:00 AM
	2. Teachers will receive continuing support in GANAG lesson planning schema and other classroom engagement strategies from Susan Owens of APSRC (our external provider).	
	Assigned to:	Lori Clancy
	Added date:	02/13/2015
	Target Completion Date:	06/30/2015
	Frequency:	monthly
	Comments:	Susan provided targeted PD on GANAG and classroom management throughout the school year. She will return next year and through the summer to continue our professional development.
	Task Completed:	5/28/2015 12:00:00 AM

		3. Teachers will participate in a book study of "Feedback" by Jane Pollock, led by Susan Owens of APSRC (our external provider).
		Assigned to: Lori Clancy
		Added date: 02/13/2015
		Target Completion Date: 12/01/2015
		Comments:
		Task Completed: 12/1/2014 12:00:00 AM
		4. Teachers will have monthly one-to-one conversations with Dr. Tatum regarding student engagement in their classrooms.
		Assigned to: Valerie Tatum
		Added date: 02/13/2015
		Target Completion Date: 06/30/2015
		Frequency: monthly
		Comments: Teachers had their final one-on-one conversation with Dr. Tatum regarding student engagement regarding feedback on formative assessments.
		Task Completed: 4/30/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	6/4/2015
	Experience:	6/4/2015 Our external provider helped us greatly with this indicator, and a more effective lesson planning schema and relevant feedback increased student engagement.
	Sustain:	6/4/2015 New teachers will need to be trained each year and ongoing PD will need to be provided through the year on GANAG and student engagement strategies.
	Evidence:	6/4/2015 We have evidence of the GANAG lesson planning schema and meeting with our leadership team to monitor student engagement.

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)		
Status	Objective Met 3/27/2016		
Assess	Level of Development:	Initial: Limited Development 10/14/2015	
		Objective Met - 03/27/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	The Dean of Student Affairs meets with teachers on a 2 week support cycle to discuss issues in the classroom. The Dean of Students meets with teachers on a 2 week support cycle to discuss issues regarding specific student behavior. Mrs. Jones has been working with teachers on establishing procedures and protocols in their classroom to alleviate learning disruptions. Mrs. Whipps reinforces procedures and protocols with teachers and shows teachers how to teach the classroom rules and procedures. All incoming teachers receive training on our schoolwide classroom management policy. This policy is edited annually by the leadership team.
Plan	Assigned to:	Lenard Blocker
	How it will look when fully met:	All teachers will reinforce the classroom rules and procedures. The discipline team and the leadership team will positively support and guide the teachers in their interactions with students.
	Target Date:	10/16/2015
	Tasks:	
	1. The discipline team will develop an effective data tracking system for the purpose of recognizing patterns and addressing potential issues related to student discipline referrals.	
	Assigned to:	Champ Watson
	Added date:	10/26/2015
	Target Completion Date:	08/05/2015
	Comments:	
	Task Completed:	8/5/2015 12:00:00 AM
	2. Through the teacher support cycle, teachers will meet with the discipline team to address specific behavior issues in their class.	
	Assigned to:	Lenard Blocker
	Added date:	10/26/2015
	Target Completion Date:	10/06/2015
	Frequency:	twice monthly
	Comments:	
	Task Completed:	10/6/2015 12:00:00 AM
	3. The leadership team will provide teachers with professional development on the mandatory school-wide rituals and routines policy and how to establish these routines in their classrooms.	
	Assigned to:	Lori Clancy
	Added date:	10/26/2015
	Target Completion Date:	08/31/2015
	Frequency:	once a year
	Comments:	
	Task Completed:	8/31/2015 12:00:00 AM
	4. Through the teacher support cycle, the discipline team will provide feedback to teachers about how to better communicate expectations to students.	
	Assigned to:	Champ Watson
	Added date:	10/26/2015

		Target Completion Date:	10/06/2015
		Frequency:	twice monthly
		Comments:	
		Task Completed:	10/6/2015 12:00:00 AM
	5. Teachers will receive cultural sensitivity training to help understand how to best communicate with students.		
		Assigned to:	Lenard Blocker
		Added date:	03/27/2016
		Target Completion Date:	01/15/2016
		Frequency:	monthly
		Comments:	
		Task Completed:	1/29/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/27/2016
	Experience:		3/27/2016 Teachers would tell students their expectations, but would often nag. We wanted a way for them to more positively teach them and respond to their issues/needs.
	Sustain:		3/27/2016 Teachers will need continued support in cultural sensitivity but will also need to schedule one-to-one meetings with student/principal if there is an apparent issue between student and teacher.
	Evidence:		3/27/2016 Notes from meetings/notes from trainings.
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)		
Status	Add a Task Tasks completed: 7 of 7 (100%)		
Assess	Level of Development:	Initial: Limited Development 10/09/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have provided parents with a section on our website that has recommendations for helping their child at home. We have also sent home packets of work for children to do with their parents. We also have included expectations in our student/parent handbook. We do not currently have a written school "compact".	
Plan	Assigned to:		Jenna Jones

	How it will look when fully met:	Parents will use the provided compact to assist their children in meeting their learning objectives. Parents will attend family nights where they will receive instruction on using the developed compact. Parents will have an opportunity to ask questions of teachers and administration and receive support and truly understand how to enhance learning in the home.
	Target Date:	06/30/2015
	Tasks:	
	1. The leadership team, in partnership with lead math and literacy teachers, will develop a teacher/parent compact to enhance instruction in the home.	
	Assigned to:	Valerie Tatum
	Added date:	10/30/2014
	Target Completion Date:	11/18/2014
	Comments:	
	Task Completed:	11/11/2014 12:00:00 AM
	2. Parents and children will attend a quarterly open discussions to provide a clear understanding of how to use the compact and will be introduced to high-yield strategies to enhance learning at home.	
	Assigned to:	Stacy Harris
	Added date:	10/30/2014
	Target Completion Date:	11/18/2014
	Frequency:	four times a year
	Comments:	Dates: November 18 February April May
	Task Completed:	11/14/2014 12:00:00 AM
	3. Parents will take a survey at the end of the quarterly open discussion to inform the school of what strategies they found helpful, and areas in which they still need support.	
	Assigned to:	Jenna Jones
	Added date:	10/30/2014
	Target Completion Date:	11/18/2014
	Frequency:	four times a year
	Comments:	
	Task Completed:	11/18/2014 12:00:00 AM
	4. The leadership team, along with the instructional team, will revise the compact at the beginning of each school year.	
	Assigned to:	Valerie Tatum
	Added date:	06/02/2015
	Target Completion Date:	08/10/2015
	Frequency:	once a year
	Comments:	
	Task Completed:	8/10/2015 12:00:00 AM
	5. An initial meeting will be held for parents interested in PALS (Parent Association: Leading and Serving).	
	Assigned to:	Lenard Blocker

		Added date:	10/26/2015
		Target Completion Date:	08/17/2015
		Comments:	
		Task Completed:	9/10/2015 12:00:00 AM
	6. Invitations to join PALS will be distributed to parents before our 5th Block event for 1st quarter.		
		Assigned to:	Lenard Blocker
		Added date:	10/26/2015
		Target Completion Date:	09/10/2015
		Comments:	
		Task Completed:	9/10/2015 12:00:00 AM
	7. PALS will develop a list of initiatives for the school year.		
		Assigned to:	Lenard Blocker
		Added date:	10/26/2015
		Target Completion Date:	10/16/2015
		Comments:	
		Task Completed:	10/16/2015 12:00:00 AM
Implement	Percent Task Complete:		100%